Internship Report Bachelor English Language and Culture

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GER2031: Beginners’ Dutch
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Preface

Unlike most students writing this placement report, I actually did not voluntarily decide to do a placement. Instead, I was required to do a teaching placement at the British university as part of my exchange programme. Before this experience, I would have never decided to do a placement as I felt that within my bachelor programme a work placement was not necessarily promoted as much as in other programmes nor did I think it was required at that point in time. Moreover, the only straightforward placement type that I could think of related to my programme would be teaching and that was not something I was interested in.

Therefore, when I was told that this teaching placement was a requirement for my year abroad, at first, I was not overly excited. However, later on, I realised that this teaching placement could still be useful since, to a certain extent, it could help me confirm particular career prospects, i.e. that I am definitely not interested in teaching within the next ten years. As I did not have any teaching experience before this placement, I did not have an informed opinion on teaching other than that I did not think it was for me. This placement has confirmed that I do not want to teach for at least the next ten years but most likely for the rest of my life as I do not think it aligns my personal skills. Based on this experience, I encourage more students of English Language and Culture do to a placement as you do acquire a lot of new skills.

As mentioned before, I did not voluntarily decide to do a placement. Therefore, my reasons for doing this placement, the way I came by it, and why I chose this placement provider are very different from other students. I went on my year abroad with the Harting programme which selected the best Dutch students studying English at a Dutch university. These selected students could take various modules for a year at a British university. I was selected to go to Newcastle University which I was very excited about as this university
offered at several linguistic modules. In April 2017, I was in contact with the university and in particular the module leader of the two Dutch modules that Newcastle University had to offer. The university offered a beginner’s module and a more advanced module. I had no idea which module I had to teach until I arrived at the university in September 2017 as this would depend on my own modules and my schedule. After a meeting with the module leader Dr Carol Fehringer, I was assigned the Beginners’ Dutch module and the other Harting scholar was assigned the advanced Dutch module.
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Before the placement

1. Introduction

As mentioned before, I went on my year abroad with the Harting programme which selected the best Dutch students studying English at a Dutch university. These Harting scholars were allowed to take various modules at a British university. However, in return, the scholars were required to teach Dutch if their respective university offered such a module. I was selected to go to Newcastle University which offered two Dutch modules. I was assigned the Beginners’ Dutch module and the other Harting scholar was assigned the advanced Dutch module.

I did this placement at Newcastle University. This university focusses on academic excellence and attracts a lot of international students. Newcastle University is divided into three different faculties, i.e. Humanities and Social Sciences, Medical Sciences, and Science, Agriculture and Engineering (Teaching and Research, n.d.). Each faculty is divided into several schools which govern various degree programmes. The Beginners’ Dutch module is part of the School of Modern Languages which is part of the faculty of Humanities and Social Sciences.

The module description of Beginners’ Dutch states that the module “will introduce students to the Dutch language both in its written and spoken form so that by the end of the course students will be able to speak and write in Dutch to roughly between GCSE and A-level standard. This course is an introduction to the Dutch language for students who speak German. It will be divided into writing skills and oral and listening skills. One hour a week will be given to each part of the course” (Modules, n.d.). I was responsible for the oral and listening skills.
1.1 Leaning objectives

Before I started this work placement, I developed a set of personal learning objectives that could help me guide this placement. As I did not know which module I had to teach up until the week before the seminars started, I did not have a lot of time to prepare any module specific learning objectives. Instead, these learning objectives touch upon general skills I would have liked to acquire and/or develop during the placement. In total, I generated seven learning objectives.

1. At the end of this placement, I would like to be able to comfortably present in front of a group

Before the placement, I did not feel comfortable standing in front of a group of people. During this placement, I would like to acquire the skills and confidence needed to feel more comfortable to present in front of a larger group. I understand that everyone feels a little bit uncomfortable during presenting. However, I did not want to feel held back by my fear. I believe that with continuous practice I should be able to feel more confident and comfortable to stand in front of a larger group and provide them with information.

2. At the end of this placement, I would like to be able to plan properly (understand how to design a seminar) and keep to deadlines (with module leader and seminar deadlines)

Before this placement, I have always completed my assignments days before the official deadline, so I do not think this would be any different for the seminars. However, as I have do not have any experience in teaching I do not have an understanding of how to design a seminar. During this placement, I would like to discover which assignments do or do not work in a seminar and how I would keep each seminar entertaining.
3. At the end of this placement, I would like to be able to motivate the students during the seminars.

I believe that teachers have an influence on the motivation of students as their enthusiasm has an impact on the people listening. However, based on my own experience, I noticed that people are often on their phones during a seminar or do not want to engage in the material. During this placement, I would like to discover how I can ensure that everyone is listening and how to act if people do not want to take part in an assignment.

4. At the end of this placement, I would like to be able to provide the students with relevant feedback in a respectful manner.

I already have some experience in providing feedback as I was required to give feedback to other students during my bachelor programme. However, this is often geared towards fellow students following the same module. In this case, I would have to keep in mind that the students might not always receive the same grammatical rules or that some aspects of the language are too complex for a beginners’ module. Therefore, given feedback would depend on the instructions received from the module leader.

5. At the end of this placement, I would like to be able to adapt the information to the needs of the students.

Personally, I believe I am not the best at improvising things on the spot. I am an organiser and I like to plan things down to the smallest detail. Therefore, I hope that through this placement I learn to improvise more and to adapt information on the spot. I imagine that I might design a particular seminar with assignments and test but that in practice they do not work. I would like to gain more experience in this and develop some ideas on how to change particular assignments during a seminar.
6. At the end of this placement, I would like to properly communicate with the module leader on issues related to the placement

I am one of those students that does not reach out to teachers unless I have absolutely no idea what to do anymore. In all other situations, I like to believe that I can figure out how to solve a particular situation. If I do not solve that situation, it is my own problem and I am the only one impacted by this decision. However, in this placement, a group of students depends on my knowledge of Dutch and my seminars. Therefore, if I run into any issues I do not think it would be a good idea to try and figure it out on my own. Though this placement, I hope to teach my self that it is okay to ask questions if you do not know how to solve a particular issue. Moreover, I often notice that within big organisations such as a university, there is often a delay in communication as people are busy and do not constantly check their email. I would also like to gain a better understanding of this and learn to accept that sometimes things do not go to plan, and I might not get the answers I would like.

7. At the end of this placement, I would like to develop my career prospects (what part of the placement did I like, and which did I not like)

Currently, I do not think I would like to be a teacher as I do not think I am the type of person that would excel at teaching. In my opinion, teachers often have a natural dominance over a group of people. However, I do not think that I have this natural dominance. However, as I have no experience in teaching I find it difficult to say I do not want this as a career. Therefore, I hope that through this placement I will gain further insights into my career prospects and better understand what I do and do not like. Moreover, I also hope that through this placement I gain a better understanding of my qualities in a working environment.

2. Description of the placement-providing organisation
Newcastle University is a civic university with a focus on “academic excellence and the impact of [their] academic work” (Newcastle: A World-class Civic University, n.d.). This academic excellence is one of the reasons as to why the university attracts a lot of international students. Besides this, it also has various international partnerships with universities across the world. According to the Newcastle University website (International partnerships, n.d.), these partnerships were developed to “share a mission, values, goals and ambition, but also as a way to collaborate on teaching and research projects that address the needs and challenges of a global society”. Newcastle University has such an international partnership with the University of Groningen. This partnership “dates back to the 1980s rooted in similar geographical locations in their respective countries and industrial backgrounds” (International partnerships, n.d.). This partnership contains staff and student exchanges. In particular, Newcastle University cherishes the relationship between Newcastle Business School and Groningen Business School as “two dual master’s degrees were established as a result” (International partnerships, n.d.).

Newcastle University is divided into three different faculties, i.e. Humanities and Social Sciences, Medical Sciences, and Science, Agriculture and Engineering (Teaching and Research, n.d.). Each faculty is divided into several schools which govern various degree programmes. The Beginners’ Dutch module is part of the School of Modern Languages which is part of the faculty of Humanities and Social Sciences. The School of Modern Languages offers the following degree programmes at an undergraduate level:

“BA in Modern Languages, Translation and Interpreting (R9Q9), Modern Languages BA Honours (T901), Chinese Studies OR Japanese Studies BA Honours (TT12), Modern Languages and Business Studies BA Honours (TN92), Modern Languages and Linguistics BA Honours (QT19), Spanish, Portuguese and Latin American
Studies BA Honours (RT47)"
(Undergraduate degree, n.d.)

