

RONNY MINTJENS

My German

My German  
Portfolio

THE IDEAL COMPANION FOR EVERY  
LEARNER OF THE GERMAN LANGUAGE ...

*A Product of Mass  
Instruction*

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## My German Portfolio

**My German Portfolio** contains 333 questions and answer options that cover 20 language acquisition topics. It helps students understand all the questions that can be asked about the 20 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.

The 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.

## **About the author**

Ronny Mintjens is a practising language acquisition teacher, examiner and workshop leader for the International Baccalaureate. He is the author of several resources for the various stages in language acquisition in six different languages. He is a language teacher workshop developer, a language acquisition and mother tongue consultant, a moderator for the IB Programme Communities, the Head of Languages at a world-renowned international school and a tireless advocate for mother tongue entitlement in international education. Beyond his life as a linguist, Ronny is a world traveller, a published novelist and photographer, a former professional football coach, a serial writer and an avid reader.

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## My German Portfolio

Welcome to your German Portfolio. This resource will help you turn your German language acquisition course into a personal journey and prepare you fully for the assessments.

### What is the German Portfolio ?

Every language acquisition 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 most common themes and topics of a language acquisition course :

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

Since the acquisition of a new language is an ongoing and organic process, you are encouraged to develop your personalized German **Portfolio**. The development of a Portfolio will help you a great deal as you expand your knowledge and understanding of spoken and written German and as you undertake progressively more complex readings, writings and oral presentations.

This Portfolio has been divided up into five 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 your Portfolio.

<b>Applications of the Portfolio</b>	<b>Writing</b>	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>
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 your various formative and summative assessments.

### **How do I use my German Portfolio ?**

This Portfolio workbook 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 language acquisition 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 test or examination ...

- add your own additional questions at the end of each section. We do not claim to have produced an exhaustive list of questions.

### **Portfolio example**

1. When you are being asked : « *Kannst du dein Haus/ deine Wohnung beschreiben ?/ Kannst du dein Zuhause beschreiben ?* » (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 German, 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
- how many rooms there are in your home
- which rooms there are in your home
- whether there is a garden or not
- whether there is a view of the mountains or of the town
- 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 tests and examinations.

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 !



## INHALTSVERZEICHNIS

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## A. IDENTITÄTEN



### INHALTSVERZEICHNIS

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A.4.	KÖRPERLICHES WOHLERGEHEN	S. 47



# A.1. Persönliche Eigenschaften



**2. Wie geht's dir ? Wie geht es dir ?**

Mir geht's gut, Gut, Es geht mir sehr gut, Echt gut, Nicht schlecht,	danke,	und dir ?
Es geht		
Es geht mir nicht gut. Heute geht's mir nicht gut. Ich bin heute echt müde.		

**3. Wie heißt du ?**

Ich heiße	Anna. Christopher. Daniela. Ibrahim. Suh Yoon.
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**4. Wie schreibt man deinen Namen ? Kannst du deinen Namen buchstabieren ?**

A-n-n-a C-h-r-i-s-t-o-p-h-e-r D-a-n-i-e-l-a I-b-r-a-h-i-m S-u-h -Y-o-o-n
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**5. Was ist deine Telefonnummer/ Handynummer ?**

Meine Telefonnummer	ist	1234 5678
Meine Handynummer		876 54 321

## 6. Was ist deine E-Mail-Adresse ?

Meine E-Mail-Adresse ist	jsmith@yahoo.com lmessi@gmail.com
<b>Note :</b>	Für « @ » sagt man 'ätt' auf Deutsch Für « . » sagt man 'Punkt' auf Deutsch Also sagt man : « jsmith ätt yahoo Punkt com »

## 7. Welche Staatsbürgerschaft hast du/ haben Sie ? oder : Was ist deine/ Ihre Staatsbürgerschaft ?

Ich komme aus	Australien China England Großbritannien Indonesien Italien Japan Mexico Russland den Vereinigten Staaten/ aus den USA	Ich bin	Australier/ Australierin Chinese/ Chinesin Engländer/ Engländerin Brite/ Britin Indonesier/ Indonesierin Italiener/ Italienerin Japaner/ Japanerin Mexikaner/ Mexikanerin Russe/ Russin Amerikaner/ Amerikanerin
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## 8. Wo wohnst du ?

Ich wohne	in einem kleinen Dorf außerhalb von London. in Jakarta, in Indonesien. in Mexiko, in Nordamerika. in Paris, Frankreich. in Shanghai, einer Großstadt in China/ einer sehr großen Stadt in China. hier in Washington, in der Nähe des Weißen Hauses. nicht so weit von hier, circa zehn Kilometer von der Schule . sehr weit von hier, in Indien. auf dem Land in der Umgebung von Vancouver .
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## B. ERFAHRUNGEN



### INHALTSVERZEICHNIS

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<b>B.4.</b>	<b>FESTE UND FEIERN</b>	<b>S. 87</b>

## B.1. Alltag



**85. Um wieviel Uhr ... ?\***

An Wochentagen Unter der Woche An Schultagen Sonntags Am Wochenende In den Ferien	wache stehe	ich	gewöhnlich normalerweise immer gern	um 6 Uhr um halb acht morgens kurz vor dem Frühstück so spät wie möglich gegen Mittag am Nachmittag am frühen Abend direkt nach dem Abendessen spät abends kurz bevor ich ins Bett gehe	auf.
	ziehe	ich mich			an.

