

# Language Ab Initio Student Workbook

**For the International Baccalaureate**

*For first exams in 2020*



**Your step-by-step guide to success  
in the IB Ab Initio course**

**Ronny Mintjens**

For orders, please visit [www.mihunlimited.weebly.com](http://www.mihunlimited.weebly.com)

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Having taught in five different countries and on four different continents, Ronny puts his own linguistic interests to good use when traveling around the world, always in search of new cultures, new discoveries and new encounters. He has visited over one hundred countries and is constantly on the look-out for extraordinary moments during ordinary days.

He is the author of an autobiographical novel, “More than a Game”, which chronicles the fifteen years that he spent as a top division football player and then as a top division football coach in Swaziland and Tanzania, before also becoming Tanzania’s national youth team coach.

He is also the author of the first ever overseas-published photographic album on the Democratic People’s Republic of Korea (also known as North Korea). In “A Journey through North Korea”, Ronny shares the best photographs from his regular trips to North Korea and highlights the culture, the nature, the people and the lifestyle of this fascinating yet relatively unknown country. In addition, Ronny is a visiting Lecturer at the Pyongyang College of Tourism.

Ronny is currently the Head of Languages at a world-class international school in Hong Kong. He is an IB examiner and workshop leader for Language Ab Initio, for Language B, for Language A Language and Literature and for School-Supported Self-Taught Language A. He is also the Moderator of the IB Online Community for School-Supported Self-Taught Language A and for Other Languages A. Furthermore, Ronny is a member of the International Baccalaureate SSST Language A and Language Ab Initio Curriculum Review teams.

Schools that are interested in in-school workshops or in an online consultancy on Language Ab Initio or on School-Supported Self-Taught Language A may contact Ronny through his website, [www.ronnymintjens.com](http://www.ronnymintjens.com).

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# **SAMPLE PAGES**



# 1. Introduction

This second edition of the student workbook for Language Ab Initio (first exams in 2020) is the product of many years of teaching, producing resources, observing students and upgrading skills whilst at the same time keeping abreast of the developments in the Ab Initio course itself. It is intended to provide the Ab Initio student with the necessary skills, foundations and insights to be successful in their studies and to help them benefit optimally from this language acquisition course. It stimulates a hands-on approach to grammar and vocabulary study, skills development and revision, whilst also fostering a deeper appreciation for the target language cultures. The enjoyment of learning a new language is, at the very least, equal to the satisfaction gained from achieving a great final exam result.

This workbook covers the various aspects of the course, including the oral and aural skills, the comprehension and composition components, as well as the topics and the text types prescribed by the International Baccalaureate. Furthermore, it provides a wide range of support systems and strategies for the various assessment tasks. It is the perfect supplement to the teaching and learning that goes on in the classroom and will bring an individualized perspective to what is a highly organic course.

The layout of the workbook encourages the student to practise the various tasks by learning from examples and by personalizing their responses. It is therefore a practical assessment-oriented guide for every student in the Ab Initio course.

The highly interactive nature of this workbook supports differentiation within as well as outside the classroom. Students can work at their own pace and towards their optimal levels of achievement and enjoyment. Teachers will find plenty of opportunities to set goals for the students and to monitor every student's personal progress and challenges.

Even though this workbook is written in English, it constitutes a great resource for students of Language Ab Initio *in any target language*. In fact, the need to work from English towards the target language provides the student with the exciting challenge of carefully considering their lexical, grammatical and syntactical choices, thus ensuring that these aspects of the target language receive repeated attention and are gradually developed and refined.

## 2. Target Audience

This student workbook is a valuable tool for the IB student in any Language Ab Initio course. By virtue of it being written in English, it can easily be used by students of *all* languages Ab Initio. Working from English to the target language is a great way to :

- *reinforce vocabulary learning*
- *reinforce grammatical knowledge and understanding*
- *reinforce syntactical knowledge and understanding*
- *allow for an individualised and personal exploration of the target language*
- *allow for differentiation according to level, exposure and ease of learning*
- *allow for a step-wise and progressive process of learning*
- *allow for the transfer of skills and understandings between the various assessment components*
- *further develop proficiency in English*

Rather than providing the students with ready-made answers and samples, this workbook focuses on the construction of meaning and understanding in the target language through a wide range of helpful exercises and tasks that cover the width and breadth of the topics and skills of the Ab Initio course. By working their way through this workbook as and when the students' progress in the course allows, eventually they will be fully prepared for the various assessment tasks and for the authentic use of the target language.

