

DR. LUXIA YAN

How to ace IB Mandarin B (DP1)

READING COMPREHENSION Paper 2

FIRST EXAMS MAY 2020

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Instruction*

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How to ace IB Mandarin B (DP 1) (Reading Comprehension – Paper 2)

This Language B workbook is written for teachers and students in their first year of the IB DP Mandarin B course and is suitable for all intermediate learners of Mandarin. Its practical approach to teaching and learning is based on past IB Mandarin Ab Initio examination papers (the former Paper 1) from 2005 until 2019 and is arranged according to the five main themes and the twenty topics of the Language B course (for easy reference).

About the author

Dr. Luxia Yan is a practising Language Ab Initio teacher who has worked at a number of International Baccalaureate schools in Asia since the turn of the century. She currently teaches IB DP Mandarin Ab Initio, Chinese Language A – Literature, Chinese Language A – Language and Literature and Mandarin B as well as IB MYP Chinese A and B. Dr. Yan is an examiner for Chinese A – Language and Literature, an experienced IB DP workshop leader for DP Chinese A, B and Ab Initio, a school visit team leader and a consultant for DP verification. She holds a Bachelor's degree, a Master's degree and a PhD degree in Chinese Language and Literature.

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This exam preparation workbook complements the **Language Ab Initio Student Workbook**

(ISBN 978-988-78756-6-6)

For orders of the Student Workbook, contact mihabinitio@gmail.com

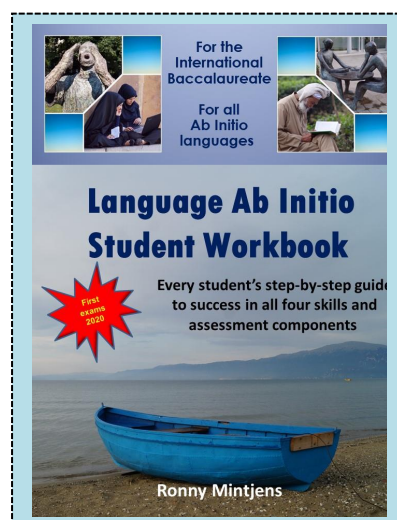
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How to Ace IB Mandarin B (DP 1) – Reading Comprehension (Paper 2)

Welcome to the How to Ace IB Mandarin B (DP 1) – Reading Comprehension (Paper 2) workbook. This resource will help you practice and revise fully throughout your first year in the Mandarin B HL/SL course.

Reading Comprehension (Paper 2) in the Mandarin B course

The Language B course is for students with an **intermediate** level of previous study in and/or exposure to the target language. The typical Language B student will have received target language instruction for at least two years, or may have lived in a target language culture for a number of years, or may have target language-speaking parents etc. This language acquisition course builds upon that foundation.

Educators realise however that every student's entry point into the Language B course is slightly different and that often students need that extra support to be able to tackle the challenges with confidence and with the required foundation.

This Reading Comprehension workbook is specifically aimed at supporting Language B students **in their first year in the DP course**. All the texts have been taken from examination papers in the Ab Initio (beginners') course. There is a clear understanding that the end point of the Ab Initio course coincides largely with the entry point of the Language B courses. We therefore believe that a resource made up of Ab Initio final assessments is the perfect tool to help Language B students ensure that they have the required starting level in vocabulary, grammar, syntax and cultural awareness. In addition, this workbook further develops the essential reading skills that form part of every language course's formative and summative assessment.

This workbook is the perfect companion for Language B students to practice their reading comprehension both in class (activities, assessments, term and end-of-year 1 exams) and in their independent study (homework, extra practice, pair work, assessment preparation).

The Language B course and the Language Ab Initio course share the same five main themes :

- ❖ Identities
- ❖ Experiences
- ❖ Human ingenuity
- ❖ Social organization
- ❖ Sharing the planet

In the Language Ab Initio course these five themes are each subdivided into four topics, which is not the case in the Language B course. The latter provides for a broader input from the teachers and the students and goes into more depth in each of these themes.

However, for easy reference to and retrieval of topic-specific reading comprehension exercises (and associated tasks and activities), this workbook follows the way in which the Language Ab Initio course has been divided up into the five themes and the twenty topics :

Identities	Experiences	Human ingenuity	Social organization	Sharing the planet
Personal attributes	Daily routine	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical geography
Eating and drinking	Holidays	Media	The workplace	Environment
Physical well-being	Festivals and celebrations	Technology	Social issues	Global issues

Through the revision of many years' worth of past IB reading comprehension papers the Language B students will revise and further familiarize themselves with the topic-specific vocabulary. They will be able to revise and practise the vocabulary and the grammatical concepts learned and to apply these in authentic reading comprehension exercises. In addition, they will be able to practise key structures, develop their oral skills and complete creative and personalized writing tasks.

Through regular practice the students will soon have a complete overview of the requirements, the key vocabulary, the grammar points and the creative writing opportunities that characterize this course. They will then be ready to move on to authentic Language B reading comprehension tasks and thus test their knowledge and understanding in the Individual Oral examination, the Paper 1 creative writing and the Paper 2 reading and listening comprehension exercises.

To the students : How to use this workbook ?

This workbook encourages you to review the relevant vocabulary and grammar through guided reading and to apply the vocabulary and the grammar points in IB-style speaking and writing tasks.

