

Dutch language acquisition for South Africans

NEDERLANDSE TAALVERWERWING VIR SUID-AFRIKANERS

Nederlandse taalverwerving voor Zuid-Afrikanen

For the three languages we use the following conventions on the online portal and therefore we stick to this principle in the course route (“map”):

VIR DIE DRIE TALE GEBRUIK ONS DIE VOLGENDE KONVENSIES OP DIE AANLYN PORTAAL EN DAAROM HOU ONS OOK DAARBY IN DIE ROETEKART (“MAP”):

De drie talen worden aangegeven door middel van de volgende principe in de online platform en daarom volgen wij dezelfde principe ook in de cursusmap:

Engels / English: skuinsdruk / italics / cursief

AFRIKAANS: HOOFLETTERS / CAPITAL LETTERS / HOOFDLETTERS

Nederlands / Dutch: vetdruk / bold / vetgedrukt

Course overview /

KURSUSOORSIG /

Overzicht van de cursus

This document tells you how the online course has been compiled. It is a roadmap explaining the course structure and how you must structure your work to complete the course material in time. The document is available in Afrikaans, English and Dutch; 3 different documents from page 3 in the “map”.

HIERDIE DOKUMENT VERTEL JOU HOE DIE AANLYNKURSUS OPGESTEL IS. DIT IS 'N ROETEKAAART EN VERDUIDELIK DIE KURSUSSTRUKTUUR EN HOE JY JOU WERK MOET STRUKTUREER OM TYDIG DEUR DIE KURSUSMATERIAAL TE KOM. DIE DOKUMENT IS BESKIKBAAR IN AFRIKAANS, ENGELS EN NEDERLANDS; 3 VERSKILLENDE DOKUMENTE VANAF BLADSY 3 IN DIE “MAP”.

De volgende informatie verduidelijkt hoe de onlinecursus opgesteld is. Het is een gestructureerde routekaart die het traject aangeeft dat je moet afleggen om op tijd de cursusinhoud te kunnen voltooien. Deze informatie is in het Afrikaans, Engels en Nederlands beschikbaar; 3 verschillende documenten vanaf pagina 3 in deze “map”.

All the **assessment assignments** are indicated in **red**, and all assignments and teaching that involves **sound or pronunciation** appears in **green**.

Take note:

Any academic misconduct / plagiarism in terms of assignments or the final assessment implies that the student will not have further access to the course content and no marks will be awarded to any further assignments.

AL DIE **ASSESSERINGSTAKE** WORD IN **ROOI** AANGEDUI EN ALLES WAT MET **KLANK OF UITSPRAAK** TE MAKE HET, VERSKYN IN **GROEN**.

NEEM KENNIS:

ENIGE AKADEMIESE WANPRAKTYK / PLAGIAAT IN TERME VAN OPDRAGTE EN DIE EINDTOETS IMPLISEER DAT DIE STUDENT NIE VERDER TOEGANG HET TOT DIE KURSUSINHOUD NIE EN GEEN PUNTE WORD DUS VERDER TOEGEKEN NIE.

Alle opdrachten die te maken hebben met **evaluatie, worden in **rood** aangegeven en alles wat met **klank of uitspraak** te maken heeft, wordt gemeldt in **groen**.**

Let op:

Enige academisch wanpraktijk / plagiaat in terme van opdrachten en de eindtoets houdt in dat de student niet verder deelnamen heeft tot de cursusaanbod en geen punten worden inmiddels toegekend.

1. WELCOME

Dear Student,

Upon completion of the course (14 formal sections) and the continuous assessments, you will have acquired enough skills and knowledge to write and pass the annual international examination for Dutch as Foreign Language (CNaVT) at Level A2 and/or Level B1. The course material has been drafted to empower you to continue on your own (in particular to read!) to improve your proficiency in Dutch. Persons such as you, who have prior knowledge of Afrikaans, have a specific advantage when you study Dutch because nearly 60% of the vocabulary in Afrikaans and Dutch are the same.

While the registration for the course is being finalised and before you start with section 1, you must please already begin with the experience to learn a new language – and in this case, Dutch.

The icons, e.g.  used in the course, are used throughout the course material to make it easy for you to see which aspects have to do, for example, with assessment, pronunciation, music, etc.

1.1 How to learn to speak Dutch

Acquire a lifestyle that breathes Dutch!

Make sure that you have as much as possible exposure to Dutch outside the borders where Dutch is used as home language by doing the following:

*1. For a start, change the language setting on your mobile phone (GSM / **Mobieltje** in Dutch) to Dutch. Instead of “Message” or “Mute”, your phone’s function language would indicate **Bericht** and **Stille meldingen**, and persons with prior knowledge of Afrikaans can derive this meaning. In this way, you can expand your daily vocabulary without any effort.*

*2. Use the GPS on your mobile phone in Dutch, even when you walk or drive to places you know well. For instance, you will acquire a lot of competence in pronunciation and vocabulary if your GPS, for example, indicates: “**over drie meter, bij de rotonde, links afslaan**”.*

3. Download  [course music](#) onto a memory stick or CD so that you can listen to music while you are busy at home or driving. If you hear the music twice while reading the text (lyrics) simultaneously, and only then enjoy it only in audio format, it later becomes effortless to tune in your ear spontaneously to the new sounds of a variety of singers / speakers. You will soon find which artists you like so that you can buy or find their music online.

4. Download free APPS on “Playstore” for your mobile phone in **DUTCH** with which you can follow the news or the weather forecast, or even read the Bible. With such continuous exposure in your daily life, it will be possible that you will soon get used to the idiomatic expressions because you are already content-wise familiar with, e.g. the weather forecast, national and international news and pieces of wisdom from, for example, the Book of Proverbs. Only now do you hear and read it only in Dutch.

5. Watch as many  films in Dutch as possible with subtitles in English or Dutch, e.g. from the list of titles in the course. Watch Dutch TV programmes on Channel 431 (**BVN – Beste van Vlaandere en Nederland**) on DStv/ NETFLIX, etc. Such recreational slots in a foreign language mean exposure through which your pronunciation and vocabulary will be of great use. Pronunciation and vocabulary are continuously **assessed** until completion of the 14 sections, as indicated on the course calendar.

6. Invest in an online or printed dictionary for Dutch/Afrikaans such as (**ANNA**), or Dutch/English (**Van Dale Pocket Woordenboek**). During the written section of the international examination (**CNaVT**), you may also use your printed dictionary.

