

RONNY MINTJENS

My MYP Japanese Portfolio

**2 PARTS : WITH AND
WITHOUT ENGLISH !**

FIRST EXAMS 2020

*A Product of Mass
Instruction*

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My MYP Japanese Portfolio

My MYP Japanese Portfolio contains 330 questions and answer options that cover the topics of the MYP syllabus. It helps students understand the questions that can be asked about these topics and prepare and practise their personal responses to these questions. The various answer tables are presented in a way that allows the students to pick and choose the parts of the answers that best reflect their own situation.

This two-part Portfolio also encourages the students to review the relevant vocabulary and grammar prior to answering the questions, thus providing a great revision tool in preparation for the different assessment components. Part 1 of the Portfolio contains the English questions and answers besides the Japanese ones, whereas Part 2 only offers the Japanese ones. This helps the student progress towards the final examination in which no English is provided.

About the author

Ronny Mintjens is a practising Language Ab Initio teacher, examiner and workshop leader for the International Baccalaureate. He is the author and publisher of the "Language Ab Initio Student Workbook" – the source publication for this Portfolio. He is also an IB workshop developer, a language acquisition and mother tongue consultant, a moderator for the IB Programme Communities, the Head of Languages at a world-renowned IB school and a tireless advocate for mother tongue entitlement in international education. Beyond his life as a linguist, Ronny is a world traveler, a published novelist and photographer, a former professional football coach, a serial writer and an avid reader.

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Contact – mihabinitio@gmail.com

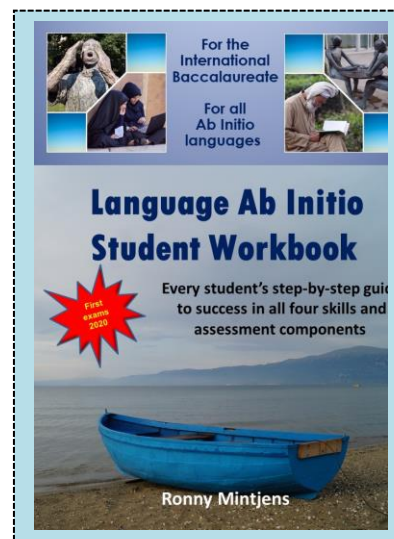
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MYP Japanese Portfolio

Welcome to your Japanese Portfolio. This resource will help you turn your Japanese course into a personal journey and prepare you fully for the final assessments. The Japanese portfolio is designed to be used on a daily basis as you develop your Japanese language proficiency.

What is the MYP Japanese Portfolio ?

The MYP Japanese course is an organic course. You will learn vocabulary, grammar, syntax, skills and cultural facts throughout the various units that your teacher presents. While the course is open-ended, there are a wide range of themes and topics that *must* be covered and that are the same for all languages.

The following are the MYP Language Acquisition themes and topics presented in this Portfolio :

Identities and relationships	Orientation in space and time	Personal and cultural expression	Scientific and technical innovation	Globalization and sustainability	Fairness and development
Personal attributes	Daily routine	Leisure	Transport	Education	Social issues
Personal relationships	Neighbourhood	Holidays and tourism	Media	The workplace	Climate
Eating and drinking	Physical geography	Festivals and celebrations	Technology	Environment	
Physical well-being		Entertainment		Global issues	

Since the acquisition of a new language is an ongoing and organic process, you are encouraged to develop your personalized Japanese **Portfolio**. The development of a Portfolio is *not* an MYP requirement but will help you a great deal as you expand your knowledge and understanding of spoken and written Japanese and as you undertake progressively more complex readings, writings and oral presentations.

In this Portfolio, your course has been divided up into six themes and twenty topics. For each topic a number of questions have been suggested. The questions range from basic to complex and you are encouraged to answer each one of these questions whilst using the vocabulary and grammar that you learn in your lessons.

