

RONNY MINTJENS

My Japanese
Portfolio

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

**THE IDEAL COMPANION FOR EVERY
LEARNER OF THE JAPANESE LANGUAGE ...**

*A Product of Mass
Instruction*



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My Japanese Portfolio

My Japanese 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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Contact – mihabinitio@gmail.com

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My Japanese Portfolio

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

This two-part Portfolio 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.

What is the Japanese 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 :

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

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 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.

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 below shows you the various applications of your Portfolio.

Applications of the Portfolio	Writing	Listening	Reading	Speaking
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 Japanese 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

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
- 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 !

PART 1



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A. IDENTITIES

アイデンティティー



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A.1. Personal attributes

人について



1. How are you ?

お元気ですか。

I am fine, ええ、 Fine, はい、元気（げんき）です。 I am very well, とても元気です。 I feel great, とても元気です。 Not bad, *わるくないです。	thank you, おかげさまで。 thanks, *ありがとう（ございます）。	and you ? *・・・さんはいかがですか。 *あなたは。 *・・・さんは。
So so, *まあまあです。		
I am not well *元気じゃないです/元気ではありません。 I don't feel well today *今日私は元気じゃないです/今日私は元気ではありません。 I feel very tired today *今日私はとてもつかれています。		

*In Japanese tradition, Japanese people usually do not answer negatively when answering 'how are you ?' The only difference is the level of formality. Therefore, they do not normally say 'not bad', 'so so' etc.

Also the Japanese language tends to use punctuation such as full-stop; 「。」 rather than question mark.

The following are commonly used :

Q:お元気ですか。 (How are you?)

A:ええ、おかげさまで。 (Yes, thank you for asking. <very polite>)

A:はい、元気です。 (I am fine, thank you. <polite, common>)

*As for the level of formality, ありがとうございます is more formal, and ありがとう is less formal and used among friends and family.

*Although 'I am not fine/well' is not commonly used when answering 'お元気ですか.', 'じゃないです' is less formal than 'ではありません'.

2. What is your name ?

*あなたのお名前は (何ですか)。

My name is 私は/ 私の名前は・・・です。	Anna アナ Christopher クリストファー Daniela ダニエラ Ibrahim イブラヒム Suh Yoon スーユーンです。
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*In Japanese, the use of the word 'you', 'あなた' is not as common although you can use it when you have no other way to call a second person, for example, if you do not know the person's name. The use of 'you' in Japanese is considered slightly direct. However, in IB oral exams, teachers have to avoid using students' names to avoid identifying who is speaking. Therefore, it is appropriate for teachers to use 'あなた'.

3. How do you spell your name ? Can you spell your name please ?

お名前はどう書きますか。お名前を書いてください。

A-n-n-a アナです/ アナ と書きます。 C-h-r-i-s-t-o-p-h-e-r クリストファーです。 D-a-n-i-e-l-a ダニエラです。 I-b-r-a-h-i-m イブラヒムです。 S-u-h -Y-o-o-n スーユーンです。

4. What is your telephone number ?

電話(でんわ)ばんごうは何ばんですか。

My telephone number is 私の電話ばんごうは・・・です。	1234 の 5678 876 の 54 の 321
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B. EXPERIENCES

経験 (けいけん)



CONTENT :

- | | | |
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B.1. Daily routine

日常生活（にちじょうせいかつ）



89. How many times per week do you prepare dinner ?

あなたは 一週間に 何回 ばんごはんを じゅんびしますか。

<p>I prepare dinner 私は・・・ばんごはんをじゅんびします。</p>	<p>once a week 一週間に一回 / 毎週一回 every evening 毎ばん when I don't have any homework しゅくだいがない時 on Tuesdays, because my parents work late 火曜日に、両親（りょうしん）がおそくまで はたらきますから on Friday evening, before my favorite TV show 金曜日の夜、好きなテレビのばんぐみの前（に） on Sundays, so that my parents can rest 日曜日に、私の両親（りょうしん）が休めますから</p>
<p>I never prepare dinner, 私は ぜんぜん ばんごはんをじゅんびしません/作りません。</p>	<p>my dad is an awesome cook ! なぜなら、父はりょうりがじょうずですから！ we have a helper at home なぜなら、私たちは うちにヘルパーがいますから。 my family and I eat out every night 家ぞくと私は 毎ばん 外食（がいしょく）しますから。 I always eat take-away in the evenings 私は いつも 夜（に）ファーストフードを食べますから。</p>