The workbook is structured on the five main themes of the Language Ab Initio course, and within each theme the texts and exercises are arranged by topic. Within each topic you will find the following sections:

Intro : Authentic Reading Comprehension text

This text has been taken from a past IB Mandarin Ab Initio Reading Comprehension exam paper (reference to the paper and to the sources has been made) and forms the basis for the exercises in this section. For some of the topics several past paper texts have been included for analysis. In this case, the texts are arranged in chronological order.

Part 1 : Key vocabulary

The key vocabulary has been listed so that you can study any new words prior to reading the source text. Make sure you practise the spelling as well as the pronunciation !

Part 2 : Sentence drills

For each text two sentence structures and/or grammar points have been highlighted. Study or revise them before applying them to the sample sentences provided.

Part 3 : Reading comprehension

Once the vocabulary and the grammar points have been studied, do an intensive and detailed reading of the source text. As you complete this reading, ask your teacher for a copy of the corresponding "Question and

Answer” paper. You can complete this paper for practice, as homework or in class. Your teacher will also be able to provide you with the corresponding mark scheme so you can check your answers.

Part 4 : Oral practice

Once you have studied the vocabulary, the grammar and the content of this past paper, conduct a creative oral task according to set instructions. This will help you improve your pronunciation and oral fluency. Try to be personal and use as many key words and grammar points from the source text as possible. As a Language B student, challenge yourself to use complex vocabulary and grammar points, and try to construct verbal exchanges of considerable length.

Part 5 : Guided writing

This section builds on the previous one and helps you practise your writing skills. You will find authentic Composition instructions on the topic being studied. Practise these tasks in preparation for the more advanced assessments that will follow in your course and again, use key words and key grammar points from the source text. Each writing task comes with three possible text types – choose the most appropriate text type for the given task by applying what you have learned about Conceptual Understandings in language acquisition.

Complementary resources

It is important that you use this workbook in conjunction with the “**Mandarin B Portfolio**” for topic-based vocabulary and sample sentences that you can use in your creative speaking and writing;

Your task

In order to make full use of this resource, follow these steps :

- complete the study of a unit/topic in class;
- study the vocabulary and the grammar points related to the topic of study in this workbook;
- complete the Comprehension exercise(s). Your teacher will give you the “Question and Answer” booklet of the relevant examination session;
- use the “**Mandarin B Portfolio**” to start constructing your personal speaking and writing;
- complete the tasks in this workbook.

Note to teachers

When your class is about to start a particular topic of the Language B course and you would like your students to revise the related vocabulary and grammar as well as practise their comprehension skills on this topic, refer to the table of contents in this workbook where you will find the course themes and the corresponding page numbers.

A detailed table with all the course themes, course topics and corresponding reading comprehension Past Papers can be found on **page 379**.

What is the “How to Ace IB Mandarin B” workbook series ?

This workbook is organized according to the current Language Ab Initio syllabus and assessment specifications (first exams in May 2020). However, it contains past papers from 2000 onwards. The students will only notice the difference when they attempt to complete the official IB past paper exam for practice. The tasks set out in this workbook are the same for both sets of papers. This workbook is part of the “**Products of Mass Instruction**” series for Mandarin B which also includes :

- **How to Ace Mandarin B – Reading Comprehension (SL)**
- **How to Ace Mandarin B – Reading Comprehension (HL)**
- **How to Ace Mandarin B – Listening Comprehension (DP 1)**
- **How to Ace Mandarin B – Listening Comprehension (SL)**
- **How to Ace Mandarin B – Listening Comprehension (HL)**
- **My Mandarin B Portfolio (DP 1)**

All these resources are available* from Mintjens Press and can be viewed on :

<https://www.mihunlimited.com/ib-language.html>

Sample pages can be viewed on the same website.

*Please note that some of these resources are currently in preparation – consult our website regularly for updates.



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A. 身份

IDENTITIES**CONTENT :**

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g è r é n t è d i ǎ n

A. 1. 个人特点

Personal attributes



Text A.1.1. : 2006 年 5 月 第三部分

zhōujiélún
周 杰 伦

dì yī duàn zǒng xí guàn dài zhe yā shé mào chuān zhe niú zǎi kù dà dà de xù shān jīn
(第 一 段) 总 习 惯 戴 着 鸭 舌 帽 , 穿 着 牛 仔 裤 , 大 大 的 T 恤 衫 , 今
nián suì de zhōujiélún hé yì bān de nián qīng rén méi shén me bù tóng dàn zhōujiélún de
年 22 岁 的 周 杰 伦 和 一 般 的 年 轻 人 没 什 么 不 同 。 但 周 杰 伦 的
nǎo zǐ lǐ yǒng yuǎn yǒu qiān bǎi zhǒng xiǎng fǎ yīn wéi rú cǐ dāng zhè yàng de yí gè rén
脑 子 里 永 远 有 千 百 种 想 法 。 因 为 如 此 , 当 这 样 的 一 个 人
chū xiàn zài wǔ guāng shí sè de méi tǐ shàng shí jiù xī yǐn le suǒ yǒu rén de yǎn guāng
出 现 在 五 光 十 色 的 媒 体 上 时 , 就 吸 引 了 所 有 人 的 眼 光 。