During the placement

3. A description of the work placement itself: assignment, activities, results, products

The module description of Beginners’ Dutch states that the module “will introduce students to the Dutch language both in its written and spoken form so that by the end of the course students will be able to speak and write in Dutch to roughly between GCSE and A-level standard. This course is an introduction to the Dutch language for students who speak German. It will be divided into two parts:

A) Writing skills: i.e. Dutch grammar, translation into English and text comprehension (reading different types of texts and answering questions in Dutch;)

B) Oral and listening skills (including role-plays based on the set coursebook, general conversation and listening exercises).

One hour a week will be given to each part of the course. Part B will be taught by a native speaker of Dutch.” (………)

As part of the work placement, I was responsible for the oral and listening component of the module. In the placement contract, the following four tasks were identified: Teach two hours per week Dutch oral classes

- Prepare classes
- Mark students’ work
- Assist with end-of-year oral examinations
Task 1

I had to teach a one-hour seminar to two seminar groups each week for the entire academic year. In the first semester, there were more students because there were several exchange students that took this module for the first semester. In the first semester, I had around 24 students and in the second semester, I had around 18 students.

Task 2

I had to prepare all the oral classes on my own. I received two books, Taal Vitaal and a book on the Dutch culture, from the module leader that I could during the seminars. Moreover, I had access to the Blackboard page of the module which contained a lot of material from previous years. The Taal Vitaal book was a very useful starting point as it contained various topics as well as a lot of assignment. In total it contained twenty lessons which moved from introduction to more advanced topics such as going to the doctor. I did not discuss all the topics in the book. Instead, I focussed on seven different topics to ensure that all topics were discussed in more detailed. The topics I focussed on were:

1. Introducing yourself: being able to describe yourself as well as someone else (appearances and personality).
2. The restaurant: being able to order food in a restaurant and have a chat with the waiter about the quality of the food.
3. Directions: being able to ask for directions on the street and being able to give other people directions.
4. The market: being able to ask for different types of food on the market, ranging from chees, bread and fruits and vegetables.
5. Living: being able to talk about moving houses and discussing furniture.
6. Travel: being able buy train tickets and ask questions about times and discounts.
7. The hotel: being able to book a hotel room.

The first few weeks, I focussed on the introduction topic. I wanted to ensure that the students would be able to describe themselves both on appearance and personality. As this was a Beginners’ module, I believed this would be the best approach as describing yourself is one of the basic topics people tend to acquire first.

For each seminar, I tended to use the same structure. This made it easier for the students to understand what we were doing each week and to manage their expectations. Moreover, this made it easier to receive feedback from the students and adapt the seminars to their needs.

Each seminar started with a handout with relevant words for that week’s topic. In the first semester, I would read the words out loud and the students would write down the correct pronunciation if they felt like that was needed. In the second semester, they would have to repeat the pronunciation to ensure that they would practice the words right away. In the second semester, I also started to include vocabulary tests to make sure that the students would continue to revise the words as I was not always sure whether the students would actually look at the vocabulary in their own time.

Besides these vocabulary assignments, I also used assignments from Taal Vitaal. Most of these assignments were dialogue-based. For each topic in the book, there were several dialogues that the students could use to practice their Dutch pronunciation and translation skills as I asked them to translate them into English. I also tried to find dialogues on the internet that were relevant to the discussed topics.

I was asked to discuss the Dutch culture as well. Every week I tried to include a video on Dutch culture. Sometimes, this would be a music video and other times this would be a video talking about typically Dutch things or Dutch food. We also celebrated Sinterklaas by
writing Sinterklaas poems and eating pepernoten. I also discussed Kerstmis, Koningsdag, dodenherdenking en bevrijdingsdag in more detail as these are the most important national days in the Netherlands. Moreover, I tried to convince the students to come to the Netherlands and visit more than just Amsterdam as most British students seemed to forget that our country consists of other beautiful cities.

In the last seminar before the Easter break from March 2018 to April 2018, the students had to select three topics that they wanted to discuss during the oral exam. The topics they choose were ‘buying a train ticket’, ‘the restaurant’ and ‘the market’. These topics were discussed again in more detail after the break. For each of the topics, I made one side of the dialogue, so the students would be able to prepare their side of the dialogue. If they wanted to, I was able to check them on grammatically and length. In the last few seminars, I also provided information on the general questions that might be asked on the exam. The students had the opportunity to prepare their answers before the seminars and discussed them with their classmates.

Task 3

My third task included marking some of the students’ work. The module leader would send me an email with a composition assignment topic and the general guidelines which I had to include in the seminar. In total, the students had to do three composition assignment. These assignments did not count towards their final mark, but it helped them prepare for the final exam. The topics for the assignments were ‘introducing yourself’, ‘describe what you did over Christmas and New Year’ OR ’ describe a typical British Christmas and New Year and compare it to those of another country of your choice', and ‘your plans for the coming summer and your year abroad’. The students were given a week to write their assignment before they had to hand it in to me. I then had a week to correct their assignments and provide
a little bit of feedback. I also had to meet up with the module leader to mark all of the assignments and to discuss some of the mistakes the students made. After all of this, I was able to return the assignments to the students and discuss their feedback if they wanted to.

Task 4

My last task for this work placement was to assist with the end-of-year oral examinations. Due to the number of students, the exams took place on two days. Each student had around 15 minutes for a dialogue and a set of general questions. Before the exam, I was told I was in charge of the dialogue component and the module leader would ask the students some general. I had to select one of the three chosen topics for every student and make sure that they were doing to majority of the talking. After that the module leader asked a few questions to the students and I also had to opportunity to ask one or two questions. At the end of each exam, after the student left the room, we would discuss the exam and mark the student. Although the module leader determined the mark, I was allowed to give my opinion if I believed the mark did not reflect the student’s potential.

After the placement

4. Evaluation

4.1 Learning objectives

Before this work placement, I formulated a set of learning objectives that could be used to guide the placement as well as prioritise which aspects I find most important. In this section, I discuss to what extent I achieved my learning objectives and what it could have done better.

1. At the end of this placement, I would like to be able to comfortably present in front of a group
The first few seminars were very awkward as I was very nervous before each seminar and I did not feel comfortable raising my voice to get the students’ attention. However, after a few weeks teaching became more of a routine and I noticed that I was not that nervous anymore before each seminar. I knew I was well prepared and I got to know the students which also made it easier. Moreover, after the first few seminars, the students were asked to participate more so they did most of the speaking during the seminars. I mostly had to introduce the assignment and walk around the room to provide individual feedback. At the end of the placement, I feel more comfortable presenting in front of a large group, yet I do not feel like I fully understand how to get the students’ attention. During the seminars, I would have to raise my voice and sometimes they did respond but other times they did not. I would then have to wait until they noticed that I wanted to start again but this sometimes took more time than I would have liked.

2. At the end of this placement, I would like to be able to plan properly (understand how to design a seminar) and keep to deadlines (with module leader and seminar deadlines)

In the first few weeks, I struggled with designing seminars as I did not really know what the students wanted or what was expected of me. The week before the seminars, I received two books from the module leader and access to the Blackboard page. On this Blackboard page, I could find some information from previous years which I used to design my seminars. In the second week, I also asked the students which topics they would like to discuss, and I used this information to shape the topics for each seminar. Most seminars contained a few assignments from Taal Vitaal, one YouTube video on Dutch culture and a handout with relevant words. Later on, I also included vocabulary test as the students indicated that they did not really do anything with the words apart from during the seminar.
3. At the end of this placement, I would like to be able to motivate the students during the seminars

I was very lucky that most students were very motivated to learn Dutch. Most students were well prepared for each seminar and were willing to participate in the assignments. Most of the time they had to work in groups of three or four to read a particular dialogue out loud to practice their pronunciation and translate it to English. In these assignments most students participated. However, the assignments in which they had to formulate their own dialogue or answer questions asked by another student some people did not actively participate. This was because they either had not prepared the relevant vocabulary or because they, for example, did not want to talk about themselves. In these situations, I either tried to adapt the assignment or I tried to help the students by asking additional questions. I also talked about this with the module leader and she told me that if people did not prepare and were not motivated I should not pay extra attention to them but that I should rather focus on the students that did do the work. In the seminars after this conversation, I tried to pay less attention to the few students that did not prepare at all but I did continue to tell them that they should learn their vocabulary.