This process of answering many questions allows you to familiarize yourself with the topic-specific vocabulary, to revise and practise the grammatical concepts learned and to provide personalized answers in writing and speaking. The creative nature of the Portfolio also allows for differentiation, where you can challenge yourself to provide detailed answers, to explore grammatical variations (eg tenses) and to set minimum requirements for yourself (eg “use at least three adjectives”).

The table on page 4 shows you the various applications of this Portfolio.

Applications of the Portfolio	Writing (Paper 1)	Listening Comprehension (Paper 2)	Reading Comprehension (Paper 2)	Individual Oral
Coverage of all the course topics	√	√	√	√
Vocabulary practice	√	√	√	√
Grammar practice	√	√	√	√
Writing practice	√		√	
Speaking practice				√
Listening practice		√		
Combining Portfolio paragraphs will lead to almost complete responses	√			√
Cultural understanding	√	√	√	√

By the time you reach the end of the course, you will have a complete set of questions and answers that will, in various forms, be tested in the various assessments.

How do I use my MYP Japanese Portfolio ?

This Portfolio contains a comprehensive list of questions and answer options that have been grouped by theme and by topic.

Your task is to :

- find the questions that you cover as you progress through the course. For example, once you have covered part or all of the topic of “Eating and Drinking”, you should consult the Portfolio section on this topic;
- study the vocabulary and the grammar related to the topic in question before attempting to answer all the relevant questions;
- study the many answer options that have been given and select the ones that apply to your personal situation. From these options, construct your answers in a personalized manner. For example, when you describe yourself, simply select the features that correspond with what you look like. Of course, you are free to add more features or to change what needs to be changed;
- practise your writing but also your speaking : read the questions and the answer options out loud, draft your answer paragraph and learn how to say that paragraph;
- keep up to date with your course. As soon as you have covered a certain topic, or parts thereof, you should work on the corresponding questions. This will prevent your independent work from building up beyond manageable levels. Always remember that a new language is learned on a daily basis, not on the eve of the examination ...

- add your own additional questions at the end of each section. We do not claim to have produced an exhaustive list of questions;
- progress from the English/Japanese section (Part 1) to the Japanese-only section (Part 2).

Portfolio example

When you are being asked : « *Can you describe your house/flat ?* » (Question 14), you must not simply say that your house is big or small or that your flat has five rooms. In order to fully exploit this question and show how much you have learned in Japanese, you should differentiate between :

- whether your home is a house, an apartment, a chalet, a mansion
- whether your home is big or small
- whether your home is modern or not
- whether your home is near the city centre, in the suburbs or in the countryside
- whether there is one floor or more than one floor
- whether there is a garden or not
- whether there is a view of the mountains or of the town
- how many rooms there are in your home
- which rooms there are in your home
- etc.

When describing your home, why not include a photo in your write-up, Powerpoint presentation or blog entry ? Be as creative and artistic as you can when working on your Portfolio – it is there for you to enjoy !

Possible formats of your Portfolio

Eventually your Portfolio will become a summary and a record of your language-learning experience. It is something you should celebrate and be proud of, so think of a way in which you can fully express yourself and revise best for your assessments.

Some options include :

- using an exercise book to prepare your answers in writing;
- working on a word-processed Portfolio;
- developing a blog;
- creating Powerpoint presentations;
- producing short video clips;
- etc.

Your teacher may also ask you to produce a combination of the above (and other) options.

The addition of visuals to some of the responses will provide a great creative touch and will, in many cases, also aid recognition and recollection of these responses. Furthermore, you may occasionally present parts of your Portfolio to your classmates, either as practice or as an assessment.

Remember, in order to stand out from the crowd and fully explore your linguistic ability, you must produce answer paragraphs that have a range of vocabulary, grammar and cultural content. Don't be satisfied with one-word answers – they will not earn you good grades and they will limit the communication that you must establish with your audience.

Good luck !