dì èr duàn cóng xiǎo shēng zài dān qīn jiā tíng mǔ qīn shì lǎo shī zhōujiélún shēn wéi dú
(第 二 段) 从 小 生 在 单 亲 家 庭 , 母 亲 是 老 师 , 周 杰 伦 身 为 独
zǐ zài yì rén shì jiè zhōng zhǎng dà xiǎo xiǎo nián jì de tā méi yǒu xiōng dì zǐ mèi zuò
子 , 在 一 人 世 界 中 长 大 。 小 小 年 纪 的 他 没 有 兄 弟 姊 妹 作
bàn tiān shēng xǐ huān yīn yuè de tā jiā lǐ de gāng qín chéng wéi tā zuì hǎo de péng you
伴 , 天 生 喜 欢 音 乐 的 他 , 家 里 的 钢 琴 成 为 他 最 好 的 朋 友 。
yīn cǐ zhōujiélún bù tài ài shuō huà yì zhí dào xiàn zài miàn duì mò shēng de rén yǔ huán jìng
因 此 周 杰 伦 不 太 爱 说 话 , 一 直 到 现 在 面 对 陌 生 的 人 与 环 境
shí tā hái nǔ lì de shì yìng nǔ lì de kè fú shǒu xīn huì chū hàn de máo bìng
时 , 他 还 努 力 地 适 应 , 努 力 地 克 服 手 心 会 出 汗 的 毛 病 。

dì sān duàn dào le gāo zhōng zhōujiélún niàn le yīn yuè bān zhōujiélún duì yīn yuè de
(第 三 段) 到 了 高 中 , 周 杰 伦 念 了 音 乐 班 。 周 杰 伦 对 音 乐 的
rèn shi gèng jìn le yī dà bù dāng shí zài tóng xué péng you de jiàn yì zhī xià zhōujiélún
认 识 更 进 了 一 大 步 , 当 时 , 在 同 学 朋 友 的 建 议 之 下 , 周 杰 伦
cān jiā le diàn shì jié mù de yīn yuè chuàng zuò bǐ sài qīng yì de ná dào guān jūn yīn cǐ nián
参 加 了 电 视 节 目 的 音 乐 创 作 比 赛 , 轻 易 地 拿 到 冠 军 , 因 此 年
jì qīng qīng de zhōujiélún kāi shǐ cóng shì yīn yuè chuàng zuò de gōng zuò liǎng nián duō zhī
纪 轻 轻 的 周 杰 伦 开 始 从 事 音 乐 创 作 的 工 作 , 两 年 多 之
hòu dāng tā tuī chū tā de yīn yuè zhuān jí cái suì de tā mǎ shàng dà shòu huān yíng
后 , 当 他 推 出 他 的 音 乐 专 辑 , 才 22 岁 的 他 马 上 大 受 欢 迎 。

dìsìduàn gēnjù shànghǎi méitǐ bàodào táiwān dìqū gēshǒu zhōujiélún de gēqǔ
 (第四段) 根据上海媒体报道, 台湾地区歌手周杰伦的歌曲
 wōniú bèi shōurù shànghǎi zhōngxuéshēng àiguó gēqǔ zhīyī wángyuèpíng shì zhège
 《蜗牛》被收入上海中学生爱国歌曲之一。王月萍是这个
 huódòng de fùzérén tā zài jiēshòu méitǐ cǎifǎng shí shuō yóu zhèngfǔ xiàngxué shēng
 活动的负责人, 她在接受媒体采访时说, 由政府向学生
 jièshào gēqǔ zhè hái shì dìyīcì wèishénme huì xuǎnzé zhōujiélún de wōniú
 介绍歌曲, 这还是第一次, 为什么会选择周杰伦的《蜗牛》,
 guānjiàn shì zhè shǒu gē de gēcí tǐnghǎo de wángyuèpíng shuō wǒmen fāxiàn
 “关键是这首歌的歌词挺好的。”王月萍说“我们发现
 zhōngxuéshēng zuìxǐhuan de ǒuxiàng shì zhōujiélún suǒyǐ wǒmen bǎ tā xuǎnwéi xiàng
 中学生最喜欢的偶像是周杰伦, 所以我们把它选为向
 zhōngxuéshēng tuījiàn de shǒu gēqǔ zhīyī
 中学生推荐的100首歌曲之一。”

yī zhǔyào cí huì
 一：主要词汇。Key Vocabulary

jì zhù zhèxiē cí zǔ bìng bǎ tāmen yòng dào kǒuyǔ hé xiězuò zhōng
 记住这些词组并把它们用到口语和写作中。

Memorise these new words and practise using them in speaking and writing.

dài 戴 wear/put on	yāshémào 鸭舌帽 cap	niúzáikù 牛仔褲 jeans	xùshān T恤衫 T-shirt	nǎozǐ 腦子 brain
yǒngyuǎn 永远 for ever	xiǎngfǎ 想法 idea	rúcǐ 如此 in this way	wǔguāngshíse 五光十色 colorful	méitǐ 媒体 media
xīyǐn 吸引 attract	dānqīnjiātíng 单亲家庭 single parent family	dúzǐ 独子 single child	yīrénshìjiè 一人世界 one person's world	xiǎoxiǎoniánjì 小小年纪 young age
zuòbàn 作伴 companion	tiānshēng 天生 born for	miànduì 面对 face	mòshēng 陌生 strange	huánjīng 环境 environment
shìyìng 适应 adapt	kèfú 克服 overcome	máobìng 毛病 defect	jiànyì 建议 suggest	chuàngzuò 创作 creation
qīngyì 轻易 easily	guànjūn 冠军 champion	niánjì qīngqīng 年纪轻轻 young	cóngshì 从事 engage	zhuānjí 专辑 albums
fùzérén 负责人 person in charge	zhèngfǔ 政府 government	jièshào 介绍 introduce	xuǎnzé 选择 select	guānjiàn 关键 the essential
ǒuxiàng 偶像 idol	tuījiàn 推荐 recommend	shǒu 首 measure word	gēqǔ 歌曲 songs	zhīyī 之一 one of the...