4. At the end of this placement, I would like to be able to provide the students with relevant feedback in a respectful manner

During the seminars, the students would have to read particular words or dialogues with their fellow peers. I would walk around and provide feedback if they mispronounced something. Most of the time I would let them read a few sentences before I corrected a mistake because otherwise, they would lose their train of thought. Feedback was provided in the following way: first I stated that they did very well and then I would comment on one or two mispronunciations and ask them to pronounce it again so that they would understand the
correct pronunciation. This structure seemed to work. In the written assignment, i.e. the composition assignment, I would correct the mistake made and discuss this with the module leader. Every now and then I would correct a grammatical error but then the module leader would note that she gave the students a simpler version of the grammatical rule. For example, the students did not have to differentiate between me and mij. Therefore, I would have to change some of the feedback based on the module leader’s information. I was also asked to write one of two sentences for each student stating what they did good in their composition assignment and which aspects they should pay more attention to. The students really appreciated this feedback as it was more specific, and they understood what they did wrong. For some of the students, I also checked other work because they were allowed to send their exam preparation to me. I would check their dialogue and correct the mistakes that were made. As only a hand full of students took this opportunity it did not take me that much extra time.

5. At the end of this placement, I would like to be able to adapt the information to the needs of the students

On several occasions, I asked the students which topics they would like to discuss and which assignments they thought were good and which assignments did not work. Based on this information, I tried to adapt my seminars. One example of this is the vocabulary test. The first time I asked students to complete such a test they had to translate six words or phrases from English to Dutch. However, this did not really work as often as they could not translate all six words. Therefore, I decided to include a combination of multiple-choice and open questions. The multiple-choice questions contained four words in Dutch and the students had to select the correct translation. In the open questions, the students had to translate four words or phrases into Dutch. These vocabulary test worked better as the students were able to answer more questions correctly.
6. At the end of this placement, I would like to properly communicate with the module leader on issues related to the placement.

Every now and then the students would have questions about topics that were not related to my component of the module. In the beginning, I would try to answer these questions but this did not always work because I did not know how much information they had received on grammar. Therefore, I decided to contact the module leader and she told me that I should not answer questions on grammar but that I should just tell the students to send her an email and she would answer their questions. Luckily the module leader often checked her email so most of the time I received a reply within one or two days. I could also visit her office hours if I ever wanted to discuss anything.

7. At the end of this placement, I would like to develop my career prospects (what part of the placement did I like, and which did I not like)

After this placement, I can conclude that teaching is not a career option for me for the next ten years. I did enjoy teaching more than I expected to enjoy it, but I know that I am not the right person to be a full-time teacher. Every seminar required a lot of energy and I did not get enthusiastic about teaching. I did learn that I can hold my own in front of a larger group of people. Moreover, I can provide feedback to people if they want to and I enjoy talking to other people. However, I could still learn to ask more questions to people higher up if I do not understand something.

4.2 Other issues during the placement

Apart from my learning objectives and the issues surrounding that, I experience two more problems during this placement. Firstly, I was not sure how and when to start talking in Dutch. During the first seminar, I introduced myself to Dutch and I tried to talk as slow as I physically could. However, the students did not understand most of what I was saying.
During the rest of the seminars, most of the sentences were in English but I would use to the Dutch words. When I did this the students seemed to understand what I was trying to say. The PowerPoint presentation was often in Dutch, but the students could ask questions if they did not understand something. Through the semesters, I tried to talk in Dutch every now and then, but the students just did not understand most of what I was saying. The module leader did not give any clear guidelines on this for my module as I was only told to try and speak as much Dutch as the students could understand. Based on this, I decided to many talk Dutch during the assignments. Looking back on everything, I think I should just have continued to try and speak Dutch until the students eventually got used to it.

Another problem I ran into was the distribution of students for each seminar. During the first semester, the number of students was equally divided with around fourteen students for each seminar. However, during the second semester, I had around fourteen students in the first seminar and three to six students in the second seminar. The difference between the two semesters can be explained as several exchange students took the first semester. However, since both seminars in the second semester hugely differed in the number of students I often ran out of time when given individual feedback. Especially in the larger seminar group, I did not always have the time or walking space in the room to give everyone feedback. In the smaller group this was possible but often I would need one or two more exercises as they would go through the exercises quicker. Preferably I would have liked to have an equal number of students for each seminar. However, due to other modules, this was not possible.

4.3 Placement supervision

Generally, the communication with the module leader was pretty decent as she answered my emails within a few days. However, I was not always sure what was expected of me. For example, was I allowed to give the students homework? Was I doing the right thing each seminar? As the module leader, i.e. placement supervisor, only visited my second seminar in
the first semester I was not always sure whether she knew exactly what I was doing for each seminar. Although I uploaded all my information onto Blackboard, she never really mentioned anything about that. The students did not seem to complain that much in the beginning, so I assumed everything was going great. During the second semester, more students started to complain due to the strikes. As the module leader was on strike for a few weeks during the second semester, the students did not have that many seminars discussing grammar. Therefore, they were often complaining during my seminars about the module. I talked about this with the module leader but as the feedback was mainly about her side of the module, there was nothing I could do about it.

The students often indicated that there did not seem to be a connection between my seminar and the module leader’s grammatical seminars. However, I did not know what the module leader discussed in each seminar. Later on, the students told me that the grammatical assignment did start to contain words from my handout, but this was only in the last few seminars. I would advise any other student with this placement to have a conversation with the module leader to ensure that you are discussing similar topics each week as this makes it easier for the students to discuss the material. In the grammatical exercises, for example, the vocabulary from last week can be used or that vocabulary test could contain fill in the blank exercises with the grammar from the previous week.

5. Conclusion

To conclude, despite not having an interest in teaching, I did really enjoy this placement. I gained a lot of experience in standing in front of a large group. Moreover, I have a better understanding of the teaching works and how much respect people should have for teachers. Nevertheless, I will not be teaching anytime soon as I do not think I am the right person for it.
As far as work placements in general, I would highly recommend more students to do a work placement as you do gain a lot of knowledge about a specific field as well as yourself. I would advise students to find an organisation and position in your interest to find out whether this would be something you could see yourself doing in the future. Moreover, make sure that you are in contact with your placement supervisor at all time if you have any questions and start working on the placement report during your placement.

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7. Appendix

Appendix A: Four examples of a seminar structure

1. Seminar 1, Semester 1

Topic: Introduceren

- Today, we are going to discuss how to introduce yourself in Dutch. I will also talk a little bit about what we are going to do in the next few weeks.

Algemene information

- Presentielijst/Attendance sheet: every week an attendance sheet will be passed around to make sure I can track your attendance and also to learn your names.
- Dutch versus English: I will try to use as much Dutch as possible. If something is not clear, please ask questions. If I notice that me talking in Dutch is not working yet, I might switch to English were needed.
- Why did you decide to study Dutch?: I would like to know what made you decide to study Dutch. This could help me shape the seminars to your needs and make it more interesting.
- Are there any specific topics you would like to discuss?: Every seminar can be shaped to your needs so if there is anything you would really like to discuss please let me know.
- Sinterklaas (and other national holidays): Where possible we will celebrate these national holidays during the seminars. I will also give you a little bit of information on a few of our national holidays just to help you understand what Dutch culture might be like.
- Handout Week 1 (also available on Blackboard)

General introduction to the Netherlands

- Two maps of the Nederlands: These two pictures show the two main regions in which Dutch is an official language. We, obviously, have the Netherlands with its different provinces (which I will talk about a little more next week) and Belgium with Vlaanderen as the Dutch speaking region.

Introduceren

- Hoe heet je?
- Wat doe je? (i.e. student, werk enz)
- Waar woon je?
- Waar kom je vandaan?
- Wat doe je graag in je vrije tijd?
- Carol told me you all prepared some answers to these questions, so please discuss these questions with your neighbours. Afterwards, we will do a general round with the entire class as well.
Volgende week

- The topics for next week are:
- Nederlands alfabet (alphabet)
- Getallen (numbers)
- Klokkijken (telling time)

Berend botje:

- Youtube video
  
  *This is one of the songs that children in the Netherlands learn in primary school. The video contains Dutch subtitles so try to look at that as well. This song does not have a deep meaning, but it does show some of the things we may learn in the next few weeks (such as ‘getallen’).*

2. Seminar 11, Semester 1

Topic: Taal Vitaal (Vervoer)

- *Today we are going to discuss het Vervoer. We will have some dialogues from Taal Vitaal and some that I made myself.*

Rollenspel (10 minuten)

- Introduce yourself briefly.
- Talk about the holidays. Did you go home? What did you do at Christmas? What did you do at New Year’s Eve? Did you prefer Christmas over New Year’s or not, and why?
- What did you eat at Christmas/New Year’s Eve?
- And anything else you can think of about Christmas/New Year’s.