This student workbook can be used as a classroom resource and/or as a revision resource outside class. Teachers and students will find a number of suggestions for creative and interactive activities that can be carried out in a wide variety of ways.

Since the main target audience are the Ab Initio students themselves (after all, this is a “student workbook”), from this point onwards we address the students *in the second person*.

### 3. How to use this student workbook

Language learning is at the same time systematic, organic and progressive. The format of this student workbook reflects the fact that we learn ‘as we go’ and that the fundamental building blocks of the target language are internalized and mastered throughout the two years of study.

The various chapters of this student workbook each focus on one particular aspect of the course, but they also need to be seen as interlinked and interdependent – reflecting the way in which practical language skills function collaboratively and simultaneously.

This student workbook can be used in class as a teaching and learning resource. In addition, it can be used to reinforce any aspect of the course outside of the classroom. You will be able to further develop and practise the skills and the content learned in class and adapt the responses to your personal experiences, circumstances and interests.

This student workbook complements the following course materials and resources :

- *the IB guide for Language Ab Initio*
- *the Language-specific Syllabus for your target language*
- *your course book*
- *your teacher’s resources*
- *past IB examination papers for Ab Initio*
- *online resources*
- *the IB Programme Communities (accessible to your teacher)*

We have taken great care in not repeating information and content that can be easily found in the above-mentioned resources.

In this workbook you will find many opportunities to practise your written skills in the target language. The expectation is that you *handwrite* your responses to comprehension questions and composition tasks. This expectation has a purpose. Until further notice, your final written examinations (Paper 1 and Paper 2) will be hand-written under timed conditions, and this skill needs to be practised and nurtured. Online spell-checkers and translators must be avoided, since these will not be available during your final examinations either. So make sure that you use an exercise book when you work on the various sections of this workbook. Practice makes perfect, so write in the target language as much as you can !

Regular study and revision through the use of this student workbook will allow you to keep up to date with your learning, to apply new knowledge and understanding to a range of new situations and skills, to practise content and skills learned earlier in the course, and to further your understanding of the cultures associated with the target language. Don't wait for your teacher to set you tasks – take the initiative, work independently on those sections that you have covered in your course, and build up your target language knowledge and understanding on a very regular basis.

This student workbook focuses in great detail on all the parts of the Language Ab Initio course.

**Chapter 4** gives a brief overview of the course and its components.

**Chapter 5** introduces the conceptual understandings in language acquisition.

**Chapter 6** provides an assessment overview. This chapter focuses on the requirements and the demands of the four assessment tasks and introduces a clear structure showing how you can progress over time and in the build-up towards the final assessments.

**Chapter 7** introduces you to the **Student Portfolio** – your passport to a top grade in the course !

**Chapter 8** offers a number of sample responses for the Portfolio and the opportunity to add your own personalized responses to a wide variety of questions on all the course topics.

**Chapter 9** focuses on the Writing (Paper 1) assessment task. It provides a clear strategy for planning, drafting and writing compositions using various text types, as well as the specific features of and sample questions for these text types.

**Chapter 10** deals with the Listening Comprehension (Paper 2) assessment task. It tells you how you can best practise and improve your aural understanding of the target language and how to successfully complete the first part of the Comprehension assessment.

**Chapter 11** explores the Reading Comprehension (Paper 2) assessment task. You will learn exactly how to answer every question that you could possibly expect in this assessment component, with examples.

**Chapter 12** covers the oral component of the Ab Initio course. In this chapter, you will be taken step by step through the process of preparing for and delivering a successful individual oral assessment that covers the requirements and the criteria related to this assessment component.

**Chapter 13** provides a number of learning strategies that help students of all abilities, regardless of how far you have progressed in the course at any given moment in time.

**! Important note !**

The Ab Initio course places great emphasis on intercultural understanding. Since this workbook is of a more generic type, allowing students of all languages to work through the skills, the topics and the themes, the onus is on you and your teacher to supplement your course of study with the relevant materials taken from the target culture(s).