èr jùxíng cāoliàn
二：句型操练。Sentence Drills

yòng jiāliàng de cí zào jùzǐ
用加亮的词造句子。

Create new sentences using the highlighted words.

1. dāng zhèyàng yí gè rén chūxiàn zài wǔguāngshí sè de méi tǐ shàng shí jiù xīyǐn le suǒ yǒu rén de mùguāng
当这样一个人出现在五光十色的媒体上时，就吸引了所有人的目光。

dāng jiù 当 ... 就	while ... then ...
---------------------	--------------------

lì dāng lǎoshī shàngkè shí tóngxuémen jiù rènzhēn tīngjiǎng
例：当老师上课时，同学们就认真听讲。

dāng yīnyuè xiǎngqǐ shí suǒyǒu de rén jiù ānjìng xiàlái
当音乐响起时，所有的人就安静下来。

2. zhōujiélún shēnwéi dúzǐ zài yīrén shìjiè zhōng zhǎngdà
周杰伦身为独子，在一人世界中长大。

shēnwéi 身为 ...	as ...
-------------------	--------

lì shēnwéi xuéshēng wǒmen jiù yīnggāi hǎo hao xuéxí
例：身为学生，我们就应该好好学习。

shēnwéi yīwèi lǎoshī yīnggāi yǒu gèngduō de àixīn hé nàixīn
身为一位老师，应该有更多的爱心和耐心。

3. tiānshēng xǐhuan yīnyuè de tā gāngqín chéngwéi tā zuìhǎo de péngyou
天生喜欢音乐的他，钢琴成为他最好的朋友。

tiānshēng 天生 ...	to be born ... for ...
---------------------	------------------------

chéngwéi depéngyǒu 成为... 的朋友	to become one's best friend
---------------------------------	-----------------------------

lì tiānshēng xǐhuan yùndòng de tā zúqiú chéngwéi tā zuìhǎo de péngyou
例：天生喜欢运动的他，足球成为他最好的朋友。

wǒ xiǎo de shíhòu méiyǒu wánjù shū chéngwéi wǒ zuìhǎo de péngyou
我小的时候没有玩具，书成为我最好的朋友。

4. yìzhí dào xiànzài miànduì mòshēng de rén yǔ huánjìng shí tā hái nǔlì de shìyìng
一直到现在，面对陌生的人与环境时，他还努力地适应。

miànduì 面对 ...	to face
-------------------	---------

lì dāng wǒ miànduì nàme duō rén shí juéde hěn jǐnzhāng
例：当我面对那么多人时，觉得很紧张。

miànduì kùnnán yàoyǒnggǎn de kèfú
面对困难，要勇敢地克服。

5. zhōujiélún duì yīnyuè de rènsī gèng jìn le yī dàbù
周杰伦对音乐的认识更进了一大步。

duì de rènsī 对...的认识	an understanding of ...
-------------------------	-------------------------

lì tā shàng le dàxué duì xuéxí zhōngwén de rènsī gèng jìn le yī dàbù
例：他上了大学，对学习中文的认识更进了一大步。

6. zài tóngxué péngyou de jiànyì zhīxià zhōujiélún bàomíng cānjiā le bǐsài
在同学、朋友的建议之下，周杰伦报名参加了比赛。

zài de jiànyì zhīxià 在...的建议之下	based on someone's suggestion ...
-----------------------------------	-----------------------------------

lì zài jiějie de jiànyì zhīxià wǒ cānjiā le zhōngwén xuéxí bān
例：在姐姐的建议之下，我参加了中文学习班。

zài lǎoshī de jiànyì zhīxià wǒ kāishǐ dǎ páiqiú
在老师的建议之下，我开始打排球。

7. zhōujiélún kāishǐ cóngshì yīnyuè chuàngzuò de gōngzuò
周杰伦开始从事音乐创作的工作。

cóngshì degōngzuò 从事...的工作	to engage in ... job
-------------------------------	----------------------

lì wǒ xǐhuan cóngshì jiàoxué de gōngzuò
例：我喜欢从事教学的工作。

tā xǐhuan cóngshì yùndòng fāngmiàn de gōngzuò
他喜欢从事运动方面的工作。

dāng tā tuīchū tā de yīnyuè zhuānjí cái suì de tā mǎshàng dàshòu huānyíng
8. 当 他 推 出 他 的 音 乐 专 辑 , 才 22 岁 的 他 马 上 大 受 欢 迎 。

tuīchū 推 出 ...	to release ...
-------------------	----------------

dàshòuhuānyíng 大 受 欢 迎	to become very popular...
---------------------------	---------------------------

lì tā měicì tuīchū de yīnyuè zhuānjí dōu dàshòuhuānyíng
例 : 他 每 次 推 出 的 音 乐 专 辑 都 大 受 欢 迎 。

zhè běnshū zài xuéxiào dàshòuhuānyíng
这 本 书 在 学 校 大 受 欢 迎 。

gēqǔ wōniú bèi shōurù shànghǎi zhōngxuéshēng àiguó gēqǔ zhīyī
9. 歌 曲 《 蜗 牛 》 被 收 入 上 海 中 学 生 爱 国 歌 曲 之 一 。

bèi 被 ...	bei sentence /have been
--------------	-------------------------

zhīyī 之 一	one of the ...
--------------	----------------

lì zhōujiélún bèi píngwéi zuìshòu huānyíng de gēshǒu zhīyī
例 : 周 杰 伦 被 评 为 最 受 欢 迎 的 歌 手 之 一 。

bùnéng shuō demìmi bèi xuéshēng men píngwéi zuìshòu huānyíng de zhōngwén
《 不 能 说 的 秘 密 》 被 学 生 们 评 为 最 受 欢 迎 的 中 文
diànyǐng zhīyī
电 影 之 一 。

sān yuán tí jīngdú
三 : 原 题 精 读。 Comprehension

huídá zhēntí nián yuè dìsān bùfēn
回 答 真 题 2006 年 5 月 第 三 部 分

Complete the Reading Comprehension paper of may 2006

sì kǒuyǔ liànxí
四：口语练习。 Oral practice

yòng běnkè xué dào de cí huì hé jù xíng
用 本课 学 到 的 词 汇 和 句 型。

Use all the key vocabulary and sentence patterns that you have learned in this unit.