90. How often do you ... <chore> ?

あなたはどのぐらい <家事（かじ）> をしますか。

<p>I 私は</p>	<p>wash the dishes おさらをあらいます。 set the table テーブルのじゅんびをします/ テーブルのよういをします ...*</p>	<p>every day 毎日 twice a week 一週間に二回/週に二回 three or four times per week 一週間に三、四回/週に三、四回 as often as possible できるだけ多く/できるだけたくさん when we have visitors おきやくさんがいる時</p>
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**Refer to the Student Workbook for the full list of chores*

毎日の日課の全てのリストについては、ワークブックをさんしょうして（見て）ください。

C. HUMAN INGENUITY

日々の暮らし（ひびのくらし）



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C.1. Transport

交通（こうつう）



91. Which means of transport do you prefer and why ?

あなたは どの 交通しゅだんが 好きですか。 それはどうしてですか。

<p>I prefer to travel 私は・・・旅行するのが好きです。</p>	<p>by で</p>	<p>car 車</p>	<p>because なぜなら、</p>	<p>it is fast and convenient 速くてべんりですから。 you don't get wet when it rains 雨の時、ぬれませんから。 you can listen to music 音楽を 聞くことができますから。</p>
		<p>bicycle 自てん車</p>		<p>it is very healthy とてもけんこう的ですから。 I enjoy the open air 外の空気を楽しめますから。 I can stop when and where I want いつでも 好きな時に とまることができますから。</p>
	<p>on foot 歩いて（あるいて）</p>	<p>I enjoy the exercise 私はうんどうを楽しみますから。 I can take photos along the way 私は、とちゆう、写真（しゃしん）をとることができますから。 it allows me to get away from traffic こんざつから にげることが できますから。</p>		

D.2. Education

教育（きょういく）



227. Where do you go to school ?
 あなたはどここの学校に行っていますか。

I go to school 私は・・・（に）行っています。 I am a student 私は・・・（の）生とです。	*at に／の	the International School of <...> ・・・・インターナショナルスクール the American School of <...> ・・・・アメリカンスクール the British School of <...> ・・・・ブリティッシュスクール the <...> International School ・・・・インターナショナルスクール a private school in <town/city> （町・都市の名前）の私立（しりつ）の学校 a government school in <town/city> （町・都市の名前）の公立（こうりつ）の学校 an IB school in <town/city> （町・都市の名前）の IB スクール about five kilometres from my home 家から5キロぐらいの学校
	in に／の	<town/city>, far from my home （町・都市の名前）で、私の家から遠くの学校
	abroad 海外の学校 across the border, in <town/city> 国のさかいの（町・都市の名前）の学校	

*For 'at', in this case, 'に' is most appropriate, and for 'of', 'の' is most appropriate.
 (*に行っています or *の 生とです would be appropriate).