1.2 Essential differences between Afrikaans and Dutch

The differences in spelling  and pronunciation  between Dutch and Afrikaans make Dutch seem like entirely another language. However, once you have familiarised yourself with the differences according to a set pattern of spelling and pronunciation, you will read Dutch easily and much faster.

Examples of such differences in spelling are the words **blauw**, **zoen** and **politie**, which in Afrikaans and Dutch are BLOU/blue, SOEN/kiss and POLISIE/police, respectively. In the division on spelling you will become aware of the set pattern of exchange of the **-auw** in Dutch with **-OU** in Afrikaans and the **-z** in Dutch with the **-S** in Afrikaans, as well as the **-tie** in Dutch and the **-SIE** in Afrikaans: As soon as you have become aware of this, a significant part of the foreignness between Afrikaans and Dutch will disappear.

The pronunciation  is necessarily also different, and in this regard, there is in the listening / speech section  a lot of assistance and exercises (which increase in complexity) to assist you in reconciling your ear (sound) and eye (text).

In the course, you will acquire new vocabulary  and you will get to know the grammatical differences  between Afrikaans and Dutch in the grammar overview – specifically regarding aspects such as the use of articles (the and a/an vs de, het and een) and the use of pronouns (I and me vs ik and mij, etc.).

The Dutch verb system in particular differs a lot from the English system and the grammar guide also guides one in this regard. In the  Bookshelf: grammar overview, there is a summary of the verb system.

1.3 Who should register for the course in Dutch?

This course has been compiled for South Africans (with some knowledge of Afrikaans) who want to learn to speak Dutch. Candidates who have completed the course successfully will be able to apply to write the **CNaVT** (International Exam for Dutch as Foreign Language). Please contact the course coordinator for more information, or visit the website of CNaVT: <https://cnavt.org>. You can also visit the website of the Dutch Language Union (NTU) at <http://taalunie.org/> or <http://taalunieversum.org/inhoud/cnavt>

Want to know more?

<http://www.nederlandoefenen.be>

<http://www.nedbox.be>

<http://users.telenet.be/orandago/nlintro.html>

Online writing assistance to check grammar and spelling for free:

<http://schrijfassistent.be>

Spelling exercises:

<https://www.cambiumned.nl/oefenen/spelling/>

2. Format

The complete online course is constructed into 14 sections. The final assessment takes place during the 14th section.

Every university that makes use of the online course material will have its own schedule as planned by the tutor/lecturer or facilitator.

Each section's work must first be completed before you proceed to the following section's work. The course/following section will stay closed if the whole assignment/exercise is not fully completed and marked on the control list.

Self-study questions with memoranda form part of the course progression in ten of the sections (sections 4 – 13). In all instances you can consult the memoranda after you have tried to complete the specified assignments on your own. You must be able to apply the skills and knowledge that you acquire to unseen texts during the final assessment.

From section 4, the same format is applied: Ten texts about towns and cities in Belgium and the Netherlands will accompany you on your road to acquiring the necessary knowledge of the grammar. The format used is:

- Text:  comprehension and vocabulary in Dutch (ten texts and exercises and tests with memoranda)
- Text:  grammar in Dutch (ten texts and exercises / tests with memoranda)

This format (text, questions on comprehension, vocabulary and grammar) is used in one of the sections in the final written assessment test together with an unseen translation from Dutch. 

In every section (4– 13) there are:

Grammatical exercises,
Comprehension exercises, and

Self-study speech  exercises through which the correct pronunciation can be practiced with the help of the free-of-charge application  [ACAPELABOX](#) on Google. (Students may use other applications and employ their tutor as a soundboard if, at all, possible.)

These exercises must be completed before moving on to the next section.



There are listening and pronunciation exercises through which dialogue can be practiced during sections 4 – 9.

The last dialogue, dialogue E (section 9), must be submitted as a part of your **assessment**. Only submissions in MP3 format will be accepted. Include your name, student number, and assignment details, e.g. “Mieke de Wachter 2020393415 dialogue E.doc”.

Once-off assignments:



A **film reception**  that must be submitted during section 10 requires that you watch at least two films on the recommended list. You must arrange with your tutor / lecturer or facilitator for a specific date and time during which you can access the assignment and complete it online.

The lecturer may decide to conduct an interview on Skype / Teams / Zoom or any other platform before giving a final mark.

Note that the reception is not a film review, but your personal account, in your own words, of your experience of the two films you have selected (from the list) to watch. You will receive detailed questions on the two films you have chosen to write your reception on.



A **video report** on any of the cities used in the course must be submitted during section 13. Include pertinent aspects of the town or city as tourist attraction.



A **translation exercise** must be completed in section 8. There is more than one option.



The **final assessment test** is written in section 14 and includes grammar questions and a translation of an unseen Dutch text. The test duration is two hours and you must report to the lecturer three days in advance to write the test on a specific time and date (course schedule).



In the checklist you can tick off which assignments you must have completed during each section to report in time for the final written test in section 14 (course schedule).

2.1. Supporting material

Supporting material can and must be used continuously, as indicated, for the assessments in the course schedule 🕒:

-  **Music:** Text, audio, and open-sentence exercises to practice is part of continuous **assessments** in the different sections which you have to complete continuously every week.
-   **Films:** A list of titles for consideration is included. Do watch at least two Dutch films from the list for the  **film writing assignment** in section 10: Write your 400-word reception in Dutch and answer the specific questions included in the assignment when you log in for the assessment. This will take place on a specific date and time.
-  **Sounds:** Section 2: Practise this continuously to improve your pronunciation.
-  **Dialogue templates (text dialogue and audio dialogue):** Practise this with a partner or tutor (or the facilitator) in preparation of the **oral and pronunciation tests**.
-  **Crossword puzzles:** Complete and submit the three crossword puzzles (in section 3) as part of the **assessment**. There are more with memoranda to help you practice and to help you expand your vocabulary.
-  **Jokes:** Text, audio version, and visual assistance: Part of the **assessment** in section 3.
-  **DVD's with information about the countries Belgium and the Netherlands:** Continuously use the material on the Moodle portal as background for your **oral video assignment** (section 13).

- 
 Puzzles: What do the cities in the Netherlands and Belgium look like? Use the interactive puzzles and the DVD's as an aid for the above **oral assignment** in section 13: Give in 400 words in Dutch (not only voice, but a video recording is required) your impression of a specific place in the Netherlands and/or Belgium that you would like to visit, or where you have been before. Use the information in the course as a basis. Be specific when you give reasons for your choice of city/town to visit. You may not read this presentation.

- 
 Searching for words: Find the word and expand your vocabulary.

- Fun with "ANNA" (news article): Read this and enjoy the "fun". Newspaper articles improve knowledge of vocabulary.