jiè shào nǐ zuì xǐ huan de yī wèi gē shǒu huò zhě yǎn yuán shuō yī shuō wèi shén me xǐ huan tā tā
介 绍 你 最 喜 欢 的 一 位 歌 手 或 者 演 员， 说 一 说 为 什 么 喜 欢 他 / 她。
(Introduce one of your favorite singers or actors/actresses. Talk about why you like him/her so much)

wǔ zhǐ dǎo xiě zuò
五：指导 写 作。 Guided writing

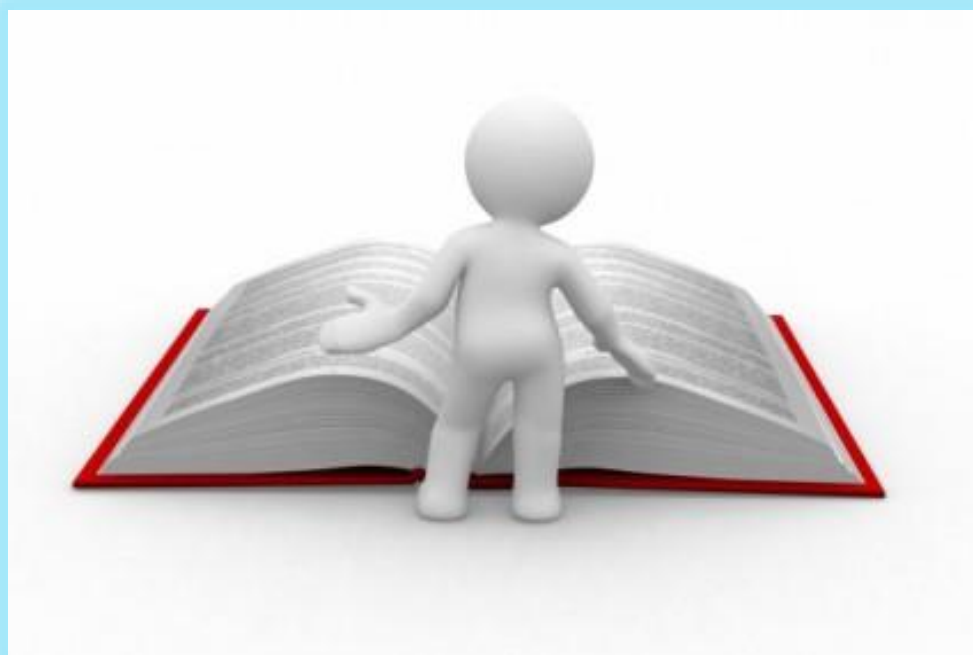
yòng běnkè xué dào de cí huì hé jù xíng
用 本课 学 到 的 词 汇 和 句 型。

Use all the key vocabulary and sentence patterns that you have learned in this unit.

xiě yī piān bó kè wén zhāng jiè shào nǐ zuì xǐ huan de yī wèi gē shǒu huò zhě yǎn yuán shuō yī shuō
写 一 篇 博 客 文 章， 介 绍 你 最 喜 欢 的 一 位 歌 手 或 者 演 员， 说 一 说
wèi shén me nǐ xǐ huan tā tā
为 什 么 你 喜 欢 他 / 她。

(Write a blog to introduce one of your favorite singers, actors or actresses. Talk about why you like him/her so much.)

y ú l è
C. 2. 娱乐
Entertainment



nián yuè dì sì bù fēn

Text C.2.1. : 2005 年 5 月 第四部分

kuàilái wénhuà shūdiàn dàpāimài
快 来 ！ ！ ！ 文 化 书 店 大 拍 卖 ！

shū xiǎoshuō yīnyuè cídài hé diànnǎo yóuxì pán quánbù dàjiǎnjià
书、小 说、音 乐 磁 带 和 电 脑 游 戏 盘 全 部 大 减 价 ！ ！

háiyǒu hěnduō mǎiyī sòngyī
还 有 很 多 买 一 送 一 ！ ！ ！

dìdiǎn wénhuà jiē hé zhōngzhèng lùkǒu
地 点：文 化 街 和 中 正 路 口

kāiménshíjiān zǎoshàng diǎn dào wǎnshàng diǎn
开 门 时 间：早 上 9 点 到 晚 上 11 点

pāimàirìqī yuè rì xīngqī liù hé yuè rì xīngqī tiān
拍 卖 日 期：4 月 12 日（星 期 六）和 4 月 13 日（星 期 天）

jiāotōng wénhuà shūdiàn jiù zài shì zhōngxīn kě zuò sìlù gōngchē zhídá
交 通：文 化 书 店 就 在 市 中 心，可 坐 四 路 公 车（25、33、37、46）直 达