E.3. Environment

環境（かんきょう）



255. Which environmental problems are there in your country ?

あなたの国には、どんなかんきょうのもんだいがありますか。

<p>*In my country 私の国では/*には、 *In <name country> (国の名前) では/*に は、 *には is used when あり ます follows at the end of the sentence.</p>	<p>it is very easy to hunt wild animals とてもかんたんに野生(やせい)のどうぶつをつかまえることができます。 deforestation is a serious problem 森林(しんりん)のぼっさいが重大(じゅうだい)なもんだいです。 the government continues to destroy forests せいふが森をこわし続けています。 water pollution has become a major problem 水のおせんがおもなもんだいになってきています。 elephants and rhinos are being poached ぞうや さいが みつりょうされています。</p>	
	<p>*there is/are ・・・*あります。 *we have ・・・*あります。</p>	<p>serious problems with air pollution 大気おせんの重大(じゅうだい)なもんだいが a lot of noise pollution from the traffic and the airport 交通きかんやくこうからの音の公がいが多く poor sanitation えいせいじょうたいがわるいもんだいが a lack of clean drinking water きれいな飲み水がたりないもんだいが people littering everywhere 人々がどこ(に)でもごみをすてるもんだいが too many factories that produce toxic fumes 有どくのガスを出す工場(こうじょう)が多すぎるもんだいが a lot of corruption 多くのおしょくが no strict laws for the environment かんきょうについてほうりつがきびしくないもんだいが</p>

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。

61. あなたの家の てんけい的な 食事(しょくじ)/食べもの は何ですか。

家で私たちは	きそくに たいいてい よく だいたい	・・・を食べます。	マッシュポテトととりにくとサラダ たまごチャーハン めん か パスタ ラーメン そば そうめん うどん おすし さしみ とんかつ てんぷら うなじゅう/うなぎごはん <add a typical meal from your home culture>
		・・・を飲みます。	水 ソーダやフルーツジュース 白ワイン こうちゃかコーヒー りょくちゃ みそしる おさけ <add a typical drink from your home culture(s)>

62. どのくだものが いちばん 好きですか。

私の好きなくだものは・・・です。 私は・・・が 大好きです。 私は・・・が 大好きです。 私は・・・が 好きです。	りんご バナナ グレープフルーツ ココナッツ なし すいか もも さくらんぼ (Some Japanese common fruits are added below) ぶどう いちご みかん メロン マンゴー かき いちじく みかん
--	---

89. あなたの 村（むら）／町／都市／国 には 何人（なんにん）住んでいますか。

・・・には	私の村 私の町 私の都市（とし） 私の国 （町の名前） （国の名前）	・・・がいます。	三百人*(の) 一万四千人*(の) 二十五万八千人*(の) 五十万人*(の) 百五十万人*(の) 四百万人*(の)	*きよ住しや （きよじゅうしや） *人々（ひとびと）
<p>**私の 村／町／都市／国 の 人口は・・・です。 **For this sentence, *(の) and **inhabitants and **people will be deleted. One of the correct examples should be; 私の村の 人口は、三百人です。</p>				

Word order should be : 私の村（むら）には三百人のきよ住しや（きよじゅうしや）がいます。

90. （国の名前）の しゅとは どこですか。

（国の名前）の しゅと は ・・・です。	（都市の名前）
<p>ここは、（year）年からしゅとです。そして（国）で一番（いちばん）大きい都市です。</p>	

91. さいきんおこったこと（いいこと、またはわるいこと）についてせつ明してください。

先週、えい語のじゅぎょうで、クラスメートの一人がきゅうにぐあいがわるくなりました。じゅぎょうのどちゅうで、かれはふらふらしてたおれそうだ、と言いました（いいました）。私はすぐに先生に知らせて、友だちをゆかにねかせました。私はほかの友だちに、学校のかんごふさんをよぶのをたのみました。何分か後、クラスメートは少し気分がよくなって、私たちはかれを学校のクリニックにつれていきました。かれはそれから、午後ずっと、かれのりょう親がむかえに来るまで、クリニックにいました。そして、ごりょう親は、かれをびょういんにつれて行き、そこでおいしゃさんはかれが科学（かがく）のしけんの勉強で、とてもつかれたからだと言いました。ラッキーなことに/こううんなことに、次の日、かれはずっと気分がよくなって、学校にもどって来ました。

