DUTCH LEVEL 1
COURSE OUTLINE

Prior Knowledge and Skills
This course is for learners with no knowledge or minimal knowledge of the Dutch language.

Proficiency Level
The content of this course corresponds approximately to levels A1 of the Common European Framework of Reference for Languages.

Course Aim
At the end of the course learners should be able to perform basic tasks such as exchanging greetings, asking simple questions, reading and writing basic sentences. The course also aims to enable learners to develop an appreciation of cultural diversity.

Course Details

- IML strongly recommends the use of dictionaries, which exist in a variety of printed, online and electronic formats. Tutors may recommend a dictionary at the commencement of the course.
- Each topic includes relevant social and cultural information.
- Additional tasks and resources will be provided in class.
- The IML library located on level 1 in the Joyce Ackroyd Building also has books, magazines, kits, CDs, DVDs and videos for loan to IML students.

Revision
Language is learned best with maximum contact and usage. Home exercises will be designed for revision and consolidation of each course segment. Revision is most effective when undertaken regularly in short sessions.

Assessment
Assessment is optional at the end of the full year course or equivalent. Listening and Speaking skills are assessed throughout the course. An examination to assess Reading and Writing competencies is held at the end of the course and a statement of attainment is then issued. A certificate of attendance is available upon request for students not undertaking assessment who have attended at least 75% of the course.

Further Study Options
Learners who wish to pursue further studies of this language can enrol in any of the IML Dutch Level 2 Courses.

Contacts
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## COURSE CONTENT

### S1

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>LANGUAGE FUNCTIONS</th>
<th>LANGUAGE STRUCTURES</th>
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| Introductions, Nationalities, Languages | • Greeting and leave taking  
• Introducing self and others  
• Expressing thanks  
• Initiating a conversation  
• Using classroom language | • Alphabet and pronunciation  
• Personal pronouns: subject forms  
• Verbs: Simple present tense  
• Word order: main clauses and questions |
| Personal Information | • Asking for personal data  
• Providing personal data  
• Expressing intentions  
• Spelling  
• Counting | • Questions and interrogative pronouns  
• Word order: inversion of subject/verb  
• Cardinal numbers  
• Possessive and personal pronouns |
| Family and Friends | • Asking about and describing friends and family  
• Asking and telling time | • Nouns: singular and plural  
• Articles: de, het, een  
• Negation: niet, geen |
| Socialising | • Making arrangements and responding to invitations  
• Expressing wishes and responding  
• Asking about and describing routines and habits | • Modal auxiliary verbs: kunnen, willen, moeten, mogen, zullen  
• Adverbs and adverbial phrases: parts of the day, days of the week, months, seasons |

### S2

<table>
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<tr>
<th>TOPIC</th>
<th>LANGUAGE FUNCTIONS</th>
<th>LANGUAGE STRUCTURES</th>
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| Shopping | • Requesting and offering goods and services  
• Asking about and expressing quality and quantity  
• Asking about and providing prices | • Adjectives and adjectival forms  
• Currencies and quantities  
• Verbs: Imperatives (I) |
| Directions | • Asking about and describing landmarks and institutions  
• Asking for and providing location and direction | • Adverbs of location: er, hier, daar  
• Verbs: Imperatives (II)  
• Ordinal numbers  
• Sequencing words: eerst, dan, daarna |
| Dining out, Keeping in Touch | • Offering and responding to invitations and suggestions  
• Requesting and offering goods and services  
• Using the phone and social media  
• Expressing likes and dislikes | • Sentence structures: co-ordinated and subordinated sentences  
• Co-ordinating: en, of, maar, dus, want  
• Subordinating: omdat, als, dat  
• Time and frequency structures  
• Indirect speech |