

Sett i gang 1

An Introductory Norwegian Curriculum

by

Kari Lie Dorer & Nancy Aarsvold

1st edition 2006

2nd edition 2016

3rd edition 2023

© **NorWords** www.settigang.com

ISBN: 9798387283505

Print and Digital Textbooks

Overview

Sett i gang is an introductory Norwegian curriculum designed for use in the first year of university courses, the first two years of community education and high school classes, or for self-study. Brimming with colorful images of Norway and numerous activities, the curriculum engages students in exploring contemporary Norwegian language and culture from the very first chapter. The materials are carefully sequenced and organized around 10 main themes relevant to learners of all ages, providing an interesting and varied context for the students as they learn to understand texts in Norwegian and communicate with others both in the classroom and in the larger Norwegian community. Through the lens of Norwegian culture, students learn to view the world from multiple perspectives, bringing them new insights about their own culture and language as well as about Norway and its role in the world.

Highlights

- Focus on modern Norway and the connection between language and culture
- Extensive and relevant vocabulary presented with visuals
- Pedagogically sequenced materials
- Authentic texts combined with student-centered, process-oriented and strategy-based activities
- Extensive listening materials for each chapter by a variety of native speakers
- Grammatical explanations and exercises taken from the context of the chapter
- Numerous exercises for students to use and review grammar and vocabulary
- Technically enhanced materials such as multimedia presentations and interactive exercises
- Examples of written tests, oral tests, and projects plus scoring rubrics for oral presentations and essays

Components of the *Sett i gang* Curriculum

Sett i gang 1: Print Textbook
(Ch. 1-15, 225 pp.)

Sett i gang 2: Print Textbook
(Ch. 16-30, 225 pp.)

Sett i gang 1: eTextbook
(Ch. 1-15, 225 pp.)

Sett i gang 2: eTextbook
(Ch. 16-30, 225 pp.)

Chapter Organization

Repetisjon	An overview of the communicative, structural, and cultural goals in the section (2 pp.)
Innledning	Introduction to the chapter theme via short texts, visual vocabulary spreads, and listening exercises (4 pp.)
Fra ord til forståelse	Presentation of two grammar topics with text, clear charts, and drawings with a variety of exercises for practice (4 pp.)
Grammatikk	Communicative exercises that combine the chapter theme and the grammatical topics (2 pp.)
Fra grammatikk til kommunikasjon	An in-depth presentation of a cultural topic related to the chapter theme using text, visuals, and audio (2 pp.)
I fokus	Pronunciation practice focusing on vowel and consonant sounds, stress, and intonation through the use of songs and a variety of exercise types (1 p.)
Uttale	An overview of the main vocabulary from the chapter organized by questions and answers and translated to English (1 p.)

Check out all the resources available on the *Sett i gang* web portal!



Overview

Sett i gang features a comprehensive web portal that brings together many useful online resources for Norwegian language learners. The portal includes a large number of audio and video clips, online flashcards, interactive exercises, and links to related web resources. In addition, there are answer keys to all the exercises in the textbook, an online glossary, and many extra resources for instructors.

Using modern technology in an accessible way, the portal makes the print textbooks come alive for learners with culturally rich digital materials while providing immediate feedback on learning and extra resources for further exploration.

The portal began as a faculty-student collaboration through the Collaborative Undergraduate Research and Inquiry (CURI) program at St. Olaf College. Later, the project received funding from two Digital Humanities on the Hill grants, providing support from student interns and staff in the IT department at St. Olaf.

Highlights

On the portal you will find:

- 500+ audio and video clips
- 500+ interactive online exercises
- 140+ digital flashcard sets with audio
- An online glossary with the essential words, meanings, and grammatical forms
- Practice assessments after each section (3 chapters)
- Links to additional online Norwegian language learning resources
- Password-protected resources for instructors
- How-to video tutorials

To the Teachers

Our Approach to Language Teaching

Like many language teachers, the co-authors of this textbook have a multi-faceted approach to language instruction. We believe that the instructors who use the *Sett i gang* curriculum will be able to adapt them to fit their own unique teaching styles and classroom needs. However, it will be clear when viewing and using our materials that we have several guiding principles that have heavily influenced the design of this curriculum package.