92. さいきんおこったできごとについて教えてください。

何日か前、道を歩いていた時、わかい男の人が年ばい/お年より の女の人に近づくのを見ました。そのわかい男の人は黒いTシャツを着て、ジーンズとちやいろいろくつをはいて、サングラスをかけていました。かれは、道を聞くように見えたのに、きゅうにかれは女の人のハンドバッグをとって、はしり始めました。女の人はさけんで、そのさわぎを近くのけいさつかんが聞きました。かれはそのどろぼうに、止まって（とまって）道によこになるようにさげびました。そのどろぼうは、けいさつかんのめいれいにしたがって、つかまりました。私はそのハンドバッグを道からひろって、女の人にかえました。かの女はふるえていて、こわがっていましたが、私に、ハンドバッグをかえしたことにおれいを言いました。けいさつかんは、そのどろぼうに、かれらの車に入るようにしじして、車はけいさつしょにむかいました。

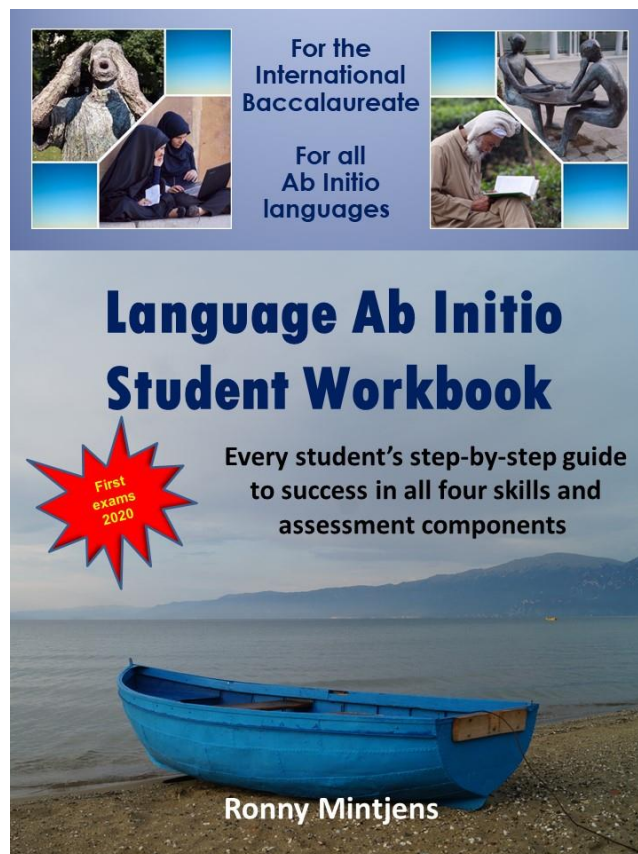
93. あなたが見たじこについて話してください。そして、あなたはどんなことをしてたすけましたか。

今朝（けさ）おきたとき、私は夜の間、ずっと雪（ゆき）がふっていたのに気がつきました。道は雪と氷（こおり）におおわれて、私ははじめ、学校に行っはいけない、と思いました。家を出た時、私は車がゆっくりと道をすすむのを見ました。とつぜん、それ（車）はスリップして、何メートルかあと、車は道のそばの木にぶつかりました。私は車のほうにできるだけ早く行きましたが、私も氷の上ですべりそうでした。車まで行った時、私はドアをあけて、うんてん手（うんてんしゅ）とかの女の小さなむすめさんを見つけました。私はかれらがけがをしたか聞きましたが、ラッキーなことに/こううんなことに、かれらはだいじょうぶでした。（小さな）むすめさんは、ずつうがありましたから、けいさつときゅうきゅう車をよびました。五分後にかれら（けいさつときゅうきゅう車）が着いて、二人をびょういんにつれて行きました。後で、そのお母さんから電話があつて、私のたすけにありがとう、とおれいを言いました。

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).

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

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Also by Ronny Mintjens

The Language Ab Initio Student Workbook

See description on page 26

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