## 4. Course overview

The Ab Initio course consists of three areas of study :

LANGUAGE
TEXTS
THEMES

“**Language**” refers to the *how* : the vocabulary and the grammar needed in order to construct meaning and create effective communication

“**Texts**” refers to the *format* : the various forms in which meaningful language can be transmitted from a sender to a receiver

“**Themes**” refers to the *content* : the information that the sender intends to transmit to the receiver in order to establish meaningful communication

...

## 5. Conceptual understanding

### 5.1. What are concepts in language acquisition ?

Concepts are big ideas. They are ideas that permeate throughout cultures and are not bound to a place, a time or a subject matter. In order to function as a person in a given context, you will – mostly implicitly – consider and demonstrate a range of understandings that are appropriate to that given context.

Whilst studying the Ab Initio course you will soon find out that there is a clear emphasis on intercultural understanding and international-mindedness. You will constantly make references to the ...

## 6. Assessment overview

There are three distinct assessments in the Ab Initio course :

Component	Weight
<b>External Assessment</b>	
Paper 1 (Assessment 1) : Writing (1 hour) – 30 marks	25%
Paper 2 (Assessment 2) :  Listening Comprehension (45 minutes) – 25 marks (50% of Paper 2) Reading Comprehension (1 hour) – 40 marks (50% of Paper 2)	50%
<b>Internal Assessment</b>	
Individual Oral – 30 marks	25%
<b>Total</b>	<b>100%</b>

### 6.a. External Assessment

#### Productive Skills - Writing (Paper 1)

...



## 7. The Portfolio

### 7.1. Rationale for a Portfolio

The Language Ab Initio 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 in all languages. Chapter 4 presents the overview of the Themes and Topics of the Ab Initio course.

Since the acquisition of a new language is an ongoing process, we suggest that you develop a personal **portfolio** of your learning. The development of a Portfolio is *not* an IB requirement but will help you a great deal as you expand your knowledge and understanding of the spoken and the written language, ...

## 8. Portfolio samples

### 8.1. Developing your Portfolio

As you progress through your course and as you become able to answer more and more questions in your Portfolio (Chapter 7), it is important to keep up to date with your course. By the end of the two years, your Portfolio will be quite sizeable and hopefully contain questions and answers in different formats.

In this chapter we present you with some suggestions on how you can develop your answers and ensure that they contain sufficient personalised information.

We have selected one question from each topic and produced ...

### D.3. The workplace

**Have you had any holiday/summer jobs ? What did you do ?**

Last summer	I	worked in the local supermarket for one month
For the past two months		helped out at the farm of my uncle
During the December holidays		sold newspapers in the local pubs
During the summer holidays		did an internship in a law firm
		worked in a clothing store
		helped out with the paperwork in the local hospital
		worked as a monitor at a children's camp
		guided overseas visitors around my home town
		designed basic software for my dad's company

Your paragraph (in the target language) :

.....

.....

.....

.....

.....

.....

Other question from the Portfolio :

.....

Your answer paragraph :

.....

.....

.....

.....

.....

.....

## 9. Productive skills (Paper 1)

**25%**

### 9.1. Key information

The Writing component (Paper 1) accounts for 25% of the final grade and is assessed according to a set of published assessment criteria.

In this assessment you are given a choice of six tasks (three in Section A and three in Section B) and you will need to complete two of these (one task from Section A and one task from Section B). Each task addresses a specific audience, context and purpose and is based on one of the course themes. In both tasks you are expected to write between 70 and 150 words\*, using an appropriate text type from the options given in the instructions. The assessment criteria for Paper 1 cover Language, Message and Conceptual Understanding. The weighting of both tasks ...

### 9.4.3. During the examination :

- Make a detailed plan for the two tasks that you decide to complete. See section 9.5. for planning and drafting strategies.
- When planning, find ways to 'show off' your grammatical and lexical knowledge. The higher bands of the assessment criteria reward successful attempts at using a wide range of vocabulary and slightly complex grammatical structures.
- Having said that, ...