- 
 ACAPELABOX: Listen to your own written text to hear the correct pronunciation in Dutch. Use this to **record and submit** speech exercise assignments about the different cities and towns of sections 4 – 13. Submit your sound clip in MP3 format.

- Be sure to include your name, student number, and the assignment details, e.g. "Mieke de Wachter 2020393245 Pronunciation.doc".

- 
 Translation exercises: Complete one of the three exercises translating from Dutch to Afrikaans / English. Use the memoranda to check your translation. One of the questions in the final assignment will be on the translation of an unseen text.

- 
 Contact sessions: There are four contact sessions with your lecturer / facilitator scheduled on the course schedule (sections 3, 7, 9, and 12).

2.2. Grammar overview: Bookshelf

Mark or note in your workbook two new language rules per section from the 'grammar overview' that you have checked yourself as the reason for the answer to some of the questions in the tests in sections 4 – 13. The answers to the tests are provided after you have completed the tests, but you first have to try and find the reason/motivation for the answer from the grammar overview (or other recommended sources in the reference list). It will help you to understand the structure of the Dutch grammar well enough to empower yourself further for each next section.

You need the grammar knowledge to write the final assessment and/or to write the CNaVT.

Questions and texts similar to those that you will encounter in every section are utilised in the last test for the final written assessment. The text of the last test is one you haven't seen before. You will have to be able to apply your knowledge of grammar (section 4 – 13) to an unseen text.

Apart from the questions similar to the weekly tests, there is also an unseen translation from Dutch into idiomatic Afrikaans or English in the final test; therefore, as much as possible exposure to the Dutch language is essential. Read as much as possible.



The bookshelf contains the complete grammar guide with:

- Differences in spelling between Afrikaans and Dutch (also part of each section's work, as well as in the final assessment)
- Vocabulary list
- Cryptic summary of the verb structure with:
 - Verb list
 - Verb structure
 - Verb conjugations
- Articles
- Pronouns
- Declensions of adjectives
- Reference list

3. Course schedule 🕒

Structured according to sections. The dates of every university or institution that make use of the online course material, may differ as that will be decided upon by the responsible tutor/lecturer or facilitator. However, usually the course takes 14 weeks with 2 X contact sessions per week or 7 weeks with 4 contact sessions per week or completely online with 4 scheduled contact feedback sessions (course schedule).

The course is structured in such a way that you have to submit one section's work before you will be able to move on to the next section.

SECTION 1: Spelling

Continue with a Dutch language lifestyle as proposed in this document.  Read in your bookshelf through all the differences in spelling between Dutch and Afrikaans to ensure that Dutch will progressively seem less foreign to you because you already have prior knowledge of Afrikaans. Then mark all differences in spelling according to a set pattern in all the texts that you read from this section onwards, e.g. -z vs -S (**zomer, zondag**), -au vs -OU (**blauw, gauw**).

A single grammar rule per section: Section 1:

HET and IS in Afrikaans: **hebben** and **zijn** in Dutch. Read the single paragraph in the bookshelf to see the difference between, e.g. the form of the verb in the singular and in the plural. In future, search for **hebben** and **zijn** in all the course texts, particularly in the music / joke texts to master the application of the rule.

HINT: Go to www.NedBox.be to watch videos about "Leven in België". Watch any video and listen carefully to the pronunciation of the Dutch language.

<https://www.nedbox.be/thema/leven-belgie>

When, for instance, you consult the video list, go to the right-hand column and select "Video" under "Mediatype". Select "**gemakkelijk**" under **Niveau**. Select "**Spreken**" under "**Vaardigheden**".

Nothing needs to be submitted in section 1. Continue to section 2.

SECTION 2: Sound and pronunciation

Sounds, days of the week, months of the year, numbers,  texts with jokes to practice. Continue with a Dutch language lifestyle as proposed in this document.

A single grammar rule per section: Section 2:

Read in the part of the  bookshelf on articles and demonstrative pronouns about the and that/those and this/these in English: It is either **de**, **deze** and **die** in Dutch or **het**, **dit** and **dat** in Dutch. However, when must you use which one (group)?

Consult the relevant pages in the  bookshelf!



Pronunciation test in section 2

Listen to and read through the sound list (days of the week, etc.) and the texts with jokes in the guide and the audio format of the course so that you can imitate the Dutch accent, in particular when you open and listen to more and more music texts every section. This is essential preparation for the pronunciation reading test (texts with jokes). The more you practice, the better your pronunciation will become.



Read any three jokes or two paragraphs of the long text (Hoe geef ik mijn kat een pil) directly after one another (one file) and upload in audio format (submit in MP3 format).

Include your name, student number, and the assignment details, e.g. "Mieke de Wachter 2020393245 Pronunciation.doc".

Complete the **assessment (pronunciation test) and upload** before you continue to section 3.

SECTION 3: Vocabulary

Read the "Pret met ANNA" article as background before you start to learn vocabulary and continue with a Dutch language lifestyle as proposed in this document.



Vocabulary test in section 3

Read through the vocabulary list in the course and specifically mark the words that, even with your prior knowledge of Afrikaans, you find foreign. That includes words such as **aaïen** (stroke), **laarzen** (boots) **zeuren** (to moan). Based on the vocabulary list, you will have to complete the vocabulary test (crossword puzzles). There are also word-search games in preparation for the crossword puzzle test in which you are going to evaluate your knowledge of vocabulary. A good practice is to while watching videos every section, consult the video material in the course. Listen to new music texts and then write down at least five new words, because you might reencounter them in the unseen translation from Dutch in the final written test.

A single grammar rule per section: Section 3:

Read in the Bookshelf: grammar guide, in the section pronouns only the paragraph on personal (I, me, etc.) and relative pronouns (that and which in English / WAT in Afrikaans) and mark them only where it works differently for you than in Afrikaans / English. In future, mark all relative and personal pronouns in the songs and texts (section 3 – 14) in the course so that you can later apply these with ease from section 4.



The crossword puzzles for vocabulary acquisition is based on **Oranje Boven** and **Van Dale** learner's dictionary. **Complete and submit three of the crossword puzzles for assessment.**

Include your name, student number, and the assignment details, e.g. "Mieke de Wachter 2020393245 Crossword puzzle1.doc".



Upload the three crossword puzzles before you continue to section 4.



Contact session

An online contact session with your lecturer / facilitator at an arranged date and time is important before you continue to section 4.