We value the importance of good instructional design and pedagogical sequencing. We see language learning as a gradual process, and we design contextualized and guided activities that take the students from comprehension of written and spoken texts to production of their own texts. We want the students to be aware of their own learning process and to learn strategies that will help them in understanding and communicating more effectively. We also want to give the students numerous opportunities to practice understanding texts and communicating with others. Often we find that many language textbooks include objectives for the students to master certain skills or topics without actually providing them enough of the type of practice that they need.



We value instruction that is contextualized and meaningful to the students. All of our chapters are organized by theme, and the vocabulary, texts, and grammar will always be presented and practiced in the context of this larger theme. We want the students to focus on learning “chunks (expressions, phrases, sentences, questions)” of language related to particular topics rather than individual and random words. Our materials also contain a much larger amount of vocabulary than is found in most beginning Norwegian textbooks. We want our students to be able to talk about themselves and to explore Norwegian culture in a meaningful way, and in order to do so they need more words to use. We also encourage students to make connections between their academic and leisure interests in the US and the expression of these interests in Norway.

We value materials that engage all of the senses and thus make students active participants in the learning process. Our materials are highly visual with many drawings, photos, maps, and graphs because we find it is much easier for both the teachers and the students to keep speaking Norwegian when they have visual support for what they are reading, hearing, or presenting. Similarly, our materials include more than the usual number of audio clips. We think that the students need to spend more time listening to Norwegian in order to improve both their comprehension and their pronunciation. We also incorporate many pair and small group activities and suggestions for larger projects and oral presentations because we want the students to be actively engaged in using the language as much as possible.



Last but not least, we value the role modern technology plays in helping us reach our pedagogical goals and improve our instruction in Norwegian language and culture. While the *Sett i gang* print materials present information and activities for class, the online materials cultivate student interest and develop language acquisition by providing rich cultural resources and immediate feedback that is engaging and encouraging. In addition, the portal includes many extra resources for teachers, such as sample assessments, digital presentations, and more.

To the Students

Welcome to the *Sett i gang* curriculum!

You all have your own unique reasons for learning Norwegian, but here are **10 strategies** that will be helpful for all of you.

1. Expect to learn a lot of Norwegian.

Everyone can learn languages. When you combine regular practice with your innate language ability, you will discover that you can learn quickly and enjoy the experience immensely.

2. Expect to gain insight into Norwegian culture as well as your own.

Language is inseparable from culture. As you learn new words and expressions in Norwegian contexts, you will become aware of your own cultural views and start to see the world from a new perspective.

3. Decode the system.

Every language has a grammatical framework. Learn and practice the patterns.

4. Discover your strengths and weaknesses.

Find out what language learning is like for you and adjust your study habits to capitalize on your strengths and develop your weaknesses.



5. Use appropriate learning strategies.

Make predictions, apply your knowledge of the world, use your eyes and ears, guess intelligently, tolerate ambiguity, and look for similarities to your native language.

6. Prepare for class.

Schedule several study sessions each week to review material in your textbook and use the web portal to access the audio, flashcards, interactive exercises, and the glossary. If you are enrolled in a course, you can expect daily homework.

7. Come to class and participate actively.

There aren't many other places on campus to practice Norwegian, so go to every class session or co-curricular event. Once you are there, take the initiative and use every opportunity to practice your Norwegian.

8. Bring your sense of humor to the language learning experience.

Conquer any fear you might have of saying something wrong. Realize that you will make mistakes in your attempts to communicate in Norwegian and enjoy a good laugh when you do.

9. Be supportive of the other students in the class.

Work together with other students and you will learn more and have more fun.

10. Be patient.

It takes longer than 30 days to learn a language.
Sett i gang (Let's get started)!



Hjertelig takk!

Sett i gang is an expansive, ongoing project that could not have been completed without the significant contributions of the people below. To them, we extend our sincere thanks and appreciation.