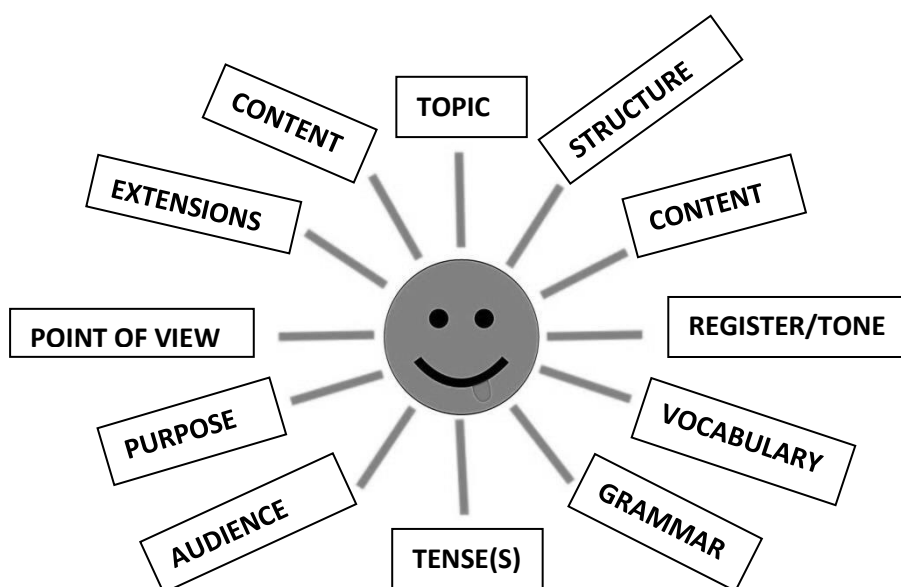
In the sample instruction given above, how would you rank the three options ?

1. Most appropriate text type	.....
2. Suitable text type	.....
3. Inappropriate text type	.....

Check your choices against our suggestions on page 83.

**In all your Paper 1 practices and examinations, use the above table to ensure that you address all the requirements of the task.**

Now let's look at the finer details of your ...



9.8.1. Personal texts

<b>Blog</b>	<b>Diary</b>	<b>Email</b>	<b>Invitation</b>
<b>Journal</b>	<b>List</b>	<b>Message/Note</b>	<b>Personal Letter</b>
<b>Postcard</b>	<b>Social Media posting/chat room</b>		

Invitation	
Opening	To whom Name of event / function
Body	Details of the event / function Graduation ceremony, birthday party, end of school year celebration, ... Venue Date and time What to wear What to bring How to confirm, reserve, decline
Ending	"See you, ..." for informal events "Looking forward to seeing you there" "Best regards, best wishes, yours sincerely, ..." for more formal invitations Sign off with your name and contact details
Perspective / Point of view	First person (you invite) Second person ("it would be great if you can join us")
Audience	One person : informal : relative, friend Group of people : informal or formal
Tense / mode	Present tense, past tense, future tense
Tone / Register / Format	<b>Tone</b> : friendly, enthusiastic <b>Register</b> : informal or formal language <b>Format</b> : subsections with what, where, when, what to bring, what to wear etc. Contact details / RSVP at the end of the invitation
Useful vocabulary	Related to the subject of the invitation Celebrations, key moments in life, excursions
Useful grammar points	Imperatives "Please bring ..." "Please confirm, call, reply ..."
Useful expressions and structures (to memorise)	"Let's celebrate the end of the term !" "Please join us as we celebrate ..." "It is that time of year again when we ..." "Please confirm your presence ..."
Extension (pushing for the 7)	Add details about the band that will be playing, about the transport to be taken to reach the meeting point, about the surprise you hope to spring on the birthday boy/girl

### Sample instruction

You have a ticket to attend a music festival this weekend. You want to share a car and accommodation with a friend from your school who is also going to the festival. Write a text to explain the situation and to suggest travel arrangements.

Blog	Email	Invitation
------	-------	------------

## 10. Listening comprehension (Paper 2)

**25%**

### 10.1. Key information

The Listening Comprehension component (Paper 2) accounts for 25% of the final grade and is assessed according to a mark scheme. There are no assessment criteria for this component.

The Listening Comprehension paper consists of three audio texts that cover different topics taken from the five course themes. Following each audio text you will find a set of questions relating to this text. You have 45 minutes to complete this assessment and you must answer all the questions in the target language.

There are three minutes of reading time ...



1. Choose the correct answer.



Re-write this instruction in your target language :

.....  
 .....