SECTION 4: Amsterdam

Amsterdam text: Vocabulary, comprehension, and memorandum

Amsterdam text: Grammar test

Complete the **grammar test**. First, complete the test; then use the grammar overview and check that against the memorandum. The **vocabulary and comprehension** test (with memorandum) is also for exercise and self-study.

This week's section on Amsterdam is not submitted but is self-study.

Self-study:



Grammar overview: Mark or note in your workbook two new language rules from the grammar overview that you have checked as the reason for the answers to the questions in section 4.

Also, look at the form of the verb in the present tense (**presens**). How does the verb conjugate in Dutch in the present tense? Think about similar differences in English as well (e.g. I drink coffee. / He drinks coffee.).



Music (audio, lyrics, and exercise) of your own choice from the list of supporting material.



Speech exercise per section with ACAPELABOX



Read the two texts from section 4 on Amsterdam and write down two sentences in which you motivate why you would like to visit Amsterdam. Check the grammar principles in your grammar guide.

Google ACAPELABOX <http://www.acapela-group.com/voices/demo/>. Paste the text you have written into the box to check the pronunciation.

Upload the following two sentences (reasons) in your voice in audio format (only MP3 format) and **submit** them for **assessment** at the end of the section.

Format:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interessen om _____.”

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 Amsterdam.doc”



Complete one or more of the puzzles to see what the different cities look like. The puzzles are not submitted.



Listening / pronunciation exercise:

Record dialogue A and submit.

Include your name, student number, and the assignment details, e.g. "Mieke de Wachter 2020393245 DialogueA.doc".

Complete the **assessment (speech exercise and text dialogue A) and upload it** (in MP3 format) before you continue to section 5.

SECTION 5: Delft

Delft text: Vocabulary, comprehension, and memorandum

Delft text: Grammar test

Complete the **grammar test**. First, complete the test; then use the grammar overview and check that against the memorandum. The **vocabulary and comprehension test** (with memorandum) is also for exercise and self-study.

This section's section on Delft is not submitted but is self-study.

Self-study:



Grammar overview: Mark or note in your workbook two new language rules from the grammar overview that you have checked as the reason for the answers to the questions in section 5.

Also, take a look at the verbs in the **imperfektum**. How does the verb conjugate in the simple past tense in Dutch? What is the difference between the weak and the strong **imperfektum**? When does one use the **imperfektum**? How does one translate the **imperfektum** into English? Think of similar variations in English (e.g. I go to school every day. / I went to school last year.).

At all times consult the verb list at the back of the  bookshelf!



Music (audio, lyrics and exercise) of your own choice from the list of supporting material.



Speech exercise per section with ACAPELABOX



Read the two texts from section 5 on Delft and write down two sentences in which you motivate why you would like to visit Delft. Check the grammar principles in your grammar guide.

Google ACAPELABOX <http://www.acapela-group.com/voices/demo/>. Paste the text you have written into the box to check the pronunciation.

Upload the following two sentences (reasons) in your voice in audio format (MP3) and submit them for assessment at the end of the section.

Format:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interessen om _____”

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 Delft.doc”.



Complete one or more of the puzzles to see what the different cities look like. The puzzles are not submitted.



Listening / pronunciation exercise:

Record text dialogue B.

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 DialogueB.doc”

Complete the **assessment (speech exercise and text dialogue B)** record in MP3 format and submit, before you continue to section 6.

SECTION 6: Gouda

Text about Gouda: Vocabulary, comprehension and memorandum

Text about Gouda: Grammar test

Complete the **grammar test**. First, complete the test; then use the grammar overview and check that against the memorandum. The **vocabulary and comprehension test** (with memorandum) is also for exercise and self-study.

This section's section on Gouda is not submitted but is self-study.

Self-study:



Grammar overview: Mark or note in your workbook two new language rules from the grammar overview that you have checked as the reason for the answers to the questions in section 6.

Also, take a look at the verbs in the **perfektum**. How does the verb conjugate in the **perfectum** in

Dutch? When does one use the **perfektum**? How does one translate the **perfektum** into English? Also, think about the similar system in English (e.g. He has spoken to me. / They have eaten the cake.)

At all times consult the verb list at the back of the  bookshelf!



Music (audio, lyrics and exercise) of your own choice from the list of supporting material.



Speech exercise per section with ACAPELABOX 

Read the two texts from section 6 on Gouda and write down two sentences in which you motivate why you would like to visit Gouda. Check the grammar principles in your grammar guide. Google ACAPELABOX <http://www.acapela-group.com/voices/demo/>. Paste the text you have written into the box to check the pronunciation.

Upload the following two sentences (reasons) in your voice in audio format (MP3) and submit them for assessment at the end of the section.

Format:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interessen om _____”

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 Gouda.doc”



Complete one or more of the puzzles to see what the different cities look like. The puzzles are not submitted.



Listening / pronunciation exercise:

Record text dialogue C.

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 DialogueC.doc”

Complete the **assessment (speech exercise and text dialogue C) and upload (MP3 format?) before you continue to section 7.**

SECTION 7: Maastricht

Text on Maastricht: Vocabulary, comprehension and memorandum

Text on Maastricht: Grammar test

Complete the **grammar test**. First, complete the test; then use the grammar overview and check that against the memorandum. The **vocabulary and comprehension test** (with memorandum) is also for exercise and self-study.

This section's section on Maastricht is not submitted.

Self-study:

 Grammar overview: Mark or note in your workbook two new language rules from the grammar overview that you have checked as the reason for the answers to the questions in section 7.

Also, take a look at the verbs in the **plusquamperfektum**. How does the verb conjugate in the **plusquamperfektum** in Dutch? When does one use the **plusquamperfektum**? How does one translate the **plusquamperfektum** into English? Also, think about a similar system in English.

At all times consult the verb list at the back of the  bookshelf!



Music (audio, lyrics and exercise) of your own choice from the list of supporting material.



Speech exercise per section with ACAPELABOX 

Read the two texts from section 7 on Maastricht and write down two sentences in which you motivate why you would like to visit Maastricht. Check the grammar principles in your grammar guide.

Google ACAPELABOX <http://www.acapela-group.com/voices/demo/>. Paste the text you have written into the box to check the pronunciation.

Upload the following two sentences (reasons) in your voice in audio format (MP3) and submit them for **assessment** at the end of the section.

Format:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interessen om _____”

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 Maastricht.doc”



Complete one or more of the puzzles to see what the different cities look like. The puzzles are not submitted.



[Listening / pronunciation exercise:](#)

Record text dialogue D.

Include your name, student number, and the assignment details, e.g. "Mieke de Wachter 2020393245 DialogueD.doc".