ménkǒu rúguǒ kāichē dìxià shì háiyǒu gěi gùkè yòngdetíngchē chǎng
门 口。如 果 开 车，地 下 室 还 有 给 顾 客 用 的 停 车 场。

kāfēitīng yàoshi nǐ lèile shūdiàn lǐ yǒu kāfēitīng kěyǐ hē yǐnliào chīdàngāo diǎnxīn
咖 啡 厅：要 是 你 累 了，书 店 里 有 咖 啡 厅，可 以 喝 饮 料、吃 蛋 糕、点 心。

huānyíng dàjiā lái cānjiā wǒmen de tèbié huódòng
欢 迎 大 家 来 参 加 我 们 的 特 别 活 动：

rìqī 日 期	nèiróng 内 容
xīngqīliù 星 期 六 xiàwǔliǎngdiǎn 下 午 两 点	fǎguó shèyǐng zhǎnlǎn 法 国 摄 影 展 览
xīngqīliù 星 期 六 wǎnshangbādiǎn 晚 上 八 点	xīnshū zhǎnlǎn yǒu jīhuì kàndào nǐ xǐài de zuòjiā 新 书 展 览，有 机 会 看 到 你 喜 爱 的 作 家
xīngqīrì 星 期 日 xiàwǔliǎngdiǎn 下 午 两 点	huánjìng bǎohù zuòtán 环 境 保 护 座 谈

yī zhǔyào cí huì
一：主要词汇。Key Vocabulary

pāimài 拍 卖 auction	cídài 磁 带 magnetic type	diànnǎo 电 脑 computer	yóuxìpán 游 戏 盘 game board	quánbù 全 部 complete
dàjiǎnjià 大 减 价 big sale	dìdiǎn 地 点 location	kāimén 开 门 open	jiāotōng 交 通 traffic	wénhuàshūdiàn 文 化 书 店 cultural bookstore
zhídá 直 达 through	dìxiàshì 地 下 室 basement	gùkè 顾 客 customer	tíngchēchǎng 停 车 场 car park	kāfēitīng 咖 啡 厅 café
yǐnliào 饮 料 beverage	dàngāo 蛋 糕 cake	diǎnxīn 点 心 dessert	nèiróng 内 容 content	shèyǐng 摄 影 photography
zhǎnlǎn 展 览 exhibition	huánjìngbǎohù 环 境 保 护 environmental protection	zuótán 座 谈 information discussion	yǒu jī huì 有 机 会 there is a chance	zuòjiā 作 家 author

èr jù xíng cāoliàn
二：句型操练。Sentence Drills

yàoshì nǐ lèile shūdiàn lǐ yǒu kāfēi tīng

1. 要是你累了，书店里有咖啡厅。

yàoshì jiù
要是...就 if ... then ...

lì yàoshì nǐ lèile jiù zǎodiǎn shuìjiào
例：要是你累了，就早点睡觉。

yàoshì nǐ bù qù kàn diànyǐng nǐ jiù néng xiěwán zuòyè
要是你不去看电影，你就能写完作业。

sān yuán tí jīngdú
三：原题精读。Comprehension

huídázhēntí nián yuèdìsìbùfēn
回答真题 2005 年 5 月第四部分

sì kǒuyǔ liànxí
四：口语练习。 Oral practice

nǐ kàndào wénhuà shūdiàn zhèngzài dà jiǎnjià qǐng jièshào gěi nǐ de tóngxuémen
你看到文化书店正在大减价，请介绍给你的同学们。

(There is a big sale in the cultural bookstore in your town. Describe it to your classmates.)

wǔ zhǐdǎo xiězuò
五：指导写作。 Guided writing

nǐ hěn xiǎng yāoqǐng nǐde péngyou gēn nǐ yìqǐ qù wénhuà shūdiàn dànshì tā tā bùzài qǐng nǐ
你很想邀请你的朋友跟你一起去文化书店，但是他/她不在，请你
gěitā tā xiě yīzhāngbiàntiáo gàosù tā tā wèishénme yīnggāi qù de zhìshǎo sìgè lǐyóu
给她/他写一张便条告诉他/她为什么应该去的至少四个理由。

(You would like to invite your friend to go to the cultural bookstore but he/she is not at home. Write a note to tell him/her at least four reasons why he/she should accompany you to the store.)

d ì qí ú gòngxiǎng

E. 地球 共享

SHARING THE PLANET**CONTENT :**

E.1.	CLIMATE	p. 329
E.2.	PHYSICAL GEOGRAPHY	p. 336
E.3.	ENVIRONMENT	p. 350
E.4.	GLOBAL ISSUES	p. 371

qu á n q i ú w è n t í

E. 4. 全球 问题

Global issues



Text E.4.1. : 2014 年 5 月 文 章 四

zěnmē yǒu yí gè gèng hǎo de dì qiú wǒmen yào tīng tīng nǐ de xiǎng fǎ
怎么有一个更好的地球？我们要听听你的想法！

xiànzài de xuéshēng duì huánjìng bǎohù yuè lái yuè guān xīn xiàmiàn shì wǎngshàng sì gè xué
现在的学生对环境保护越来越关心，下面是网上四个学
shēng duì huánjìng bǎohù de yìxiē jiànyì
生对环境保护的一些建议。