To our Norwegian language consultant, **Torunn Strand Andresen** for answering all questions, both great and small; **Margaret Hayford O'Leary** for pictures, consultation and proofreading; **Peggy Hager** for advice and support; **Louis Janus** for frequent consultation and inspiration; **Hilde Reinertsen** for writing, proofreading, and audio recording; **Liv Dahl** for proofreading, photos, and writing; and to **Bettine Hermanson** and **Karoline Holtklimpen** for audio recording.

To the extended **Førland** and **Solem** families for the many photos from their private family moments; **Jostein** and **Bente Førland Solem** for additional photos; **Krista Schweppe** for taking and organizing photos; **Tove Dahl** for help with the text about Skogfjorden; **Liv Harnæs** for advice and proofreading of pronunciation pages; **Ottar** and **Peder Dahl** for photos; **Katinka Nagell** and **Nina Slupphaug** for writing and photos; **Kjell** and **Judy Åvandal** for providing family photos; **Geir Holm Sundgot** for text; **Bruce Aarsvold**, **Reed Deardorff**, **Nora Serres**, and **Helge** and **Frode Husvær** for photos.

To St. Olaf student workers who helped on numerous parts of the project: **Thomas Halvorsen** for audio/video recording and editing; **Gudrun Austli**, **Marte Hovig**, **Liv Kvalvik**, **Kristin Valle**, **Björg Edberg**, and **Bjørn Sjøe** for videotaping; **Kristin Clark**, **James Cleven**, **Britta Weber**, **Thea Lund**, and **Justice Galvan** for working on the glossary; and **Grant Dobbe** for audio/video editing.

To our CURI students **Nora Serres** and **Jens Bringsjord** for beginning the process of conceptually linking the digital and print materials in a new and creative way. For frequent technical consulting and assistance, our thanks to St. Olaf College's Digital Humanities team, most specifically **Ben Gottfried**, **Ezra Plemons**, **Doug Hamilton**, and **Dolores Peters**. Additionally, to DHH interns **Annika Fredrikson** and **Armaan Bindra**.

We would like to especially thank the **Norwegian Foreign Ministry**, **St. Olaf College**, and the **Sons of Norway** for providing financial support for this project: Norwegian Foreign Ministry travel grants, St. Olaf Digital Humanities on the Hill grants, Collaborative Undergraduate Research Inquiry grant, Technology Across Languages and Cultures grants, and the Sons of Norway Heritage grant.

To all the instructors who gave meaningful input toward developing the second and third editions of Sett i gang: **Peggy Hager**, **Margaret Hayford O'Leary**, **Kim Pedersen**, **Melissa Gjellstad**, **Steve Finney**, **Ingrid Urberg**, **Kyle Korynta**, **Christine Haerter Piñero**, **Dean Krouk**, **Torild Homstad**, **Maren Mecham**, and **Jenna Coughlin**.

And to our designers, **Chelsey Johnson** (1st ed.), **Erika Terwilliger** (2nd ed.), **Laura Moquin** (2nd ed.), and **Alli Hering** (3rd ed.), not only for their wonderful design work, but also for dealing with many changes in dates and layout. We could never have managed this project without you, and we're so grateful for your hard work.

To our families for their love and support while we spent countless hours and our family savings for the completion of this project: **Letty Lie** and **Ben** and **Simon Dorer**; **Stephanie Fay**, **Andreas** and **Greta Aarsvold**, and **Tina**, **Jessica**, and **Jack Aarsvold**.

And **sist men ikke minst** (*last but not least*), to all of our students who inspired us to provide a future generation with a curriculum package that would meet their needs.