Complete **the assessment (speech exercise and text dialogue D) and upload** in MP3 format before you continue to section 8.



[Contact session](#)

An online contact session at an arranged date and time with your lecturer / facilitator is important before you continue to section 8.

SECTION 8: Rotterdam

Text on Rotterdam: Vocabulary and comprehension test

Text on Rotterdam: Grammar test

Complete the grammar test and upload it. Here the memorandum is not included. The Rotterdam vocabulary and comprehension test are also assessed and must also be uploaded.

Include your name, student number and details of the assignment in the word document you submit, e.g. "Mieke de Wachter 2020393415 Rotterdam Grammar test.doc"

This section's exercises **must be submitted** before you will be allowed to continue to section 9.

Self-study:



Grammar overview: Mark or note in your workbook two new language rules from the grammar overview that you have checked as the reason for the answers to the questions in section 8.

Also, take a look at the verbs in the **futurum** (future tense) How does the verb conjugate in the **futurum** in Dutch? When does one use the **futurum** and the **durende** tense? How do the adverbs in the future tense compare with those in English (e.g. next week I am going to the movies. / Within a few sections they will read the book.)



At all times consult the verb list at the back of the  bookshelf!

Also consult in the bookshelf the difference between the verbs **hebben/hadden** and **zijn/waren** as auxiliary verbs (similar to the Afrikaans HET or IS or WAS in the sentences: HY HET GISTER GEREIS OF HULLE WAS OP BESOEK GEWEES).



Music (audio, lyrics and exercise) of your own choice from the list of supporting material.



Speech exercise per section with ACAPELABOX



Read the two texts from section 8 on Rotterdam and write down two sentences in which you motivate why you would like to visit Rotterdam. Check the grammar principles in your grammar guide. Google ACAPELABOX <http://www.acapela-group.com/voices/demo/>. Paste the text you have written into the box to check the pronunciation.

Upload (in MP3 format) the following two sentences (reasons) in your voice in audio format and submit them for **assessment** at the end of the section.

Format:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interessen om _____”

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 Rotterdam pronunciation.doc”



Complete one or more of the puzzles to see what the different cities look like. The puzzles are not submitted.



Translation exercise

Complete one of the three translation exercises from Dutch to Afrikaans / English as your facilitator requires.

Compare your attempt against the memorandum. Ask for feedback from your facilitator or tutor or lecturer if necessary.

There will be an unseen translation in the final **written test** in section 14.



You have to **upload** the translation in the given format before you can continue to the next section for example: "Mieke de Wachter translation 1.doc."

Submit the grammar and vocabulary and comprehension tests on Rotterdam for evaluation, before you can continue to section 9.

SECTION 9: Antwerp

Text on Antwerp: Vocabulary, comprehension and memorandum

Text on Antwerp: Grammar test

Complete the **grammar test**. First, complete the test; then use the grammar overview and check that against the memorandum. The **vocabulary and comprehension test** (with memorandum) is also for exercise and self-study.

This section's exercises on Antwerp is not submitted.

Self-study:



Grammar overview: Mark or note in your workbook two new language rules from the grammar overview that you have checked as the reason for the answers to the questions in section 9.

Also, consult in the  bookshelf the section on the declension of the adjective (Attributive -e), i.e. when must an **-e** be added? (**de rode wijn** but **een zwart schaap**.)



Music (audio, lyrics and exercise) of your own choice from the list of supporting material.



Speech exercise per section with ACAPELABOX



Read the two texts from section 9 on Antwerp and write down two sentences in which you motivate why you would like to visit Antwerp. Check the grammar principles in your grammar guide. Google ACAPELABOX <http://www.acapela-group.com/voices/demo/>. Paste the text you have written into the box to check the pronunciation.

Upload the following two sentences (reasons) in your voice in audio format (MP3) and submit them for assessment at the end of the section.

Format:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interessen om _____.”

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 Antwerp.doc”.



Complete one or more of the puzzles to see what the different cities look like. The puzzles are not submitted.



Contact session

An online contact session at an arranged date and time with your lecturer / facilitator is important before you continue to section 10.



Listening / pronunciation exercise:

Record text dialogue E and submit for assessment.

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 DialogueE.doc”

Complete the **assessment (speech exercise and text dialogue E) and upload (in MP3 format)** before you continue to section 10.

SECTION 10: Bruges

Text on Bruges: Vocabulary, comprehension and memorandum

Text on Bruges: Grammar test

Complete the **grammar test**. First, complete the test; then use the grammar overview and check that against the memorandum. The **vocabulary and comprehension test** (with memorandum) is also for exercise and self-study.

This section's section on Bruges is not submitted.

Self-study:



Grammar overview: Mark or note in your workbook two new language rules from the grammar overview that you have checked as the reason for the answers to the questions in section 10.

Also, consult in the bookshelf the section on specifically possessive pronouns (**zijn zoon** / **her dog**), Interrogative pronouns (**welke kind**) and reflexive pronouns (**elkaar**).



Music (audio, lyrics and exercise) of your own choice from the list of supporting material.



Speech exercise per section with ACAPELABOX



Read the two texts from section 10 on Bruges and write down two sentences in which you motivate why you would like to visit Bruges. Check the grammar principles in your grammar guide. Google ACAPELABOX <http://www.acapela-group.com/voices/demo/>. Paste the text you have written into the box to check the pronunciation.

Upload the following two sentences (reasons) in your voice in audio format (MP3) and submit them for **assessment** at the end of the section.

Format:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interessen om _____.”

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 Bruges.doc”.



Complete one or more of the puzzles to see what the different cities look like. The puzzles are not submitted.



Listening / writing assignment (film reception)



Select any two films to watch from the list of titles (under supporting material). You have to login for the film reception exercise on a specific date and time (per group / campus / individual). Write down your reception thereof in 400 words in Dutch. You will receive specific questions to answer:

During your preparation, you must pay attention to:

- a) Which two films have you watched?
- b) Who are the main characters in the respective films?
- c) Provide the storyline in 2 sentences each on both films. (It is about ...)
- d) According to you, how do the two films differ by nature? (Answer in detail)
- e) Which film did you find more to your taste, and why? (Answer in detail)
- f) Save the word document and **submit** as indicated with your name, student number, assignment detail, as well as the films names, e.g. Mieke de Wachter 20203934167 Filmreceptie.
- g) **Upload a declaration** that it is your own work and that you have not committed any form of academic misconduct. This demeanor can lead to you losing all marks for the module.

Upload the written text for assessment (answering every question) before you move on to section 11.