Taal vitaal (10 minuten)

- Les 10: lekker met de trein (10 minuten)
  - Pagina vierentachtig: opdracht 2
  - Vertel iemand anders wat jij wel en niet leuk vind

Handout

- Woorden die je kunt gebruiken als je wilt reizen met de bus, tram of trein
- Ps. Niet veel steden in Nederland hebben trams
  - Amsterdam
  - Rotterdam
  - Den Haag

Taal vitaal

- Les 10: lekker met de trein
  - Pagina zeventachtig: opdracht 8
- Audio file can be found on Blackboard as well.

**Taal vitaal (10 minuten)**

- Les 10: lekker met de trein (10 minuten)
  - Pagina zesentachtig: opdracht 5
  - Uitspraak oefenen en naar Engels vertalen

**Rollenspel**

- Nummer 6 op de handout

**Tongbrekers – Tongue twisters**

- As one of you requested some tongue twisters last week, I have selected one of the most popular tongue twisters of the Dutch language.
- De knappe kapper knipt knap. Maar de knecht van de knappe kapper knipt nog knapper dan de knappe kapper knipt.

3. Seminar 3, Semester 2

**Topic: Taal Vitaal (eten en drinken; iets bestellen)**

**Nederland en sport**

- Twitter video on the Dutch and ice-skating: https://twitter.com/JosDuijvestein/status/962368563230269441

**Handout**

- Woorden die je kunt gebruiken om iets te bestellen (in een restaurant).

**Taal Vitaal (10 minuten)**

- Les 8: iets bestellen
  - Pagina achtenzestig: opdracht 4
  - Uitspraak oefenen en naar Engels vertalen

**Taal Vitaal (5 minuten)**

- Les 8: iets bestellen
  - Pagina zevenenzestig: opdracht 2

**Taal Vitaal (10 minuten)**

- Les 8: iets bestellen (10 minuten)
  - Pagina drieënzeventig: opdracht 13
    - Zoek de goede antwoorden
    - Uitspraak oefenen en naar Engels vertalen
Taal Vitaal (10 minuten)
- Les 8: iets bestellen
  - Pagina achtenzestig: opdracht 5
  - Uitspraak oefenen en naar Engels vertalen

Taal Vitaal (15 minuten)
- Les 8: iets bestellen (15 minuten)
  - Pagina tweeënzeventig: opdracht 12
  - Rolspel (probeer beide rollen te spellen)

Reclames
- Two examples of Dutch commercials
  - https://www.youtube.com/watch?v=eTCZwIu-U6E
  - https://www.youtube.com/watch?v=rgSE-M_5vlc

4. Seminar 7, Semester 2

Topic: Taal Vitaal (hotelkamer boeken)

Overhoring (5-10 minuten)
- Don’t forget to write down your name.

Handout
- Een hotelkamer boeken
- Vocabulary test on these words after the Easter break.

Rollenspel (10 minuten)
- Een hotelkamer boeken
  - Translate the dialogue into Dutch (later on we will actually practice this dialogue, but first it is translation time)

Nederland en het songfestival
- YouTube video: https://www.youtube.com/watch?v=8TowcElmyek

Taal Vitaal
- Les 17: een vakantiehuisje huren (5-7 minuten)
  - Pagina honderd achtenveertig: opdracht 4
  - Use the information in the picture and talk to your neighbour about what you would like to have in your ideal holiday apartment.
Final exam topics

- The 3 topics with the most votes will be announced on Blackboard after the other seminar on Thursday
- Please select your 3 preferred topics and draw a line in the corresponding boxes
  - Restaurant (eten bestellen): the restaurant
  - Plaatsbepaling en wegenwijzen: asking for directions
  - Winkelen en boodschappen doen: shopping for food
  - Wonen en huisinrichting: talking about moving to a new house and furniture
  - Reizen (trein of bus tickets bestellen + de weg vragen): buying a train ticket
  - In het hotel: in the hotel

Rollenspel (10 minuten)

- Een hotelkamer boeken
- Carry out the dialogue with your neighbour

Composition assignment

- One side of A4 about your plans for the coming summer and your year abroad (double spacing and a 12-point font)
- Hand in: first seminar after the Easter break
- This is assignment can also be seen as preparation for the final oral exam as you will be asked questions about your plans for the summer and your year abroad
  - If you have any questions during the Easter break do send me an email.

Nederland en Donald Trump

- YouTube video: https://www.youtube.com/watch?v=ELD2AwFN9Nc

Oefenvragen final exam

- Wat zijn je hobby’s?
- Hoelang doe je al aan …….?
- Waarom doe je aan ………? / Waarom houd je van ………?

Extra oefenen

- Als je nog meer wilt oefenen kun je opdracht 4 & 5 (les 18) doen
  - Pagina honderd vijftig/seizenvijftig
Appendix B: *Four examples of handouts used during the seminars*

**1. Seminar 1, Semester 1**

**GER2031: Beginners’ Dutch, Handout Seminar 1**

1. *Begroetingen*  
   **Greetings**
   
   Goedemorgen  
   Good morning
   Goedemiddag  
   Good afternoon
   Goedenavond  
   Good evening
   Goedenacht  
   Good night
   Hallo  
   Hello
   Dag  
   Bye
   Tot ziens  
   See you later

2. *Jezelf voorstellen*  
   **Introducing yourself**
   
   Ik ben …  
   I am …
   Ik heb …  
   I have …
   Hoe heet je?  
   What’s your name?
   Mijn naam is … / Ik heet …  
   My name is …
   Kunt u/kun je dat spellen?  
   Could/can you spell that?
   Voornaam  
   First name
   Achternaam  
   Surname
   Hoe oud ben je?  
   How old are you?
   Ik ben … jaar (oud)  
   I am … years old
   Achtien  
   Eighteen
   Negentien  
   Nineteen
   Twintig  
   Twenty
   Eenentwintig  
   Twenty-one
   Waar ben je geboren?  
   Where were you born?
   Ik ben geboren in …  
   I was born in …
   Geboorteplaats  
   Place of birth
   Waar kom je vandaan?  
   Where are you from?
   Ik kom uit …  
   I am from …
   Waar woon je?  
   Where do you live?
   Ik woon in …  
   I live in …
   Woonplaats  
   Place of residence
   Wat studeer je?  
   What are you studying?
   Ik studeer Nederlands  
   I am studying Dutch
   Heb je broers of zussen?  
   Do you have any siblings?
   Broer  
   Brother
   Zus  
   Sister
   Heb je huisdieren?  
   Do you have any pets?
Ik heb een hond/kat/konijn
I have a dog/cat/rabbit

3. Jouw hobby’s
Your hobbies

Wat zijn jouw hobby’s?
What are your hobbies?
Mijn hobby’s zijn ...
My hobbies are ...
In mijn vrije tijd
In my spare time
Films kijken
Watching films
Lezen
Reading
Voetballen
Playing football
Uitgaan
Going out
Dansen
Dancing
Winkelen
Shopping
Muziek spelen
Playing music
Reizen
Travelling

4. Nationaliteiten
Nationalities

Nederlands
Dutch
Belgisch
Belgian
Duits
German
Engels/Brits
English/British
Schots
Scottish
Iers
Irish
Frans
French

5. Handige woorden/zinnen
Useful words/phrases

Ik begrijp (dit) niet.
I don’t understand (this).
Ik weet het niet.
I don’t know.
Wil je het (alsjeblieft) herhalen?
Could you repeat it, (please)?
Wil je wat langzamer praten?
Could you talk a bit slower?
Ik weet het woord voor … niet.
I don’t know the word for…
Mag ik naar het toilet/de wc?
Could/can I go to the toilet?
Wil je het raam open/dicht doen?
Could you (please) open/close the window?
Ik ben mijn boek vergeten.
I forgot to bring my book.
Mijn hond heeft mijn huiswerk opgegeten.
My dog ate my homework.