**FOREIGNER TO PLAY FOR SAFARI SPORTS CLUB**

By our reporter

*Peter Mulder, a player from Belgium, has joined Safari Sports Club for the upcoming Premier League season. Talking to Majira newspaper yesterday after the club's training session, Mulder said that he has decided to join the club after meeting with the Executive Committee. The player, who is left-footed, was accompanied by the club Chairman, Mr Simkola. Before arriving in Tanzania, Mulder played for Mbabane Highlanders in Swaziland. He also played for Manzini Wanderers in the same country and won several national championships and cups.*

*"I have decided to join Safari Sports Club because I know of the club's status and achievements. I was introduced to the club by one of my colleagues and I have had very productive talks with the club's leadership. I can't wait to get started and to help my new club reach greater heights !", an obviously excited Mulder told our reporter.*

Q : While living in Swaziland Peter Mulder ...

- A. always kicked the football with his right foot
- B. met with the Executive Committee
- C. played for two different football clubs

A : ☐

**Strategic advice**

- answer options are often listed alphabetically. Don't worry if three successive answers in three successive multiple-choice questions are all A, or B ... this is possible !
- make notes about the sequence in which the audio text is constructed. The sequence is not always chronological.

## 11. Reading comprehension (Paper 2)

**25%**

### 11.1. Key information

The Reading Comprehension component (Paper 2) accounts for 25% of the final grade and is assessed according to a mark scheme. There are no assessment criteria for this component.

The Reading Comprehension paper consists of three written passages that cover different topics taken from the five course themes. Following each passage you will find a set of questions relating to the passage. You have one hour to complete this assessment (preceded by five minutes reading time) and you must answer all the questions in the ...

6. What do the following words mean in the text ?  
Choose the appropriate words from the list.



*Re-write this instruction in your target language :*

.....

.....

.....



*Barcelona Football Club is an institution where the people of Catalunya find their identity, where they feel they belong, and from where they source the strength to express their relative independence from the central government in Madrid. Across the city, youngsters get together and engage in impromptu chanting of the famous “Barça, Barça” battle cry. Football has that sort of an effect on people, and on this late and rather damp autumn evening in the shadows of the Sagrada Familia, footballing perfection is near. What is being displayed on the field is poetry, pure poetry. Poetry against a green background you could say. Just that around these parts, they call it ‘tiki taka’.*

**Example :**    ... youngsters ...

**A**

1. ... institution ...

2. ... impromptu ...

3. ... in the shadows of ...

A.    ... adolescents ...

B.    ... at the heart of ...

C.    ... impossible ...

D.    ... not far from ...

E.    ... organization ...

F.    ... unplanned ...

**Strategic advice**

- in this type of exercise, expect nouns to be replaced with nouns, adjectives with adjectives, etc. The noun ‘institution’ (Sentence 1) could never be a synonym for ‘not far from’ (Answer D).

- when you have more than one noun in the answer options, look for gender and number (where applicable). A singular noun would normally replace a singular noun. Beware though : ‘youngsters’ could be replaced with ‘the youth’ ...

## 12. The Individual Oral

### 12.1. Key information

The oral component (Internal Assessment) accounts for 25% of the final grade and is assessed according to published assessment criteria. The Individual Oral lasts between 7 and 10 minutes and takes place during the final term of your second year.

It is important to note that you will be assessed on your **receptive**, your **productive** and your **interactive** skills. In a communication course, it is equally important to be able to understand questions and statements made in the target language as it is to be able to produce your own questions, answers and statements in the target language.

In Chapters 7 and 8 of this workbook we have illustrated how you can (and probably should !) keep an up to date record of the linguistic ...

12.3.2.b. The oral exam (10 minutes)

The Individual Oral consists of three distinct parts. During your oral exam your teacher will manage the time. Don't worry when your teacher tells you that it is time to move on from one part of the oral to the next, even when you haven't finished presenting everything you had prepared. Your teacher does this in your best interest.

**Part 1 : Presentation**

In Part 1 of the oral examination you will speak for 1-2 minutes on the details of the visual stimulus. Make sure you provide a brief description of the visual stimulus and that you relate the visual stimulus to the relevant theme ...

#### 12.4. The visual stimulus

- A good visual stimulus will allow you to talk in detail about one of the five themes of the Ab Initio course. It will typically show a scene where people are being active in a daily situation. The visual stimulus will show a typical scene from a location where the target language is spoken, and any words that appear in the visual stimulus will be in the target language.
- Your teacher will have written the main theme of the visual stimulus on it – in the target language.