SECTION 11: Brussels

Text on Brussels: Vocabulary, comprehension and memorandum

Text on Brussels: Grammar test

Complete the **grammar test**. First, complete the test; then use the grammar overview and check that against the memorandum. The **vocabulary and comprehension test** (with memorandum) is also for exercise and self-study.

This section's section on Brussels is not submitted.

Self-study:



Grammar overview: Mark or note in your workbook two new language rules from the grammar overview that you have checked as the reason for the answers to the questions in section 11.



Music (audio, lyrics, and exercise) of your own choice from the list of supporting material.



Speech exercise per section with ACAPELABOX



Read the two texts from Section 11 on Brussels and write down two sentences in which you motivate why you would like to visit Brussels. Check the grammar principles in your grammar guide. Google ACAPELABOX <http://www.acapela-group.com/voices/demo/>. Paste the text you have written into the box to check the pronunciation.

Upload the following two sentences (reasons) in your voice in audio format (MP3) and submit for **assessment** at the end of the section.

Format:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interessen om _____”

Include your name, student number, and the assignment details, e.g. Mieke de Wachter 2020393245 Brussels.



Complete one or more of the puzzles to see what the different cities look like. The puzzles are not submitted.

Complete the **assessment (speech exercise) and upload (MP3 format)** before you continue to section 12.

SECTION 12: Ghent

Text on Ghent: Vocabulary, comprehension and memorandum

Text on Ghent: Grammar test

Complete the **grammar test**. First, complete the test; then use the grammar overview and check that against the memorandum. The **vocabulary and comprehension test** (with memorandum) is also for exercise and self-study.

This section's section on Ghent is not submitted.

Self-study:

 Grammar overview: Mark or note in your workbook two new language rules from the grammar overview that you have checked as the reason for the answers to the questions in section 12.

 Music (audio, lyrics and exercise) of your own choice from the list of supporting material.

 Speech exercise per section with ACAPELABOX 

Read the two texts from section 12 on Ghent and write down two sentences in which you motivate why you would like to visit Ghent. Check the grammar principles in your grammar guide.

Google ACAPELABOX <http://www.acapela-group.com/voices/demo/>. Paste the text you have written into the box to check the pronunciation.

Upload the following two sentences (reasons) in your voice in audio format (MP3) and submit for **assessment** at the end of the section.

Format:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interessen om _____”

Include your name, student number, and the assignment details, e.g. Mieke de Wachter 2020393245 Ghent.

 Complete one or more of the puzzles to see what the different cities look like. The puzzles are not submitted.

Complete the **assessment (speech exercise)** before you continue to section 13.

 Contact session

An online contact session at an arranged date and time with your lecturer / facilitator is important before you continue to section 13.

SECTION 13: Louvain

Text on Louvain: Vocabulary and comprehension test and pronunciation

Text on Louvain: Grammar test

Complete the grammar test and upload it. The memorandum is not included. The Louvain vocabulary and comprehension and pronunciation tests are assessed and must also be uploaded.

This section's section on Louvain *must be submitted*.

Self-study:



Grammar overview: Copy or note in your workbook two new grammar rules from the grammar overview that you have checked as the reason for the answers to the questions in section 13.



Music (audio, lyrics and exercise) – own choice from the list in the supporting material.



Speech exercise per section with ACAPELABOX



Read the texts of section 13 on Louvain and write down two sentences in which you motivate why you would like to visit Louvain. Check your grammar in your grammar guide. Practice your pronunciation by using Google ACAPELABOX: [_http://www.acapela--group.com/voices/demo/](http://www.acapela--group.com/voices/demo/). Paste the text you have written into the box to check the pronunciation.

Record the following two sentences (reasons you would like to visit the given town/city) in an audio format and *submit* it.

FORMAT:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interessen om _____.”

Include your name, student number, and the assignment details, e.g. “Mieke de Wachter 2020393245 Louvain.doc”.



Complete one or more of the puzzles to see what the different cities look like. The puzzles are not submitted.



Tell during a 3-minute speech about a place in the Netherlands or Belgium that you find fascinating. Submit the recording (video) about the chosen town or city for assessment.

Motivate your choice by referring to the specific characteristics of the place.

Use in preparation of the assignment :

- a) *Primarily: Overview of the Netherlands and Belgium (videos in the supporting material)*
- b) *Texts on towns and cities in the course (The Netherlands and Flanders)*
- c) *Puzzles*

Complete the **assessments** (grammar tests, oral exercise and oral report, film reception, etc.) and upload it in MP3 format/ word format with your exact details, e.g. "Mieke de Wachter 20203939415 Louvain.doc."

SECTION 14: Final assessment

As soon as the **final assessment** has been completed and **uploaded**, you have completed the course.

A checklist has been uploaded under heading 5 to check and to ensure that you have uploaded everything (9 opportunities) for assessment.

4. Final assessment.

SECTION 14: Final assessment

You need to inform the facilitator as soon as you are ready to complete the final assessment test, and after all the other assessments have been submitted. The final test must be completed at the end of the 14 sections of the course.

1. When all the assignments have been completed, you must sign up for the final online assessment within five days. A specific date and time will be arranged.
2. You have two hours to complete the test. It is important to study the text as part of the test thoroughly before starting the test.
3. The final test will be in the same format as the questions (vocabulary, comprehension and grammar) in sections 4 – 13. It also includes an unprepared translation from Dutch into Afrikaans or English on the eating culture or eating habits in the Netherlands and Belgium. The translation will be from Dutch to Afrikaans or English. Different tests will be written by different students.
4. Include your name, student name and assignment title on the word document you upload, e.g. “Mieke de Wachter 20203939415 Final Assessment test.doc”.
5. You will receive feedback on your final assessment after 14 days.

The final written test for assessment counts 40% towards the total evaluation of the course. You have two hours to complete the test on a given day and time within the course schedule. You cannot sign-up for the final written test if any of the continuous assessment opportunities listed, is still outstanding.

Tips when translating:

Keep within the same time indication as in the original text.

Keep the idiom of the language in mind when translating to Afrikaans or English from Dutch.

5. Checklist for Assessments:

Academic practice:

With the submission of your first assignment, you must also upload the following text on academic practice in pdf format:

*I _____ student number _____ from _____
(city / university) will refrain from conducting any form of dishonesty (google translate, google answers, answers from other students, plagiarism, etc.). Any form of dishonesty implicates that I will forfeit all my marks for the course and will not be able to re-enrol for the course.*

Name _____

Date _____

The following 9 assessments  must be completed during the course:

Note the format in which all assignments must be uploaded:

Include your name, student name and assignment title on the word document you upload, e.g.