2. Seminar 11, Semester 1

GER2031: Beginners' Dutch, Handout Seminar 11– Traveling by bus, tram or train

1. Vervoer, en waar je het kan vinden – Transport, and where to find it
Het OV (= Openbaar Vervoer) | Public transportation
---|---
- Ik ga met het openbaar vervoer | - I take some form of public transportation

*Normally includes bus, tram, train and metro.*

<table>
<thead>
<tr>
<th>Dutch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>De bus</td>
<td>The bus</td>
</tr>
<tr>
<td>- De bushalte</td>
<td>- The bus stop</td>
</tr>
<tr>
<td>De tram</td>
<td>The tram</td>
</tr>
<tr>
<td>- De tramhalte</td>
<td>- The tram stop</td>
</tr>
<tr>
<td>De trein</td>
<td>The train</td>
</tr>
<tr>
<td>- Het perron</td>
<td>- The platform</td>
</tr>
<tr>
<td>- Het spoor</td>
<td>- The tracks</td>
</tr>
<tr>
<td>- Het station</td>
<td>- The train station</td>
</tr>
<tr>
<td>Het vliegtuig</td>
<td>The aeroplane</td>
</tr>
<tr>
<td>- Het vliegveld</td>
<td>- The airport</td>
</tr>
</tbody>
</table>

2. Over treinen – On trains

<table>
<thead>
<tr>
<th>Dutch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>De conducteur</td>
<td>The conductor (checks tickets on trains)</td>
</tr>
<tr>
<td>De informatiebalie</td>
<td>The information desk</td>
</tr>
<tr>
<td>De kaartjesautomaat</td>
<td>The ticket machine</td>
</tr>
<tr>
<td>De vertraging</td>
<td>The delay</td>
</tr>
<tr>
<td>De spoorwerkzaamheden</td>
<td>The maintenance works</td>
</tr>
<tr>
<td>Instappen</td>
<td>To get on, to board</td>
</tr>
<tr>
<td>- Ik stap de trein in</td>
<td>- I get on the train</td>
</tr>
<tr>
<td>Uitstappen</td>
<td>To get off</td>
</tr>
<tr>
<td>- Ik stap de trein uit</td>
<td>- I get off the train</td>
</tr>
<tr>
<td>Overstappen</td>
<td>To change trains</td>
</tr>
<tr>
<td>- Ik stap over</td>
<td>- I change trains</td>
</tr>
<tr>
<td>De trein missen</td>
<td>To miss the train</td>
</tr>
<tr>
<td>- Ik heb de trein gemist</td>
<td>- I missed my train</td>
</tr>
<tr>
<td>Zwartrijden</td>
<td>Fare evasion (using the “OV” without having bought a ticket)</td>
</tr>
</tbody>
</table>

Different kinds of trains

<table>
<thead>
<tr>
<th>Dutch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stoptrein / Sprinter</td>
<td>Stops at every station: village, town or city</td>
</tr>
<tr>
<td>Sneltrein</td>
<td>Stops at stations in towns and cities</td>
</tr>
<tr>
<td>Intercity (IC)</td>
<td>Only stops at stations in cities</td>
</tr>
<tr>
<td>Internationale trein</td>
<td>Stops at major cities (including the airport). Trajectory: from Amsterdam, through Belgium, to Paris.</td>
</tr>
</tbody>
</table>
**Kaartjes – Tickets**

**Train**

<table>
<thead>
<tr>
<th>Het treinkaartje</th>
<th>The train ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Eerste klas</td>
<td>- First class (bigger chairs, more expensive)</td>
</tr>
<tr>
<td>- Tweede klas</td>
<td>- Second class (normal)</td>
</tr>
</tbody>
</table>

**Any kind of public transportation**

<table>
<thead>
<tr>
<th>Het enkeltje / De enkele reis</th>
<th>The one-way ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Een enkeltje Den Haag</td>
<td>- A one-way ticket to The Hague</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Het retourje</th>
<th>The return ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Een retourje Amsterdam</td>
<td>- A return ticket to Amsterdam</td>
</tr>
</tbody>
</table>

| De OV-chipkaart (since 2005)  | An electronic chip card similar to a debit card, holding money which can be used to buy a ticket for the “OV”. For students of a Dutch university, the card may hold a “studentenabonnement”. |

| Heeft u een kortingskaart?    | Do you have a discount card? |

### 3. Korting – Discounts

<table>
<thead>
<tr>
<th>De korting</th>
<th>The discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>De studentenkorting</td>
<td>The studentdiscount</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Het abonnement</th>
<th>A card allowing one to travel for one set price (which depends on where you want to go) in a certain amount of time. Different kinds of “abonnementen” are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Weekabonnement</td>
<td>- Weekabonnement</td>
</tr>
<tr>
<td>- Maandabonnement</td>
<td>- Maandabonnement</td>
</tr>
<tr>
<td>- Jaarabonnement</td>
<td>- Jaarabonnement</td>
</tr>
<tr>
<td>You need to have a “stamkaart” made with your photo on it; without this card the “abonnement” is not valid.</td>
<td></td>
</tr>
</tbody>
</table>

| Het studentenabonnement      | Students at a Dutch university can have this on their “OV-chipkaart”. They can then use the “OV” for free on either Monday-Friday (“weekabonnement”) or Friday-Sunday (“weekendabonnement”) and also get a 40% discount on the other days. Plus, if they take someone with who does not have a “studentenabonnement”, that person gets a 40% discount on their train ticket (on any day of the week). |

<table>
<thead>
<tr>
<th>Dalurenkaart</th>
<th>Off-peak hours discount card.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dagretour</td>
<td>Return ticket, valid on one route for one day.</td>
</tr>
<tr>
<td>Ticket Type</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dagkaart</td>
<td>Ticket valid for one day granting unlimited travel.</td>
</tr>
<tr>
<td>Dagkaart hond</td>
<td>Ticket valid for one day, allowing you to take a dog with you.</td>
</tr>
<tr>
<td>Dagkaart fiets</td>
<td>Ticket valid for one day allowing you to take a bicycle with you during off-peak hours.</td>
</tr>
<tr>
<td>Railrunner</td>
<td>Reduced ticket for accompanied children from 4 to 11 years old.</td>
</tr>
</tbody>
</table>

4. **Een treinkaartje kopen - Buying a train ticket**

<table>
<thead>
<tr>
<th>Dutch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ik wil graag naar …</td>
<td>I would like to go to …</td>
</tr>
<tr>
<td>Hoeveel kost … / Hoe duur is …</td>
<td>How much is …</td>
</tr>
<tr>
<td>Waar is …</td>
<td>Where is …</td>
</tr>
<tr>
<td>Waar kan ik … vinden</td>
<td>Where can I find …</td>
</tr>
<tr>
<td>De (tijd van) vertrek</td>
<td>The (time of) departure</td>
</tr>
<tr>
<td>De (tijd van) aankomst</td>
<td>The (time of) arrival</td>
</tr>
<tr>
<td>De route / Het traject</td>
<td>The route</td>
</tr>
<tr>
<td>De bestemming</td>
<td>The destination</td>
</tr>
<tr>
<td>De spits</td>
<td>Rush hour / Peak hour</td>
</tr>
<tr>
<td>De daluren</td>
<td>The off-peak hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dutch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kopen</td>
<td>To buy</td>
</tr>
<tr>
<td>- Ik koop</td>
<td>- I buy</td>
</tr>
<tr>
<td>De prijs</td>
<td>The price</td>
</tr>
<tr>
<td>Het wisselgeld</td>
<td>The change (money)</td>
</tr>
</tbody>
</table>

5. **Extra: Van wie is het spoor? – Who owns the tracks?**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>De NS (= Nederlandse Spoorwegen)</td>
<td>Dutch railway company. It owns the trains and makes sure they run on time.</td>
</tr>
<tr>
<td>Prorail</td>
<td>The company that owns the railway tracks and keeps them in shape.</td>
</tr>
</tbody>
</table>

**Extra: Websites to look at if you want to use the “OV”:**

<table>
<thead>
<tr>
<th>Website</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://9292.nl/">https://9292.nl/</a></td>
<td>You type in the name of the street (or train station) and city you are on, and the street (or train station) and city you want to go to; then say on which day and what time you want to start traveling or arrive at your destination; and it shows you</td>
</tr>
</tbody>
</table>
exactly which routes you can take. You can then click on the times at the top to find the shortest route or the one with the fewest number of transits, whichever suits you best! If you click on “kaart” at the bottom, it shows a little map to your destination.

| http://www.ns.nl/ Official website of the “NS, for traveling by train. | Only helpful if you want to take an international train to Belgium/France or Germany. |

6. Rollenspel: een kaartje kopen – Role play: buying a ticket

This is the general structure for the role-play dialogue.

- Greetings
- State where you would like to go and ask about times of departure for trains. Ask about the time of arrival at your destination.
- Ask about the route to be taken and where to change between trains
- Ask for any discounts or special deals available
  - It might be a good idea to involve ‘an imaginary friend’. Speak for that person in their preference or situation. For example: your friend may be a student/small child/elderly person, so they may be eligible for a discount.
- Ask whether you can take your bike or pets with you
- Ask whether there’s any construction work on certain routes, or any delays
- Ask which platform to be on at time of departure
- Receiving ticket and exchanging goodbyes

Some information for the person selling the tickets:

Make up platform numbers, stations to change trains, and prices for the single and return tickets.

