

RONNY MINTJENS

My IB

Spanish B

Portfolio

FIRST EXAMS MAY 2020

*A Product of Mass
Instruction*

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My Spanish B Portfolio (for first exams in 2020)

My Spanish B Portfolio contains 333 questions and answer options that cover many of the themes and topics of the Language B syllabus. It helps students understand 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 Ab Initio/B teacher, examiner and workshop leader for the International Baccalaureate. He is the author and publisher of the "Language Ab Initio Student Workbook" and the "Language B Student Workbook" – the source publications 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 traveller, a published novelist and photographer, a former professional football coach, a serial writer and an avid reader.

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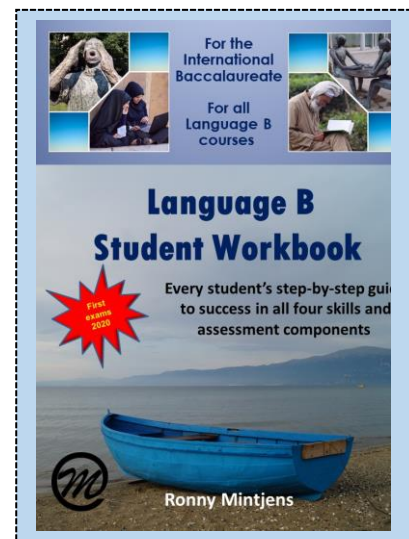
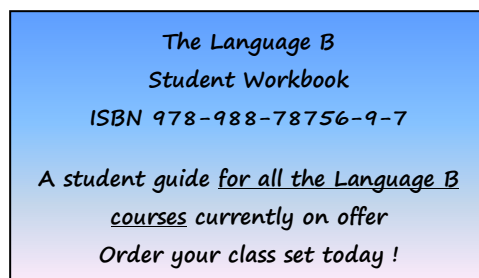
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This Portfolio is directly linked to the Language B Student Workbook (ISBN 978-988-78756-9-7)

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

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Spanish B Portfolio

Welcome to your Spanish Portfolio. This resource will help you turn your Spanish B course into a personal journey and prepare you better for the final assessments. The Spanish Portfolio is designed to be used in conjunction with the Language B Student Workbook but can also be used independently.

What is the Language B Portfolio ?

The Language B course is an organic course. You will build on the language-learning that you have already completed prior to starting this course and you will continue to 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.

In your prior study of Spanish you will already have covered many of these themes and topics. At the start of your Language B study there will be an expectation that you can communicate at a reasonable level of knowledge and understanding. However, you may need some revision or reinforcement in some of the course themes.

This Portfolio is a **revision** resource as well as an **extension** resource. It contains 333 questions and answers that cover the foundations of the themes and topics of the course. During your study you will find that some of these questions are very easy, others will be harder. This is where the distinction between revision and extension comes in.

The following are the themes and topics that are covered in this Portfolio :

| 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 |

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 spoken and written Spanish and as you undertake progressively more complex readings, writings and oral presentations.

In this Portfolio, the course 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 have learned previously and that you will revisit in your Language B lessons.

This process of answering many questions allows you to further 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 (Paper 1) | Listening Comprehension (Paper 2) | Reading Comprehension (Paper 2) | Individual Oral |
|---|-------------------|-----------------------------------|---------------------------------|-----------------|
| Coverage of 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 Portfolio, you will have an impressive set of questions and answers that will, in various forms, be tested in your Individual Oral examination, your Paper 1 creative writing and your Paper 2 reading and listening comprehension exercises.

Be advised though that the content of this Portfolio (vocabulary, grammar) is only a **foundation**. In your language B course your teacher will provide you with resources and assessments that go well beyond the level of the language contained in this Portfolio. Consider this Portfolio a starting point, not an end.

How do I use my Spanish B 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 B course. For example, once you have revised or covered the topic of “Eating and Drinking”, you should consult the portfolio section on this topic;
- study or revise 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 personalized answers manner. For example, when you describe yourself, select the features that correspond with what you look like. Of course, you can add more features or 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, vocabulary and answer options at the end of each section. Remember that the target level of the Language B course goes beyond the content of this Portfolio.

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 Spanish, you should mention :

- 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 IB 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 !

Share the ways in which you use the Language B 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 B online communities

for further support and resources :

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

For students :

Facebook - <https://www.facebook.com/groups/333856303689381/>



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IDENTIDADES



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A.1. Atributos personales



1. ¿ Cómo estás ? ¿ Qué tal ?

| | | |
|---|----------|-------------------------|
| Estoy bien, Bien, Muy bien, Estupendo/a, | gracias, | ¿ y tú ? ¿ y Usted ? |
| Así así, Bastante bien | | |
| Mal Muy mal Bastante mal No me encuentro bien No estoy bien Me encuentro mal Estoy muy cansado/a hoy Fatal | | |

2. ¿ Cómo te llamas ?

| | |
|--------------------------|---|
| Me llamo Mi nombre es | Anna Christopher Daniela Ibrahim Suh Yoon |
|--------------------------|---|

3. ¿ Cómo se escribe tu nombre ? ¿ Puedes deletrear tu nombre por favor ?

| |
|--|
| 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 |
|--|

4. ¿Cuál es tu número de teléfono ?