tíng tíng

婷婷：

wǒ bàba bù kāichē měitiān zuò gōnggòngqìchē qù shàngbān wǒjiā zhùzài wǔlóu kěshì
我爸爸不开车，每天坐公共汽车去上班。我家住在五楼，可是
wǒmen chángcháng zǒu lóutī hěnshǎo zuò diàntī wǒjiā de dēng shì shěngdiàn dēng kěyǐ
我们常常走楼梯，很少坐电梯。我家的灯是“省电灯”，可以
shěng yí bàn de diàn wǒde fángjiān de kōngtiáo wēndù dìngzài èrshíliù dào èrshíbā dù wǒ māmā
省一半的电。我的房间的空调温度定在二十六到二十八度。我妈妈
shuō búyào chángcháng kāibīngxiāng yīnwéi huì làngfèi diàn hái yǒu diànnǎo yòngwánliǎo yīng
说不要常常开冰箱，因为会浪费电；还有，电脑用完了，应
gāi guān jī
该关机。

yùwén

玉文

zài xuéxiào de cāntīng wǒmen zìjǐ dài zìjǐ de wǎn kuàizǐ hé bēizi wǒmen búyòng
在学校的餐厅，我们自己带自己的碗、筷子和杯子，我们不用
miǎnxǐ de zhèxiē miǎnxǐ de cānjù huì biàncéng hěnduō lājī hái yǒu zhìzuò miǎnxǐ kuàizǐ xū
免洗的。这些免洗的餐具会变成很多垃圾；还有制作免洗筷子需

yào hěnduō shù wǒmen yīnggāi yěyào shěngzhǐ yào huíshōu zhǐ dǎyìn shí liǎngmiàn dōu yào yòng
要 很多树。我们 应该也要 省纸，要 回收纸，打印时 两面 都要 用。

yǒuxué
友 学

yào duōzhǒng shù zài táiwān měinián de sānyuè shíèr rì shì zhíshùjié zhèyìtiān hěnduō
要 多种树，在 台湾，每 年的 三月 十二日是 植树节，这 一天 很多
dìfāng dūhuì zhǒngshù kěshì wǒmen búyòng děngdào zhèyìtiān cái zhǒngshù gèngduō de shù mù
地方 都会 种 树，可是 我们 不用 等到 这一天 才 种 树。更 多的 树木
kěyǐ ràng kōngqì gènggānjìng xīnxiān wǒmen yě huì gèng jiànkāng
可以 让 空气 更 干净、新 鲜，我们 也会 更 健康。

xiǎolún
小 伦

wǒmen xuéxiào měigè xīngqī sì shì sùshí rì zhè yě kěyǐ bǎohù huánjìng yīnwéi yǎng
我们 学校 每个 星期四 是 素食日，这 也可以 保护 环境。因为 养
zhū niú yáng jī xūyào de shuǐ hé diàn bǐ zhǒng shūcài duō de duō suǒyǐ shǎo chīròu duō
猪、牛、羊、鸡 需要 的 水和电 比 种 蔬菜 多得多，所以 少 吃肉，多
chī shūcài yě kěyǐ bǎohù huánjìng
吃 蔬菜，也 可以 保护 环境。

www.hkfyg.org.hk (2014)

yī zhǔyào cíhuì
一：主要词汇。Key Vocabulary

dìqiú 地球 earth	xiǎngfǎ 想 法 idea	guānxīn 关 心 concern	jiànyì 建 议 suggest	lóutī 楼 梯 stairs
diàntī 电 梯 elevator	shěngdiàn 省 电 save electricity	wēndù 温 度 temperature	làngfèi 浪 费 waste	guānjī 关 机 shutdown
miǎnxǐ 免 洗 disposable	cānjù 餐 具 tableware	lājī 垃 圾 trash	zhìzuò 制 作 make	xūyào 需 要 need
dǎyìn 打 印 print	liǎngmiàn 两 面 double size	zhǒngshù 种 树 plant trees	zhíshùjié 植 树 节 Arbor day	gānjìng 干 净 clean
xīnxiān 新 鲜 fresh	jiànkāng 健 康 health	sùshí 素 食 vegetarian	bǎohù 保 护 protect	huánjìng 环 境 environment

èr jù xíng cāo liàn
二：句型操练。Sentence Drills

kě shì wǒ men bú yòng děng dào zhè yì tiān cái zhòng shù
1. 可是我们不用等到这一天才种树。

bú yòng cái 不用 ... 才	no need to ...
------------------------------	----------------

lì wǒ men yào jié yuē yòng shuǐ , bú yòng děng dào méi yǒu shuǐ le cái qù jié yuē
例：我们要节约用水，不用等到没有水了才去节约。
nǐ yào zǎo diǎn wán chéng zuò yè , bú yòng děng dào gāi shuì jiào le cái xiě zuò yè
你要早点完成作业，不用等到该睡觉了才写作业。

yīn wéi yǎng zhū niú yáng jī xū yào yòng de shuǐ hé diàn bǐ zhǒng shū cài duō de duō
2. 因为养猪、牛、羊、鸡需要用的水和电比种蔬菜多得多。

bǐ duō de duō 比 ... 多得多	much more
---------------------------------	-----------

lì chī ròu shí yòng de shuǐ hé diàn yào bǐ chī sù shí duō de duō
例：吃肉食用的水和电要比吃素食多得多。
yùn dòng de hǎo chù yào bǐ bù yùn dòng duō de duō
运动的好处要比不运动多得多。

sān yuán tí jīng dú
三：原题精读。Comprehension

huídá zhēn tí nián yuè wén zhāng sì
回答真题 2014 年 5 月 文章 四

sì kǒu yǔ liànxí
四：口语练习。Oral practice

qǐng nǐ cǎi fǎng zhì shǎo wèi tóng xué qǐng tā men tán tán zěnyàng zuò cái néng bǎo hù huán jìng
请你采访至少 3 位同学，请他们谈谈怎样做才能保护环境。

(Interview at least three classmates and ask them to talk about how we can better protect the environment.)

wǔ zhǐdǎo xiězuò
五：指导写作。 Guided writing

nǐ cǎifǎng le jǐ wèi tóngxué , ràng tāmen tán zěnyàng zuò cáinéng bǎohù huánjìng . qǐng nǐ xiě zhè
你采访了几位同学，让他们谈怎样做才能保护环境。请你写这
ge cǎifǎnggǎo
个采访稿。

(Write out the script of an interview with three classmates in which you ask them how we can better protect the environment.)