Railrunner: €2,50 per kind
Dagkaart hond: €3,00
Dagkaart fiets: €6,00
Dagkaart tweede klas/eerste klas: €47/€80

Note:

Creativity is encouraged in carrying out the different sections of the dialogue. It’s better if you don’t memorize a strict conversation by heart – try to improvise.
3. Seminar 3, Semester 2

Beginners’ Dutch Seminar 3: Eten bestellen in een restaurant

1. Een tafel reserveren - Making a reservation

<table>
<thead>
<tr>
<th>Dutch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ober</td>
<td>Waiter/waitress</td>
</tr>
<tr>
<td>Een tafel voor (...) personen alstublieft.</td>
<td>A table for (...) please</td>
</tr>
<tr>
<td>Met hoeveel personen bent u?</td>
<td>With how many people are you? Party of …?</td>
</tr>
<tr>
<td>Heeft u gereserveerd?</td>
<td>Have you made a reservation?</td>
</tr>
<tr>
<td>Ik heb een tafel voor (...) gereserveerd.</td>
<td>I have reserved a table for (...).</td>
</tr>
<tr>
<td>Ik zou graag een tafel reserveren.</td>
<td>I would like to make a reservation.</td>
</tr>
<tr>
<td>Op welke naam heeft u gereserveerd?</td>
<td>Under what name do you have a reservation?</td>
</tr>
<tr>
<td>Is deze tafel vrij?</td>
<td>Is this seat taken?</td>
</tr>
<tr>
<td>Wij willen graag een tafel bij het raam</td>
<td>We would like a table by the window</td>
</tr>
</tbody>
</table>

2. Eten bestellen – Ordering food

<table>
<thead>
<tr>
<th>Dutch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pardon, meneer</td>
<td>Excuse me, sir</td>
</tr>
<tr>
<td>We hebben gereserveerd voor twee</td>
<td>We have made reservations for two</td>
</tr>
<tr>
<td>Wilt u een tafeltje bij het raam?</td>
<td>Would you like a window seat?</td>
</tr>
<tr>
<td>- Ja, graag</td>
<td>- Yes, please</td>
</tr>
<tr>
<td>- Nee, bedankt</td>
<td>- No, thanks</td>
</tr>
<tr>
<td>- Natuurlijk / uiteraard</td>
<td>- Of course</td>
</tr>
<tr>
<td>Mogen wij de menukaart zien?</td>
<td>May we see the menu?</td>
</tr>
<tr>
<td>Mogen wij bestellen?</td>
<td>Can we order please?</td>
</tr>
<tr>
<td>Wat kunt u ons aanbevelen?</td>
<td>What would you recommend?</td>
</tr>
<tr>
<td>- Ik zou de … aanbevelen</td>
<td>- I would recommend the …</td>
</tr>
<tr>
<td>Dat lust ik niet</td>
<td>I don’t like to eat that</td>
</tr>
<tr>
<td>Wat is de soep van de dag?</td>
<td>What is the soup of the day?</td>
</tr>
<tr>
<td>Ik wil graag…</td>
<td>I would like to have…</td>
</tr>
<tr>
<td>Het spijt me, de … is op</td>
<td>I’m sorry, we’re out of …</td>
</tr>
<tr>
<td>- Dat is nou jammer!</td>
<td>- Now that’s a pity!</td>
</tr>
<tr>
<td>- Jammer!</td>
<td>- Pity!</td>
</tr>
<tr>
<td>Wilt u nog iets te drinken?</td>
<td>Would you like something to drink?</td>
</tr>
<tr>
<td>Wat wilt u erbij drinken?</td>
<td>What kind of drink would you like with that?</td>
</tr>
</tbody>
</table>
3. **Tijdens het eten – During dinner**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eet smakelijk</td>
<td>1 - Bon appetite</td>
</tr>
<tr>
<td></td>
<td>2 - Enjoy your meal</td>
</tr>
<tr>
<td>Proost!</td>
<td>Cheers!</td>
</tr>
<tr>
<td>Wilt u de wijn proeven?</td>
<td>Would you like to taste the wine?</td>
</tr>
<tr>
<td>Is alles naar wens?</td>
<td>Is everything to your satisfaction?</td>
</tr>
<tr>
<td>Heeft alles gesmaakt?</td>
<td>How was your meal?</td>
</tr>
</tbody>
</table>

4. **Problemen met het eten – Issues with the food**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dit is niet wat ik besteld heb</td>
<td>This is not what I ordered.</td>
</tr>
<tr>
<td>Het eten is koud.</td>
<td>The food is cold</td>
</tr>
<tr>
<td>Dit is niet goed gaar.</td>
<td>This is not properly cooked.</td>
</tr>
<tr>
<td>Duurt het nog lang voordat ons eten</td>
<td>Will our food be long?</td>
</tr>
<tr>
<td>komt?</td>
<td></td>
</tr>
<tr>
<td>Er mist nog een gerecht.</td>
<td>There is one dish missing.</td>
</tr>
<tr>
<td>Ik wil graag nog wat...</td>
<td>I would like some more...</td>
</tr>
<tr>
<td>Ober, er zit een vlieg in mijn soep!</td>
<td>Waiter, there's a fly in my soup!</td>
</tr>
<tr>
<td>Weet u zeker dat dit eetbaar is?</td>
<td>Are you sure this is edible?</td>
</tr>
</tbody>
</table>

5. **De rekening vragen – Asking for the bill**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kunnen wij de rekening krijgen?</td>
<td>Can we have the bill?</td>
</tr>
<tr>
<td>Mogen we de rekening?</td>
<td>May we have the bill please?</td>
</tr>
<tr>
<td>Wij willen graag betalen.</td>
<td>We would like to pay.</td>
</tr>
<tr>
<td>Kunnen we afrekenen?</td>
<td>Can we pay please?</td>
</tr>
<tr>
<td>Fooi</td>
<td>Tip</td>
</tr>
<tr>
<td>Houd het wisselgeld maar.</td>
<td>Keep the change.</td>
</tr>
<tr>
<td>Kan ik met de kaart betalen?</td>
<td>Can I pay by card?</td>
</tr>
<tr>
<td>Accepteren jullie creditcards?</td>
<td>Do you take/accept credit card?</td>
</tr>
<tr>
<td>Ik betaal alles.</td>
<td>I pay for everyone.</td>
</tr>
<tr>
<td>We delen de rekening.</td>
<td>We split the bill.</td>
</tr>
</tbody>
</table>

6. **Het avondeten**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mijn lievelingseten / Mijn favoriete eten</td>
<td>My favourite food</td>
</tr>
<tr>
<td>Lekker</td>
<td>Tasty</td>
</tr>
<tr>
<td>- Ik vind … (niet) lekker</td>
<td>- I (don’t) like to eat…</td>
</tr>
<tr>
<td>Vegetarisch</td>
<td>Vegetarian</td>
</tr>
<tr>
<td>- Ik ben vegetarisch / Ik ben een vegetariër</td>
<td>- I am a vegetarian</td>
</tr>
<tr>
<td>Bakken</td>
<td>To bake / fry</td>
</tr>
<tr>
<td>Dutch</td>
<td>English</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Koken</td>
<td>To cook / boil</td>
</tr>
<tr>
<td>Braden</td>
<td>To roast</td>
</tr>
<tr>
<td>Grillen</td>
<td>To grill</td>
</tr>
<tr>
<td>Frituren</td>
<td>To deep-fry</td>
</tr>
<tr>
<td>Uit de oven</td>
<td>From the oven</td>
</tr>
<tr>
<td>Het bestek</td>
<td>The cutlery</td>
</tr>
<tr>
<td>De vork</td>
<td>The fork</td>
</tr>
<tr>
<td>Het mes</td>
<td>The knife</td>
</tr>
<tr>
<td>De lepel</td>
<td>The spoon</td>
</tr>
<tr>
<td>De kaasschaaf</td>
<td>The cheese slicer</td>
</tr>
<tr>
<td>Het bier / het biertje / pilsje</td>
<td>The beer - the glass of beer</td>
</tr>
<tr>
<td>De wijn</td>
<td>The wine</td>
</tr>
<tr>
<td>De alcohol</td>
<td>The alcohol</td>
</tr>
<tr>
<td>De milkshake</td>
<td>The milkshake</td>
</tr>
<tr>
<td>De cola</td>
<td>The coke</td>
</tr>
<tr>
<td>De frisdrank</td>
<td>The squash</td>
</tr>
<tr>
<td>Het water - Spa blauw</td>
<td>The water - Spa blue (still water)</td>
</tr>
<tr>
<td>Water met prik - Spa rood</td>
<td>Sparkling water - Spa red (sparkling water)</td>
</tr>
<tr>
<td>De pasta</td>
<td>The pasta</td>
</tr>
<tr>
<td>De pizza</td>
<td>The pizza</td>
</tr>
<tr>
<td>De rijst</td>
<td>The rice</td>
</tr>
<tr>
<td>De soep</td>
<td>The soup</td>
</tr>
<tr>
<td>Het vlees</td>
<td>The meat</td>
</tr>
<tr>
<td>De salade</td>
<td>The salad</td>
</tr>
<tr>
<td>Het toetje</td>
<td>The dessert</td>
</tr>
<tr>
<td>De taart</td>
<td>The pie</td>
</tr>
<tr>
<td>De appeltaart</td>
<td>The apple pie</td>
</tr>
<tr>
<td>Het gebak</td>
<td>The pastry</td>
</tr>
<tr>
<td>Het vanille-ijsje</td>
<td>The vanilla ice cream</td>
</tr>
<tr>
<td>De chocolademousse</td>
<td>The chocolate mousse</td>
</tr>
</tbody>
</table>