“Mieke de Wachter 20203939415 Final Assessment test.doc.”

1.  **Vocabulary tests**

 Vocabulary tests have been drafted based on **Oranje Boven** and the **Van Dale Pocket Woordenboek**.

a) Practise the exercises looking for words.

b) Study in particular the vocabulary list  in the supporting material before you attempt to complete the vocabulary crossword puzzles. 

 Section 3:

Submit three of the five crossword puzzles as vocabulary tests.

2.    **Pronunciation tests**

 Section 1:

Listen to the audio recording of and simultaneously read the texts and practise the pronunciation of the following in Dutch:

- a) Seasons
- b) Numbers
- c) Days of the week
- d) Months of the year



Section 2:

More than 12 jokes are available in text and audio format to practise before the assessment of your first pronunciation. Upload it in MP3 format including your name, student number and assignment title, e.g. "Mieke de Wachter 20203939451 Jokes-pronunciation.doc".

List of jokes:

Hoe geef ik mijn kat een pil

and jokes 1 – 12.



*Upon completion of Section 2, you must read any three jokes or two paragraphs from the longer text (**Hoe geef ik mijn kat een pil**) aloud, save and submit it in one folder in MP3 format for your first pronunciation assessment.*

3. Applied grammar tests

Sections 4 – 13:



Students will continuously learn more grammar by way of self-study assessments (with memo) on the towns and cities: Text: grammar questions, comprehension questions, vocabulary questions and pronunciation is included.

- a) *Five texts about the Netherlands:
Vocabulary, comprehension tests and memos for self-correction.
The fifth test must be uploaded and will be assessed for marks.*
- b) *Five texts on Belgium:
Grammar tests, comprehension tests and memos for self-correction is included.
The fifth test must be uploaded and will be assessed for marks.*



Open-sentence exercises, music and self-study

From sections 3 to 13, you must select every week a new song to listen to and complete the exercise (self-study correction) as indicated in the course schedule. This will assist you in expanding your vocabulary and improving your pronunciation!

Biographic information on Dutch songs for learners' course

List A: Music with exercises

Selection from: DE KLEINKUNSTKOLLEKTIE, 2, 4, 5, BLØF/NAAKT ONDER DE STERRE, STEF BOS/DEMO; VOL. 4 ((P) 1997 POLYGRAM TV):

1. **Opzij** – Herman van Veen (P) 1987 Polydor B.V. "In Vogelvlucht"
2. **Kl. 204 (Als ik god was)** – Peter Koelewijn (P) 1977 Mercury Records B.V.
3. **Laat me alleen** – Rita Hovink (P) Polygram NV/SA
4. **Pauline** – Bram Vermeulen (P) 1995 Virgin Belgium NV/SA
5. **Big city** – Tol Hansse (P) Red Bullet Productions
6. **Eva** – Boudewijn de Groot (P) 1968 Mercury Vol. 5 (P) 2004 Universal Music Belgium
7. **Dans me** – Yasmine (P) 2004 Skill Shot Sounds Sony/ATV Songs LLC
8. **Onzin** – Bram Vermeulen (P) 1983 Alibi Music Virgin
9. **Eenzame boot** – Jo Lemaire (P) 1998 Universal Music S.A.BE-003-98-00070
Warner Chappell Music LTD
10. **Bric à brac** – Willem Vermandere (P) 2003 Universal Music Belgium
11. **Anne** – Herman van Veen (P) 1986 Polydor B.V. Rock n Show Media Prod GMBH
12. **Twee mannen zo stil** – Frank Boeijen en Stef Bos (P) 1995 BMG Nederland B.V.
13. **Twee meisjes** – Raymond van het Groenewoud (P) 1996 EMI Vol. 2 (P) 1995 Polygram Belgium)
14. **Paarse schoenen** – De Berini's (P) 1995 V.O.F. Bløf EMI 1990 Munich Records, "Naakt onder de Hemel"
15. **Wat zou je doen?** – Bløf (Postbus 5114, 4380 KC Vlissingen) 1995 EMI
16. **Minder meer** – Stef Bos Demo-CD van Stef Bos

List B: Complementary music, without exercises

17. **Jij en Ik** – Henk Dissel
18. **Iedereen is van de wereld** – Celine Cairo
19. **Recht uit M'n hart** – Jan Smit
20. **Blijf bij mij** – John West & Lange Frans
21. **Sexy als ik dans** – Nielson
22. **Juffrouw de Kok** – Vinzzent & Billy Dans
23. **Julia** – De Romeos

24. **Jij bent zo mooi** – De Romeos & Willy Sommers
25. **Laat het los** – Elke Buyle
26. **Over alle 7 zeeën** – Lindsay
27. **Vraag aan mij niet hoe** – Michael Lanzo

4.  **Speech exercises and ACAPELABOX**

Sections 4 – 13:

Read the two texts for each section on the specific town or city and complete the accompanying puzzles. Write two sentences, motivating why you would like to visit that city. Check the grammatical correctness of your text in advance in your grammar guide. Use Google ACAPELABOX <http://www.acapela-group.com/voices/demo/> to check your pronunciation by pasting your written text on the topic into the box to check the pronunciation.



Once every week, beginning from section 4, record the following two sentences (your reasons to visit a specific town/city in the Netherlands) in your voice in audio format and submit it for assessment at the end of the section.

Format:

“Ik wil graag naar _____ op bezoek gaan want _____.”

“Ik heb groot interesse om _____”

Only submit audio files in MP3 format.

Always include your name, student name and assignment title on the word document you upload, e.g.

“Mieke de Wachter 20203939415 town/city X. doc.”

5.  **Dialogue recordings**

Divided per section: Section 4 – 9:



The dialogue templates afford the student the opportunity to practice in a structured manner by having simple discussions in a restaurant, shop, etc.

Practice and submit as indicated at each section's assignments.

- *Dialogue templates:*
 - a) *Text dialogue A*
 - b) *Text dialogue B*
 - c) *Text dialogue C*
 - d) *Audio dialogue D*
 - e) *Audio dialogue E. Only one opportunity, submit in MP3 format at section 9 and include your name, number and the assignment detail. E.g. "Mieke de Wachter 2020 3939168 Dialoog E.doc".*

6.  **Film report assignment in Dutch**

Section 10:



Watch at least two Dutch films (from the given list) during the course in order to complete the film report assignment in Section 10. Film report: Listening and writing in Dutch (30 minutes). You have to sign up for the assignment on a given date and time (course schedule). You have to answer the specific questions about your chosen two films (from the given list).