Share the ways in which you use the Ab Initio Portfolio – as a classroom resource, an independent study resource, a differentiation resource or simply to learn a language you will use during your next holiday !

**Join one of our Language Ab Initio online communities
for further support and resources :**

For teachers :

Facebook - <https://www.facebook.com/groups/1081827915163033/>

LinkedIn - <https://www.linkedin.com/groups/8447950>

For students :

Facebook - <https://www.facebook.com/groups/500435416956563/>

PART 1



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A. IDENTITIES AND RELATIONSHIPS

アイデンティティーと関連性



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A.1. Personal attributes

人について



Name _____ State _____

Address _____

City _____

Phone: Day () _____

e-mail address _____

Color Choice	Size
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2. Can you describe your house/flat ?

あなたの 家は どんな所ですか。

My house My flat 私の家は	is です。	very とても quite わりと rather わりと	big 大きい small 小さい modern げんだいてき・モダン・今ふう old 古い spacious 広い comfortable いごこちがいい quiet しずか new 新しい
		situated located ～にあります。 (use it instead of です)	at about twelve kilometres from the city centre まちの中しんから やく 1 2 キロ in a beautiful neighbourhood きれいな かんきょう in the centre of the city 町の 中しん near my school 私の学校の近く
My house My flat 私の家は	has ・・・があります。	a *not translated	small garden 小さいにわ balcony バルコニー garage 車こ（しゃこ） veranda ベランダ terrace テラス
		two 二つの three 三つの	floors 階
		**only one floor 一階だけ（いっかいだけ）です。 **Use ‘です’ as sentence-ending instead of ‘があります’.	

A.4. Physical well-being

体の健康



85. What was wrong the last time you were ill or didn't feel well ?

前回（ぜんかい）/前に（まえに） びよう気だったとき、どこがわるかったですか。

<p>The last time 前回（ぜんかい）/前に</p>	<p>I was ill 私がびよう気だったとき、 I didn't feel well 私がちょうしがわるかったとき、 I had to miss school 私が学校を休まなければならなかったとき、</p>	<p>I 私は</p>	<p>had a bad headache あたまが いたかったです。 felt nauseous 気持ちが わるかったです。 felt dizzy and disoriented あたまが ふらふらしました。 had a sore throat のどが いたかったです。 had a stomach ache おなかが いたかったです。 couldn't get out of bed ベッドから 出られませんでした。 had to go and see the doctor おいしゃさんに 行かなければなりませんでした。 couldn't sleep all night 夜ずっと ねられませんでした。 was seasick ふなよい でした。 had spent too much time in the sun たいうように あたりすぎました。</p> <p>the doctor ordered me to stay at home おいしゃさんは 家に いるように と言いました。 my fever lasted for three days 三日間（みっかかん）ねつが 続きました。 there was a virus going around かぜが はやっていました。 my mother got very worried 私の母は とても しんぱいしました。</p>
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B.3. Physical geography

地理（ちり）



89. Can you describe your home country/ <country name> ?

あなたの国／（国の名前）について、せつ明してください。

My country 私の国は <country name> （国の名前）は	is ・・・です。	a big country in Central Europe ヨーロッパのまん中にある大きな国 one of the largest countries in South-East Asia 東南アジアで一番（いちばん）大きな国の一つ a small country bordered by Holland, Germany and France オランダとドイツとフランスのとなりの小さな国 a beautiful country on the eastern coast of South America 南アメリカの東がわにある美しい国
	has ・・・あります。	plenty of mountains, rivers and plains 多くの山や川や平野（へいや）が many agricultural regions たくさんののうぎょう地いきが the most beautiful beaches in the world せかいで一番美しい海が a population of x million *X 百万人の人口が（*you can only put 1-9 for X） a wide variety of cultural and natural attractions 多くのしゅるいの文化（ぶんか）やしぜんの見所（みどころ）が