7. Bij de snackbar

<table>
<thead>
<tr>
<th>Dutch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>De patat, de friet</td>
<td>The chips</td>
</tr>
<tr>
<td>Groot/middel/klein</td>
<td>Large/medium/small</td>
</tr>
<tr>
<td>De saus</td>
<td>The sauce</td>
</tr>
<tr>
<td>Patatje met</td>
<td>Chips with mayonnaise</td>
</tr>
<tr>
<td>Patatje zonder</td>
<td>Chips without mayonnaise</td>
</tr>
<tr>
<td>Mayonaise</td>
<td>Mayonnaise</td>
</tr>
<tr>
<td>Ketchup</td>
<td>Ketchup</td>
</tr>
<tr>
<td>Curry</td>
<td>Curry sauce</td>
</tr>
</tbody>
</table>
### 8. Bij het café

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>De uitsmijter</td>
<td>Toast with fried eggs (&amp; cheese and ham)</td>
</tr>
<tr>
<td>De bitterballen</td>
<td>Small snack, same filling as kroket.</td>
</tr>
<tr>
<td>De tosti</td>
<td>The toastie</td>
</tr>
</tbody>
</table>

### 4. Seminar 7, Semester 2

#### Seminar 7 (Semester 2): Het hotel

1. **Inchecken – Checking in**

<table>
<thead>
<tr>
<th>Dutch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>check-in</td>
<td>check-in</td>
</tr>
<tr>
<td>check-uit</td>
<td>check-out</td>
</tr>
<tr>
<td>reservering</td>
<td>reservation</td>
</tr>
<tr>
<td>boeken</td>
<td>to book</td>
</tr>
<tr>
<td>inchecken</td>
<td>to check in</td>
</tr>
<tr>
<td>uitleveren</td>
<td>to check out</td>
</tr>
<tr>
<td>in een hotel verblijven</td>
<td>to stay at a hotel</td>
</tr>
<tr>
<td>de rekening betalen</td>
<td>to pay the bill</td>
</tr>
<tr>
<td>Ik heb een reservering.</td>
<td>I have a reservation.</td>
</tr>
<tr>
<td>Heeft de kamer een tweepersoonsbed?</td>
<td>Does the room have a double bed?</td>
</tr>
<tr>
<td>Hotel kamer</td>
<td>Hotel room</td>
</tr>
<tr>
<td>Heeft het een privé badkamer?</td>
<td>Does it have a private bathroom?</td>
</tr>
<tr>
<td>We zijn hier voor (twee) weken.</td>
<td>We are here for (two) weeks.</td>
</tr>
<tr>
<td>We zouden graag uitzicht op zee hebben</td>
<td>We would like to have an ocean view</td>
</tr>
<tr>
<td>We hebben (drie) sleutels nodig.</td>
<td>We need (3) keys.</td>
</tr>
<tr>
<td>Heeft het (twee) bedden?</td>
<td>Does it have (2) beds?</td>
</tr>
<tr>
<td>Hebben jullie bediening op de kamer?</td>
<td>Do you have room service?</td>
</tr>
<tr>
<td>Zijn de maaltijden inbegrepen?</td>
<td>Are meals included?</td>
</tr>
<tr>
<td>Ik ben een gast.</td>
<td>I am a guest.</td>
</tr>
</tbody>
</table>

2. **Hotelkamer-boekingen – Booking a hotel room**

<table>
<thead>
<tr>
<th>Dutch</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kunt u een goedkoop hotel aanbevelen?</td>
<td>Can you recommend a cheap hotel?</td>
</tr>
</tbody>
</table>
3. Accomodatie types – Types of accommodation

<table>
<thead>
<tr>
<th>hotel</th>
<th>hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>B &amp; B (bed en breakfast)</td>
<td>B&amp;B (afkorting voor bed and breakfast)</td>
</tr>
<tr>
<td>gastenverblijf</td>
<td>guesthouse</td>
</tr>
<tr>
<td>hostel</td>
<td>hostel</td>
</tr>
<tr>
<td>camping</td>
<td>campsite</td>
</tr>
</tbody>
</table>

4. Kamers – Types of rooms

| eenpersoonskamer               | single room                     |
| tweekpersoonskamer             | double room                     |
| tweekpersoonskamer             | twin room                       |
| driepersoonskamer              | triple room                     |
| suite                          | suite                           |

5. Tijd om te gaan – Time to go

| Ik ben klaar om uit te checken | I am ready to check out         |
| Ik vond mijn verblijf prettig  | I enjoyed my stay              |
| Het is een mooi hotel          | This is a beautiful hotel      |
| Ik zal u aanbevelen            | I will recommend you           |
| Hartelijk bedankt voor alles   | Thank you for everything       |

6. Nood uitdrukkingen – Emergency expressions

| Kijk                            | Look                           |
| Luister                         | Listen                         |
| Kijk uit                        | Watch out                      |
| Brand                           | Fire                           |
| Ga hier weg                     | Get out of here                |
| Help                            | Help                           |
Help me  |  Help me  
Snel   |  Hurry  
Stop   |  Stop   
Politic |  Police 
Het is een noodgeval |  It is an emergency

7. Kamer faciliteiten – Room facilities

<table>
<thead>
<tr>
<th>airconditioner</th>
<th>air conditioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>bath</td>
</tr>
<tr>
<td>en-suite badkamer</td>
<td>en-suite bathroom</td>
</tr>
<tr>
<td>internettoegang</td>
<td>internet access</td>
</tr>
<tr>
<td>minibar</td>
<td>minibar</td>
</tr>
<tr>
<td>kluis</td>
<td>safe</td>
</tr>
<tr>
<td>douche</td>
<td>shower</td>
</tr>
</tbody>
</table>

8. Hotel faciliteiten – Hotel facilities

| bar             |  bar              |
| parkeerterrein  |  car park         |
| gang            |  corridor         |
| brandtrap       |  fire escape      |
| recreatieruimte |  games room       |
| sportschool     |  gym              |
| wasserij        |  laundry service  |
| lift            |  lift             |
| hotellobby      |  lobby            |
| receptie        |  reception        |
| restaurant      |  restaurant       |
| room service    |  room service     |
| sauna           |  sauna            |
| zwembad         |  swimming pool    |

Rollenspel: een hotelkamer boeken - Role play: booking a hotel room

This is the general structure for the role-play dialogue. One person works at the hotel reception (A) and the other person wants to get a room (B).