| | |
|--------------------------|-------------------------|
| Mi número de teléfono es | 1234 5678 876 54 321 |
|--------------------------|-------------------------|

B. EXPERIENCIAS



CONTENIDO :

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B.1. Rutina diaria



5. ¿ A qué hora ... ?

| | | | | |
|---|----|-------------|---|---|
| Durante la semana Los días escolares Durante el fin de semana Los domingos Durante las vacaciones | yo | normalmente | me despierto me levanto me visto ... | a las seis a las siete y media de la mañana unos minutos antes del desayuno tan tarde como puedo/pueda |
| | | suelo | despertarme levantarme vestirme ... | tan tarde como me sea posible lo más temprano posible hacia las once de la mañana al mediodía después del almuerzo a las dos de la tarde por la tarde después de la cena antes de acostarme |

<refer to the Student Workbook for the full list of daily routines>

6. ¿ Qué quehaceres haces en casa ?

| | | |
|--|------|--|
| En casa Cada mañana Después de la cena Cada sábado Cuando tengo tiempo | (yo) | preparo el desayuno lavo los platos hago las camas barro el suelo ayudo a mis padres suelo sacar a los perros a pasear limpio mi dormitorio lavo el coche paso la aspiradora saco la basura |
|--|------|--|

C. INGENIO HUMANO



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E.3. Medio ambiente



259. ¿ Qué te gusta hacer cuando vas a la playa ?

| | | |
|--|-------------------|---|
| Cuando voy a la playa | (yo) a menudo | descanso y leo un buen libro (me) doy unos paseos muy largos juego al fútbol o al badminton |
| | me gusta suelo | tomar el sol sacar fotos de la gente recoger la basura que encuentro en el agua |
| Voy a la playa con el colegio al menos una vez por semana. Pasamos el día entero limpiando la playa y las dunas. Recogemos mucha basura que ha llegado a la playa y la ponemos en cajas grandes. El ayuntamiento nos da un almuerzo gratis para agradecernos la ayuda. | | |

260. ¿ Qué te gusta hacer cuando vas a las montañas ?

| | | | |
|--|------|----------------------|---|
| Cuando voy a las montañas | (yo) | a menudo normalmente | (me) doy un paseo con mis amigos/as descubro nuevos senderos |
| | | me gusta | ir de pesca al río pasar tiempo cerca de un lago pasar la noche en una tienda |
| Cuando voy a las montañas con mis amigos/as, nos gusta pasar la mayor parte del día caminando por senderos estrechos y coleccionando hojas de los árboles y de las plantas. Algunos/as de mis amigos/as suelen sacar fotos del paisaje y del medio ambiente. Durante nuestros paseos recogemos la basura que encontramos a lo largo de los senderos y de las corrientes de agua. | | | |

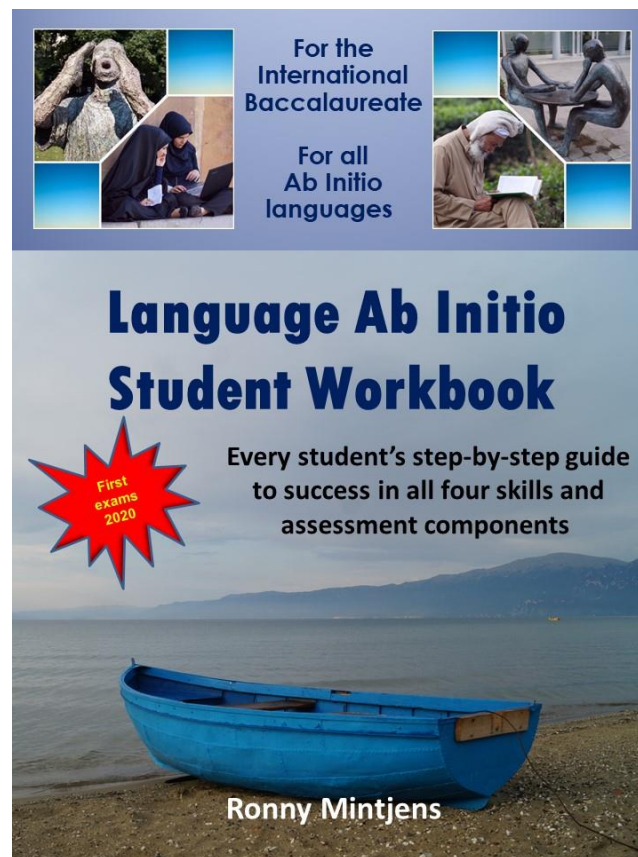
261. ¿ Qué haces tú para proteger el medio ambiente ?

| | |
|---------------------------------------|---|
| Para proteger el medio ambiente, (yo) | siempre recogo la basura que hago decidí ser miembro del club ecológico en mi colegio participo en acciones para promover la conciencia ecológica en mi pueblo/ciudad participo en la limpieza de las playas/selvas nunca uso bolsas de plástico reciclo los periódicos voy al colegio en bicicleta |
|---------------------------------------|---|

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
 To place an order, please contact mihabinitio@gmail.com

ISBN 978-988-78756-6-6

Also by Ronny Mintjens

The Language Ab Initio Student Workbook

See description on page 19

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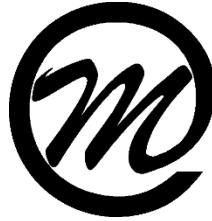
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