- *Ask your facilitator, tutor or the course coordinator to assist you with access to suitable films if you encounter problems in this regard.*
- *You have 30 minutes to complete the assignment and you will receive specific questions about the two films you have chosen. Answer in Dutch.*

Prepare beforehand by paying attention to the following:

- a) *Which two films have you watched?*
- b) *Who are the main characters in the respective films?*
- c) *Recount the storyline in two sentences each on each of the films (It is about ...)*
- d) *In your mind, how does the nature of the two films differ? (Answer in detail)*
- e) *With which film could you associate the most and why? (Answer in detail)*

- f) Save the word document including your name, number and the title of the films, and Include your name, student name and assignment title on the word document you **upload**, e.g. "Mieke de Wachter 20203939415filmreport.doc"
- g) End with a declaration that it is your own work and that you have written the text in your own words. Should you be found guilty of any form of plagiarism or academic misconduct, you will forfeit all marks for the course.



Recommended films

http://www.filmcrave.com/list_language_movie.php?language=Dutch

Top-10 Dutch movies of all times

1. **Spoorloos** (*The Vanishing*) (1988)
2. **Karakter** (*Character*) (1998)
3. **Linkeroever** (*Left Bank*) (2008)
4. **Rundskop** (*Bullhead*) (2012)
5. **Zwartboek** (*Black Book*) (2007)
6. **Noordzee, Texas** (*North Sea, Texas*) (2012)
7. **Wat zien ik** (*Diary of a hooker/Business is Business*) (1971)
8. **Jongens** (*Boys*) (2014)
9. **Spetters** (*Spetters*) (1980)
10. **si8n8** (*The Slaughter*) (2006)



Recommended Belgian films

<http://www.tasteofcinema.com/2017/the-13-best-belgian-movies-of-all-time/>

Top-10 Belgian movies of all times

1. **Jeanne Dielman, 23, quai du commerce, 1080 Bruxelles** (Chantal Akerman) (1975)
2. **Rosetta** (Dardenne Brothers) (1999)
3. **Toto Le Héros** (Jaco Van Dormael) (1991)
4. **The Broken Circle Breakdown** (Felix Van Groeningen) (2012)
5. **The Son** (Dardenne Brothers) (2002)
6. **Man Bites Dog** (Rémy Belvaux, André Bonzel, and Benoît Poelvoorde) (1992)
7. **The Promise** (Dardenne Brothers) (1996)
8. **The Memory Of A Killer** (Erik Van Looy) (2003)
9. **Daens** (Stijn Coninx) (1992)
10. **Ex Drummer** (Koen Mortier) (2007)

7.  Practice translation

Complete in section 8 for practice one of the translation exercises from Dutch to Afrikaans / English as discussed with your lecturer / facilitator. Check your translation against the memorandum. You will receive feedback on your mistakes from your lecturer or facilitator during your online contact session as arranged (course schedule).

8.  Oral assignment in Dutch

Section 13



Audio and oral assignment about the Netherlands and Belgium as a tourist destination:

In a 3-minute speech (video recording), tell about a place in the Netherlands of Belgium that you find fascinating, or what you would like to visit.

1. Motivate your choice by referring to specific characteristics of the town and city.
2. In preparation of the assignment, use the following:
 - a) Netherlands and Belgium (Videos in the supporting material)
 - b) Texts on towns and cities in the course
 - c) Puzzles
 - d) Use ACAPELA BOX to compare and check your pronunciation.
 - e) You may not read it from the answer sheet.

9.  Contact sessions with lecturer

There are four contact sessions with your lecturer / facilitator as indicated in the course schedule.

10.  **Final written test (tekst: grammar, vocabulary, comprehension and translation)**

The duration of the final written test is 2 hours and you have to sign-up for the test on a given day and time (course schedule) only after the completion of all other assignments (9) as listed above.

The end!

6. References

The practical checklist for the Dutch grammar, compared to the Afrikaans grammar has mainly been compiled from, amongst others, the following sources:

Grammar:

Conradie, C.J. 1986. *Taalgeskiedenis*. Pretoria: Academica.

Den Boon, C.A. & Geeraerts, D. (hoofred.). 2005. *Van Dale Groot woordenboek van de Nederlandse taal*. (Vyftiende uitgave). Utrecht: Van Dale Lexicografie.

De Villiers, M. 1969, 1978. *Nederlands en Afrikaans*. Kaapstad: Nasau.

Ehlers, D & Van Beek, P. 2004. *Oranje Boven. Nederlands voor Zuid-Afrika*. Pretoria: Protea Boekhuis.

Fontein, A.M. & Pescher-ter Meer, A. 2004. *Nederlandse Grammatica voor Anderstaligen*. Utrecht: Nederlands Centrum Buitenlanders (NCB).

Jansen E. & Olivier. G. 1986. *Praktiese Nederlands*. Pretoria: Academica.

Mooipraat uit Zuid-Afrika. 2003. Hoogeveen: Libro Books.

Van Dale Nieuw Handwoordenboek der Nederlandse Taal. 1977. 'S-Gravenhage: Martinus Nijhoff.

Verburg, M. & Stumpel, R. (red.). 2017. *Van Dale Pocketwoordenboek Nederlands als tweede taal (NT2)*. Utrecht: Van Dale Uitgevers.

<https://taaladvies.net/>

Cultural texts and photos for puzzles:

The Netherlands

Constant, J.G. 1989. *De mooiste steden van Nederland*. Amsterdam: Reader's Digest & ANWB.

Belgium

Cornelis, J. 1976. *Vlaanderen in vogelvlucht*. Brussel: Uitgeverij Airprint.

<https://assets.antwerpen.be/srv/assets/api/download/c719f489-551f-45ae-8b45-4cd78525e3f5/2.%20Atypisch%20bezoekers%20KORT%20NL.pdf> (Accessed 17 September 2019)

<https://nl.wikipedia.org/wiki/Brugge> (Accessed September 2019)

<https://skepp.be/nl/wetenschappen/geschiedenis/de-mythe-van-de-oorsprong-van-brussel> [Accessed 24 October 2019] (Originally published in *Wonder is gheen wonder*, 2, 2009)

<https://explorista.nl/bezienswaardigheden-gent/> (Accessed 17 September 2019)

<https://explorista.nl/wat-te-doen-leuven-bezienswaardigheden-tips-2/> (Accessed 16 September 2019)

Jokes:

Bauweleers, G. 2007. *Lach je te pletter*. Aartselaar: Deltas.

Reader's Digest <http://www.readersdigest.nl>. (Accessed on 24 February 2009).

25 March 2021 KC avn