90. How long does it take you to get to school in the morning ?

あなたは朝、学校までどのくらいかかりますか。

It usually takes me たいてい・・・かかります。	twenty minutes 二十分 half an hour 三十分 forty-five minutes 四十五分 one hour 一時間 an hour and a half 一時間半	to get to school 学校に着くまで to reach my school 学校まで	
I leave home at 私は・・・に家を出て、	seven o'clock 七時 seven thirty 七時半	and I arrive at ・・・に着きます。	eight fifteen 八時十五分 ten past eight 八時十分
<p>I walk to the bus station, I take the bus to the city, and then I walk for ten minutes to reach my school. 私はバスまで歩いて、バスで町まで出て、十分歩いて学校に着きます。</p> <p>When the weather is nice, I cycle to school. It takes me about twenty minutes. 天気がいい時、私は自てん車で学校へ行きます。だいたい二十分ぐらいかかります。</p> <p>I live in a boarding school so I can walk from my room to the classes. 私はきしゆく学校に住んでいますから、部屋から教室まで歩くことができます。</p>			
<p>In order to get to school in the morning, I first cycle for ten minutes to the bus stop. 朝学校に行くために、まず私は十分自てん車に乗って、バスまで行きます。</p> <p>I lock my bicycle and take the bus into town. そして、自てん車にかぎをかけて、町までバスに乗ります。</p> <p>From the bus station I walk for eight minutes and I arrive at school. バスでいから、私は八分歩いて学校に着きます。</p> <p>When it rains I sometimes take a taxi, but these are very expensive ! 雨がふっている時、私はときどきタクシーに乗りますが、それはとても高いです！</p>			

E.3. Environment

環境（かんきょう）



256. What do you do to help protect the environment ?

あなたは、かんきょうをまもるために何をしますか。

In order to help protect the environment, I かんきょうをまもるために、私は、	<p>make sure I pick up all my trash きちんとごみをひろいます。</p> <p>became a member of my school's environmental club 学校のかんきょうクラブのメンバーになりました。</p> <p>help create awareness in my town 町の人のいしきを高める（たかめる）手つだいをします。</p> <p>participate in beach/forest clean-ups 海／森林（しんりん）のそうじにさんかします。</p> <p>never use plastic bags プラスチックのふくろ／ビニールぶくろ をぜったいにつかいません。</p> <p>recycle newspapers 新聞をリサイクルします。</p> <p>go to school by bicycle 学校に自てん車で通います（かよいます）。</p>
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257. Which environmental problems are there in your town/city ?

あなたの町／都市にはどんなかんきょうもんだいがありますか。

In my home town 私の町は	<p>we have a problem with traffic 交通（こうつう）のもんだいがあります。</p> <p>there is too much traffic 交通じゅうたいがひどいです。</p> <p>there are no cycling paths 自てん車道路（じてんしゃどうろ）がありません。</p> <p>the air pollution is very bad 大気おせん（たいきおせん）がひどいです。</p> <p>people litter a lot 人々がごみをたくさんすてます。</p> <p>there is a lot of light pollution 多くの光害（こうがい）／ひかりのがいがあります。</p> <p>we consume too much energy on street lighting 道の電気にエネルギーをつかいすぎます。</p> <p>very few people use public transport こうきょうの交通きかんをつかう人がとても少ないです。</p> <p>there is no recycling plant for plastic プラスチックをリサイクルする工場（こうじょう）がありません。</p> <p>we can not recycle paper 私たちは紙（かみ）をリサイクルすることができません。</p>
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PART 2

Part 2 of this Japanese Ab Initio Portfolio contains all the same questions as Part 1, with the only difference being that you will now not find any English questions and answers – only the Japanese versions of all the questions and answers from Part 1.

Once you have practised the questions and answers in Part 1, using the English support, proceed to this second part so that you familiarize yourself with the characters without the help of the English translations.

Remember that in your final IB assessments there will be no English either, so it is essential that you recognize, understand and master all these characters without any support given.