*\*Refer to the Student Workbook for the full list of daily routines*

**86. Hilfst du bei der Hausarbeit ?**

Zu Hause Jeden Morgen Nach dem Abendessen Jeden Samstag Wann immer ich Zeit habe,	mache ich das Frühstück wasche ich ab bringe ich den Müll raus räume ich mein Zimmer auf	
	helfe ich, indem ich	die Betten mache. mit dem Hund Gassi gehe. das Auto wasche. den Boden fege.

## C. MENSCHLICHE ERFINDUNGSGABE



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E.4.	GLOBALE THEMEN	S. 173

## E.3. Umwelt



**118. Was machst du gern, wenn du zum Strand gehst ?**

Wenn ich zum Strand/ an den Strand gehen,	dann	entspanne ich mich gern/oft/gewöhnlich und lese ein gutes Buch. mache ich gern/oft/gewöhnlich einen langen Spaziergang. spiele ich gern/oft/gewöhnlich Fußball oder Badminton. sonne ich mich gern/oft/gewöhnlich. fotografiere ich gern/oft/gewöhnlich die Leute dort. helfe ich gern/oft/gewöhnlich, den angeschwemmten Müll zu sammeln.
Ich gehe mindestens einmal im Monat mit meiner Schule an den Strand. Wir verbringen einen ganzen Tag damit, den Strand zu säubern. Wir sammeln den ganzen Müll, der sich dort angesammelt hat und tun ihn in große Tonnen. Dafür bekommen wir vom Stadtrat ein kostenloses Mittagessen.		

**119. Was machst du gern, wenn du in die Berge fährst?**

Wenn ich in die Berge fahre,	(dann)	gehe ich gern/ oft/ gewöhnlich mit meinen Freunden wandern. entdecke ich gern/ oft/ gewöhnlich neue Wanderwege. gehe ich gern/ oft/ gewöhnlich in den Bächen und Flüssen fischen. zelte ich gern/ oft/ gewöhnlich eine Nacht/ ein paar Nächte.
Wenn ich mit meinen Freunden in die Berge fahre, verbringen wir den Tag damit, auf den engen Wanderpfaden zu wandern und Blätter von den verschiedenen Pflanzen und Bäumen zu sammeln. Einige von uns fotografieren auch die Landschaft und die Umwelt. Auf dem Weg sammeln wir außerdem den Müll, den andere Wanderer hinterlassen haben, ein.		

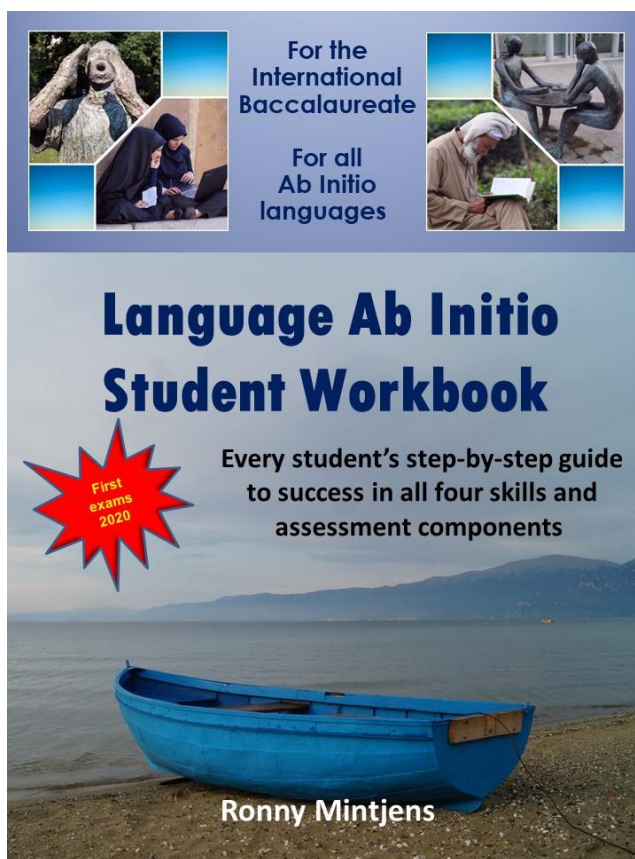
**120. Was machst du persönlich, um die Umwelt zu schützen ?**

Um die Umwelt zu schützen,	entsorge ich meinen Müll richtig, denn ich werfe ihn in die Mülltonne. bin ich jetzt Mitglied in der Umwelt-AG in der Schule. sorge ich dafür, bei den Einwohner meiner Stadt Bewusstsein für Umweltthemen zu schaffen. nehme ich an Strand-/Waldsäuberungsaktionen teil. benutze ich nie Plastiktüten. recycle ich Zeitungen. fahre ich mit dem Rad in die Schule.
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## 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)

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## **Also by Ronny Mintjens**

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

See description on page 20

### **More than a Game**

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

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