Overview of Past Papers by Theme and Topic

Identities	Experiences	Human ingenuity	Social organization	Sharing the planet
Personal attributes	Daily routine	Transport	Neighbourhood	Climate
2006-5-3 2006-11-2 2007-11-2 2008-11-3 2018-5-3 2019-5-2	2005-11-1 2006-5-2 2006-11-1	2011-5-2	2006-5-1 2006-11-4 2008-5-3 2009-11-2 2010-5-2 2011-5-1 2011-5-3 2018-5-1	2010-5-3 2016-11-1
Personal relationships	Leisure	Entertainment	Education	Physical geography
2008-11-1 2009-5-2 2009-11-3 2013-5-2 2013-11-4	2007-5-2 2008-5-2 2013-5-1 2016-11-2 2017-5-3 2018-5-4	2005-5-4 2005-11-2 2005-11-4 2008-5-3 2013-5-3 2013-11-2 2014-5-1 2015-5-2 2015-11-2	2005-5-1 2005-11-3 2006-5-4 2006-11-3 2007-5-3 2009-11-4 2011-5-4 2012-5-3 2012-11-1 2015-11-1	2007-11-3 2012-5-4 2013-11-3 2016-5-4
Eating and drinking	Holidays	Media	The workplace	Environment
2009-5-3 2015-5-3	2005-5-2 2005-5-3 2008-5-4 2009-5-4 2010-5-1 2012-5-2 2012-11-2 2015-5-4 2019-5-1	2009-5-1 2012-11-3 2017-5-1	2007-11-1 2012-11-4 2013-11-1 2014-5-2 2015-11-3 2016-5-1	2013-5-4 2015-5-1 2015-11-4 2016-5-3 2018-11-3 2019-5-4

Physical well-being	Festivals and celebrations	Technology	Social issues	Global issues
2007-5-1 2008-11-2 2009-11-1 2012-5-1 2014-5-3 2018-5-2	2007-5-4 2016-11-4 2017-5-4	2007-11-4 2008-11-4 2010-5-4 2018-11-2 2019-5-3	2016-5-2 2017-5-2	2014-5-4 2016-11-3

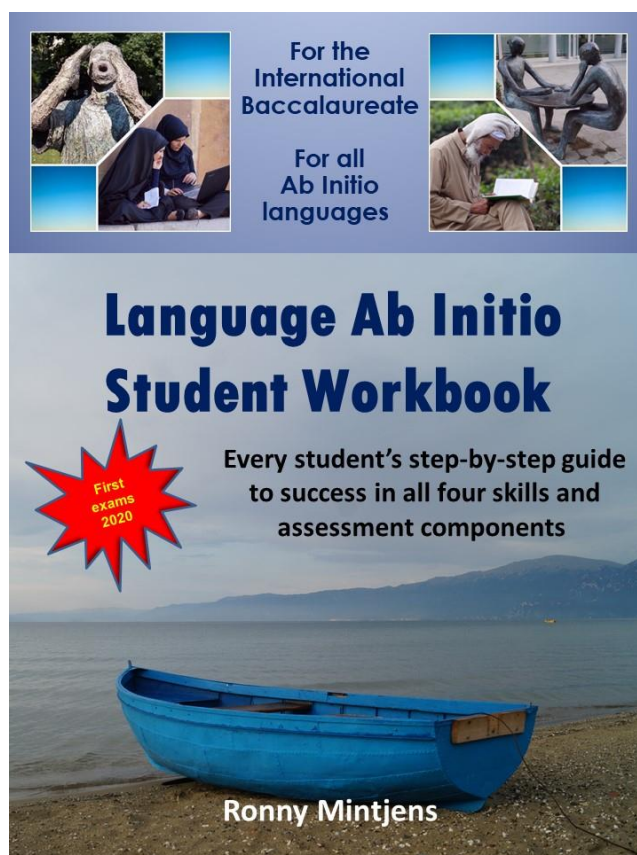
Key :

2006-5-3 = Text 3 of the May 2006 Reading Comprehension paper

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See description on page 227.

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- < How to Ace Spanish B – Reading Comprehension – for DP 1 >
- < How to Ace Spanish B – Listening Comprehension – for DP 1 >
- < How to Ace Mandarin B - Composition >
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YouTube : MIH Productions - <https://www.youtube.com/channel/UCdGm7OsXdpwS9kV7ifXm8Iw>

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Website : www.mihunlimited.com

Email : mihunlimited@gmail.com

Contact rmintjens@gmail.com for enquiries on :

- any of the above products
- consultancies on designing and implementing Group 1 and Group 2

Language programs

- consultancies on designing and writing a Language Policy
- consultancies on effective language teaching (Group 1 and Group 2)
- consultancies on Language A School-Supported Self-Taught
- teacher training for Groups 1 and 2
- author school visits (Book Week, Reading Week)
- CAS trips/educational trips to Bangladesh, Bhutan, DPRK (North Korea)