A | B
---|---
Greet and ask how you may help the customer |  

<table>
<thead>
<tr>
<th>Step</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain that you want to book a room in this hotel</td>
<td></td>
</tr>
<tr>
<td>Ask how long they want to stay</td>
<td>Explain that you want to stay 5 days.</td>
</tr>
<tr>
<td>Ask what kind of room they want</td>
<td>Explain that you want to have a single/double room</td>
</tr>
<tr>
<td>Ask if they have any pets and state that they are not</td>
<td>Explain that you don’t have any pets.</td>
</tr>
<tr>
<td>Ask if they want to have breakfast with their room</td>
<td>Ask if this hotel has WIFI and a television in the room</td>
</tr>
<tr>
<td>Confirm that this hotel has WIFI and a television in each</td>
<td>Explain that you do</td>
</tr>
<tr>
<td>room</td>
<td></td>
</tr>
<tr>
<td>Ask if they want to know anything else</td>
<td>Explain that you have all the information you need</td>
</tr>
<tr>
<td>Mention the costs of the room and breakfast and what the</td>
<td>Mention that you would like to be in cash</td>
</tr>
<tr>
<td>total costs would be.</td>
<td></td>
</tr>
<tr>
<td>Mention that this hotel only excepts card payment</td>
<td></td>
</tr>
<tr>
<td>Thank the costumer and wish they a nice stay at the hotel</td>
<td></td>
</tr>
</tbody>
</table>

**Some information for the person at the reception:**

Single room: €35 euro per night - Double room: €65 euro per night - Breakfast: €4.50 euro per night
Appendix C: Four examples of vocabulary tests

1. Seminar 6, Semester 2

De overhoring over wonen en huisinrichting

Deel 1: select the correct translation

1. The terraced house
   a. Het vrijstaand huis
   b. De woonboot
   c. Het rijtjeshuis
   d. De twee-onder-een-kap

2. The living room
   a. De slaapkamer
   b. De kinderkamer
   c. De badkamer
   d. De woonkamer

3. The storage room
   a. De garage
   b. De werkamer
   c. De lift
   d. De berging

4. The cupboard
   a. De kast
   b. De lade
   c. De bank
   d. De stoel

5. The microwave
   a. De vriezer
   b. De magnetron
   c. De koelkast
   d. De wasmachine

6. The towels
   a. De vaatwasmachine
   b. De pannen
   c. De handdoeken
   d. De theedoeken

Deel 2: write down the correct translation

7. The plug
   a.

8. I am looking for ...
   a.

9. I don't need/want ...
   a.
10. For how many people is …?
   a.

2. Seminar 7, Semester 2

De overhoring over het weer & plannen maken

Deel 1: select the correct translation

1. To have / make an appointment
   a. Op zakenreis gaan / zijn
   b. Met / op vakantie gaan
   c. Een afspraak hebben / maken
   d. Een tijdstip vastleggen

2. To be (caught) in a traffic jam
   a. Overnachten
   b. In de file staan
   c. Koffers pakken
   d. Een cursus volgen

3. To cancel
   a. Overwerken
   b. Opschieten
   c. Uitrusten
   d. Afzeggen

4. The appointment
   a. De agenda
   b. De afspraak
   c. Het tijdstip
   d. De datum

5. To graduate
   a. Afstuderen
   b. Vieren
   c. Uitnodigen
   d. Helpen

6. The hail
   a. De sneeuw
   b. De regen
   c. De hagel
   d. De wolken

Deel 2: write down the correct translation

7. Who can help us?
   a.

8. I am inviting … and … for the party.
   a.

9. What day is that?
a.

10. What’s your address?
   a.

  3. Seminar 8, Semester 2

De overhoring over het reizen met de bus, tram or trein

_Deel 1: select the correct translation_

1. To get off
   a. Instappen
   b. Overtstappen
   c. Uitstappen
   d. De trein missen

2. The platform
   a. Het perron
   b. Het spoor
   c. De halte
   d. Het vliegveld

3. The one-way ticket
   a. Een retourje
   b. Eerst klas
   c. De korting
   d. Het enkeltje

4. The destination
   a. Het wisselgeld
   b. De vertraging
   c. De conducteur
   d. De bestemming

5. The departure
   a. De spits
   b. Het vertrek
   c. De aankomst
   d. De daluren

6. Rush hour
   a. De spits
   b. Het traject
   c. De daluren
   d. De aankomst

_Deel 2: write down the correct translation_

7. The ticket machine
   a.

8. The student discount
   a.
9. Where can I find … ?
   a.
10. I would like to go to …

4. Seminar 9, Semester 2

De overhoring over het eten bestellen in een restaurant

Deel 1: select the correct translation

1. The cutlery
   a. De vork
   b. Het bestek
   c. De mes
   d. De kaasschaaf
2. The dessert
   a. Het toetje
   b. De taart
   c. De salade
   d. Het gebak
3. Enjoy your meal
   a. Proots
   b. Frituren
   c. Dat lust ik niet
   d. Eet smakelijk
4. How was your meal?
   a. Wilt u de wijn proeven?
   b. Mogen we de rekening?
   c. Heeft alles gesmaakt?
   d. Kunne we afrekenen?
5. Can we have the bill?
   a. Mogen we de rekening?
   b. Kan ik met de kaart betalen?
   c. Kunnen wij de rekening krijgen?
   d. Kunnen we afrekenen?
6. To roast
   a. Braden
   b. Koken
   c. Grillen
   d. Frituren

Deel 2: write down the correct translation

7. We have made reservations for two.
   a.
8. Can we order please?
   a.
9. Would you like something to drink?
   a.
10. I would like to make a reservation.
    a.
Appendix D: Material for exam preparation

Exam topic 1:
Rollenspel: een kaartje kopen – Role play: buying a ticket

- A: Welkom op station Rotterdam, hoe kan ik u helpen?
- B:
- A: U wilt naar ….? Hoe laat wilt u daar aankomen?
  B:
- A: Dan moet u om …. de trein nemen.
- B:
- A: De trein vertrekt van spoor 6, u moet overstappen in Leiden.
- B:
- A: Met hoeveel personen reist u?
- B:
- B:
- A: U kunt een fiets/hond meenemen in de trein. Voor een fiets moet u wel een kaartje kopen.
- B:
- A: In welke klasse wilt u reizen?
- B:
- A: Enkele reis of retour?
- B:
- A: Er kunnen vertragingen optreden, is dat een probleem?
- B:
- A: Bent u student? Dan kunt u korting krijgen. 5 euro korting.
- B:
- A: Hoe wilt u betalen? Sorry, u kunt niet met uw creditcard betalen.
- B:
- A: Bedankt, en een fijne reis toegewenst!
- B:

Exam topic 2:
Rollenspel: eten bestellen in een restaurant

- A: Welkom, wat kan ik voor u doen?
- B:
- A: Hebt u gereserveerd?
- B:
- A: Hoe spel je dat?
- B:
A: Kan ik uw jas ophangen?
B: Volgt u mij maar.
A: Is deze tafel goed?
B: A: Wilt u iets te drinken bestellen?
B: A: Wilt u een voorgerecht bestellen?
B: Hier is de menukaart.
B: A: Wat wilt u als hoofdgerecht?
B: A: Sorry, dat is op. U kunt iets anders bestellen.
B: Alstublieft, eet smakelijk.
A: Wilt u nog een nagerecht? Of liever een kopje koffie?
B: B: A: Ik zal de rekening zo komen brengen. Hoe wilt u betalen?
B: A: Sorry, u kunt hier niet met credit card betalen.
B: A: Bedankt en tot ziens!
B:

Exam topic 3:

Rollenspel: eten kopen in een speciaalzaak

A: Wie is er aan de beurt?
B: A: Wat wilt u hebben?
B: A: Prima, anders nog iets?
B: A: We hebben vandaag ... en ... in de aanbieding.
B: A: Verder nog iets?
B: A: (Op basis van de vragen van de klant eventueel iets zeggen over de kwaliteit van groente/fruit: Nee hoor, kijkt u maar. Ze zijn heerlijk)
B:
A: Was dat het?
B:
A: Dat is dan € .... alstublieft.
B:
A: Oh jee, heeft u het niet kleiner?
B:
B:

Possible questions that might be asked on the exam

- Hoe heet je?
- Uit welk land kom je?
- Waar ben je geboren?
- Wat is je telefoonnummer? En je adres?
- Hoe oud ben je?
- Uit hoeveel personen bestaat jouw gezin?
- Heb je broers of zussen?
- Hoe heten ze?
- Hoe oud zijn ze?
- Wat voor werk doen ze?
- Wat zijn je hobby’s?
- Hoelang doe je al aan ………?
- Waarom doe je aan ………? Waarom houd je van ….?
- Wat zijn je karaktereigenschappen?
- Hoe zie je er uit?
- Waar ben je goed/slecht in?
- Heb je een baan?
- Waar werk je?
- Hoeveel uur per week werk je?
- Vind je je werk leuk?
- *Wat vind je van je collega’s?
- *Wat is je ideale baan?
- Wat is je favoriete boek/film/gerecht?
- *Wie is je idool/favoriete persoon?
- Wat studeer je?
- Hoelang studeer je al …..?
- Wat vind je ervan?
- Wat ga je volgend jaar doen?
- *Ga je nog op vakantie in de zomer?
• *Wat doe je over vijf jaar?
• Waar woon je?
• Met wie woon je?
• Wat vind je ervan om daar te wonen?
• Wat vind je ervan om met die personen te wonen?
• *Waar zou je het liefst willen wonen?

*=moeilijkere vragen