HAI, WAKARIMASHITA

はい、わかりました。



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A. IDENTITIES AND RELATIONSHIPS

アイデンティティーと関連性



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A.3. 食べものと飲み物



67. あなたは 午後（ごご）/夜（よる） 何を食べるつもりですか。

午後（ごご）/ 夜（よる）	私は	<p>・・・を食べる（*飲む）つもりです。</p> <p>*For soup, we use `飲む` in Japanese.</p>	<p>ステーキとチップス ピザ バーガーとフライドポテト/フレンチフライ スープ カップめん/カップヌードル/インスタントラーメン チーズとマッシュルームのパスタ ジャムとバターのトースト オレンジとバナナ さかなとごはん おにぎり おべんとう ラーメン そば そうめん うどん さしみ とんかつ てんぷら うなじゅう</p> <p><add traditional lunch/dinner food from the target culture(s)></p>
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68. 友だちと出かけるとき、何を食たいですか/何を食べますか。

<p>友だちと出かけるとき、私は、</p> <p>友だちと私は・・・*を食べるのが好きです。</p> <p>Use this instead of 食べます at the end.</p>	<p>を食べます。 を食べます。</p>	<p>バーガーとフライドポテト/フレンチフライ テイクアウト ドーナッツやケーキ フルーツパフェ おすし さかなとごはん おにぎり おべんとう ラーメン そば そうめん うどん さしみ とんかつ てんぷら うなじゅう</p> <p><add traditional food from the target culture(s)></p>
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F. Fairness and development

公正性と発展



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F.1. 社会問題 (しゃかいもんだい)



90. このような社会もんだいをかいけつするために、あなたは何をしますか。

一週間に一回、 一週間に二回、 毎週土曜日に 月曜日の夜に ときどき	私は	ろう人ホームに行って、そのきょじゅうしゃたちとすごします。 ただしのしせつではたらきます。 ひつような人に食べものをあげます。 新しいきょじゅうしゃがコミュニティーに入りやすいように、ボランティアのそしきでボランティアをします。 いみんしてきた人にことばを教えます。
友だちと私がろう人ホームに行く時、 私たちは		お年よりたちとさんぽします。 かれらがわかいときの話を聞きます。 ビスケットやブラウニーをかれらに作ります。 かれらの部屋（へや）をきれいにするの手つだいます。 どうぶつ園や公園など、外につれて行きます。

91. あなたの国では、男女（だんじょ）のふびょうどうが、どのようにあらわれますか。

男女（だんじょ）によって ちがうチャンス／きかいがあります。			
いっぱんてきに、	男の人は	<ul style="list-style-type: none"> ・・・いい教育（きょういく）にアクセスしやすいです。 ・・・学校に長く行きます。 ・・・お金をかせぎます。 ・・・しごとをもっとかんたんに見つけます。 ・・・少ししかかじをしません。 さいばんしょできびしくされます。	*女の人より *Word order should be : いっぱんてきに、男の人は女の人よりいい教育（きょういく）にアクセスしやすいです。
		全ての（すべての）リーダーのポジション／ちいを しめます。 全部（ぜんぶ）の体力的（たいりょくてき）にたいへんなしごとをします。	
	女の方は	国にほうしかつどうを しなくてもいいです。 サービスぎょうではたらくことが多いです。 ぜい金を少なくはらいます。 短い時間はたらきます。 家にいて、家と家ぞくをまもります。 せんきょにさんかしません。 車のうんてんをしてはいけません。	
私の国では、		男の人と女の方は びょうどうに けんりがあります。 同じように あつかわれます／されます。 男女（だんじょ）のふびょうどうはありません。 長い間（ながいあいだ）何もかわっていません。 人々は 男女のびょうどうのけんりについてようきゅうしています。 こう外（こうがい）と都会（とかい）の人口のちがいがあります。	