As you know, each theme in the Ab Initio course consists of four topics. Make sure that you know what the topics are for each theme. In that way, when you pick a visual stimulus with the label 'Identities', you k ...

Study this photo carefully :



Theme : 'Social organization'

(The full color version of this photo can be seen here : <http://www.ronnymintjens.com/the-individual-oral.html> )

Topics addressed in this photo :

Identities	Experiences	Human Ingenuity	Social organization	Sharing the Planet
Personal attributes	Daily Routines	Transport	Neighbourhood	Climate
Personal relationships	Leisure	Entertainment	Education	Physical Geography
Eating and Drinking	Holidays and Tourism	Media	The workplace	Environment
Physical Well-being	Festivals and Celebrations	Technology	Social Issues	Global Issues

Presentation notes :

This photo allows you to describe : ...

12.7. The teacher's dos and don'ts for the Individual Oral



The teacher plays an extremely important role in the Individual Oral. This is the only examination component where the teacher is not only present in the examination room but also where the teacher ensures that the different parts of the Individual Oral are properly covered and completed.

In order to ensure that the best ...



## 13. Learning a foreign language

Learning a foreign language is an investment for life. Apart from your lessons, your homework and your tests, there are plenty of ways in which you can help yourself and become proficient in the target language in a short period of time. In this chapter we want to share with you some of the best strategies to practise on a very regular basis, without the pressure of assessments or grades.

### 13.1. Music

Everybody loves music, and you can learn a lot of vocabulary and many useful phrases from listening to and singing along with some of the most popular tunes ...

## 14. Appendices

### 14.1. Assessments – Key terms explained

**Paper 1** – Composition, Writing, Productive Skills (once on-screen marking becomes the norm, this assessment will also be called ‘Assessment 1’)

**Paper 2** – Listening Comprehension ...

#### 14.2. Further practice on text types and conceptual understandings

In this section you will find Composition paper sample instructions from **before the May 2020 examinations**. In these instructions the text type is prescribed and a format is given.

Be reminded that from the 2020 examinations onwards this will not be the case. You will be required to select the most appropriate text type from a choice of three.

Use the below samples to further ...

#### 14.5. Reading Comprehension prior to 2020

As mentioned in Chapter 11 (Reading Comprehension), you will undoubtedly receive past examination papers from your teacher, either as practice tools or for formative assessment. In Chapter 11 you have been introduced to the 13 Reading Comprehension examination questions/instructions that may appear in your final exam. These 13 questions are first used in the May 2020 examination paper.

If your teacher gives you a Reading Comprehension paper from before 2020 (commonly referred to as a 'past paper'), you will find the 'old' set of examination questions/instructions.

In order to support you in your Reading Comprehension practice and to give you the chance to practise with examination papers from before 2020, we have produced the comparative instructions table shown below. This table ...

#### 14.8. Extension resources to be used with this Student Workbook

This Student Workbook is supported by extension resources on the author's website :

<http://www.ronnymintjens.com/the-language-ab-initio-student-workbook.html>

Many of these are freely accessible to teachers and students of Language Ab Initio. The author also welcomes contributions to the website, so as to establish a global Language Ab Initio community that helps enhance language learning and cultural awareness.

All the photographs contained in this workbook (including the cover) were taken by the author. All copyrights apply.

The collection of photographs that can be used as visual stimuli for the Individual Oral component is constantly being updated and also aims to serve the various languages that are being offered at the Ab Initio level. For the latest photos, please visit <http://www.ronnymintjens.com/practice-visual-stimuli.html>

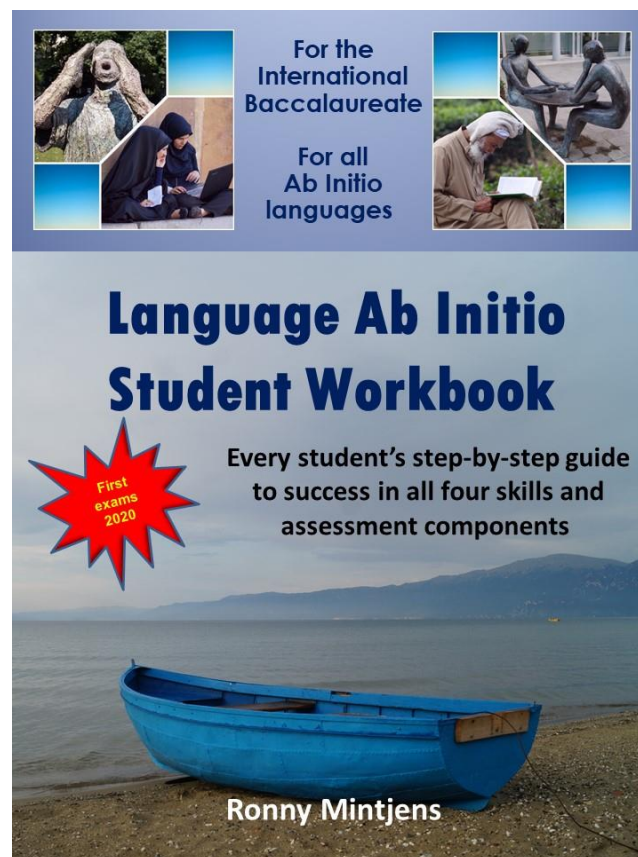
The photos published on this website can be freely used in the classroom and for further individual or group practice by the students. However, the photos must not be printed and distributed without the author's prior permission.

We also invite educators and students to contribute their own visual stimuli to this collection. Send us some of your best pictures, for any of the Ab Initio target languages. Any visual stimulus featured will be appropriately credited to its rightful owner.

## The Language Ab Initio Student Workbook

The Language Ab Initio Student Workbook covers all the components of this language acquisition course and provides a step-by-step guide to the various assessments. Each component is broken down into its various parts and plenty of advice and practice are provided in order to ensure that the student is fully prepared when it matters most. This workbook focuses on reading, writing, listening and speaking and is supported by online resources on the author's website ([www.mihunlimited.com](http://www.mihunlimited.com)).

The introduction of a personal Portfolio helps the student create an ongoing record of their learning and allows them to manipulate the language according to the assessment tasks, the formats and the criteria. By making language learning fun and personal, the Ab Initio student will find a great deal of motivation to create, share and reflect on content and culture in the target language.



For more information, visit [www.mihunlimited.com](http://www.mihunlimited.com)

To place an order, please contact [mihabinitio@gmail.com](mailto:mihabinitio@gmail.com)

ISBN 978-988-78756-6-6

## **Also by Ronny Mintjens**

### **The Language Ab Initio Student Workbook**

See description on page 38

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An autobiographical novel about the author's life in football and in foreign cultures – his journey from being a footballing toddler in Belgium, then a top division football player in Swaziland and Tanzania, and finally becoming the national youth team coach of Tanzania and Qatar

### **A Journey through North Korea**

A photographic album highlighting the various aspects of life, society, history, nature, culture and food in the world's most fascinating and least understood country. All the photos were taken during the author's nine trips to North Korea

### **Siri Ya Ndani** (*"Secrets from the Inside"*)

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A short story, winner of the ROC-Taiwan 40<sup>th</sup> Anniversary Writing Contest, Swaziland, 2008

### **The Winner Within**

A motivational short story, unpublished

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## Teacher and Student Networks

Teachers of Language Ab Initio – join our teachers’ Facebook group to share, ask, answer and discuss :

**“IB Ab Initio Language”** - <https://www.facebook.com/groups/1081827915163033/>

*Join our mailing list for updates on new resources and special offers !*

Students of Language Ab Initio – join our students’ Facebook group : **“IB Language Ab Initio Student Community”** - <https://www.facebook.com/groups/500435416956563/>

**YouTube : MIH Productions -**

<https://www.youtube.com/channel/UCdGm7OsXdpwS9kV7ifXm8Iw>

**Instagram : @mihunlimited** (for practice visual stimuli and updates on resources)

**Twitter : @MIH Unlimited**

**Website : [www.mihunlimited.com](http://www.mihunlimited.com)**

**Email : [mihunlimited@gmail.com](mailto:mihunlimited@gmail.com)**

**Contact [rmintjens@gmail.com](mailto: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)
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- teacher training for Groups 1 and 2
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- CAS trips/educational trips to Bangladesh, Bhutan, DPRK (North Korea)