Innhold: Sett i gang I



LANGUAGE AND IDENTITY

1. **Getting Acquainted**
(Pronouns: Subject | Word Order: Sentences, Questions with Interrogatives)
2. **Studies, Work, and Leisure**
(Verbs: Present Tense | Word Order: Negative Sentences)
3. **Language and People**
(Nouns: Singular | Determinatives: Cardinal Numbers, 1-100)

p. 2

p. 4

p. 18

p. 32



SCHOOLS AND EDUCATION

4. **In the Classroom**
(Nouns: Plural | Verbs: Modal Verbs)
5. **Subjects and Schedules**
(Prepositions: The Clock | Word Order: Inversion)
6. **Learning Norwegian**
(Verbs: Infinitive Marker | Word Order: Sentence Adverbs)

p. 46

p. 48

p. 62

p. 76



FOOD AND MEALS

7. **Breakfast and Lunch**
(Verbs: Present Tense | Word Order: Conjunctions)
8. **Dinner**
(Pronouns: Object | Pronouns: Subject, Object, and Formal Subject)
9. **Coffee and Evening Meal**
(Word Order: Questions with Interrogatives | Prepositions: Location)

p. 90

p. 92

p. 106

p. 120



DAILY LIFE AND LEISURE

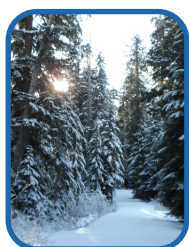
10. **Sports and Outdoor Life**
(Verbs: Past Tense, Strong | Prepositions: Time Expressions)
11. **Entertainment and Interests**
(Prepositions: The 12-Hour and 24-Hour Clock | Verbs: Past Tense, Weak)
12. **Daily Routine**
(Pronouns: Reflexive | Word Order: Inversion)

p. 134

p. 136

p. 150

p. 164



CLIMATE AND CLOTHING

13. **Climate and Weather**
(Adjectives: Ordinal Numbers, 1-31 | Adjectives: Indefinite)
14. **Seasons and Holidays**
(Verbs: Tenses | Determinatives: Possessives)
15. **Clothing and Fashion**
(Adjectives: Exceptions | Determinatives: Demonstratives)

p. 178

p. 180

p. 194

p. 208

AUTHORS: Kari Lie Dorer & Nancy Aarsvold

GRAPHIC DESIGNERS: Chelsey Johnson, Laura Moquin, Erika Terwilliger & Alli Hering

© NorWords 2004-2023



og



language & identity

In this section, you will...

- learn about the different aspects of life in Norway that influence a person's identity, such as place of residence, work, education, leisure activities, age, family, friends, and language
- understand and participate in short conversations in which you exchange basic information about yourself with others
- write a description of yourself and give a brief introduction of yourself to the class
- learn the names of the continents, countries, and major regions and cities in Norway
- describe your family members and friends, including information about name, hometown, age, studies, work, and leisure activities
- learn the names of the three official languages in Norway and read about how the written languages and the spoken dialects developed
- reflect on the ways that language both shapes and reflects a person's identity

	Ch. 1: Getting Acquainted	Ch. 2: Study, Work, and Leisure	Ch. 3: Language and People
Topics	Greetings, names, introductions, and hometowns	School subjects, occupations, and leisure activities	Age, gender, family, nationality, and languages
Grammar	Pronouns: Subject, Word Order: Sentences, Questions with Interrogatives	Verbs: Present Tense, Word Order: Negative Sentences and Yes/No Questions	Nouns: Singular, Determinatives: Cardinal Numbers, 1-100
Pronunciation	Alphabet	Vowels	Consonants
Functions	Greeting someone, introducing yourself and others, saying goodbye	Asking for information about school, work, and activities	Asking for information about people, talking about language ability
Tasks	Having short conversations and exchanging basic information	Describing studies, work, and leisure activities	Describing oneself, friends, and family members
Culture	Norwegian names, types of greetings, regions and cities	Leisure activities, facts about Norway	Families, Norwegian written languages, Norwegian dialects

Kap. 1: Å bli kjent

Hilsningsord

Hei! Hei, hei!
Morn! Morn, morn!
God dag! God dag, god dag!



It is typical for Norwegians to double their greetings. ■

Hva heter du? Jeg heter _____.



Ingrid. Ingrid Nilsen.

Maja. Maja Jensen.



Erika. Hei!

Anne. Hei!

Erika. Jeg heter Erika Lie.
Hva heter du?

Anne. Jeg heter Anne Dahl.

Erika. Hyggelig å møte deg!

Anne. Takk, i like måte.



Markus. God dag. Mitt navn
er Markus Andersen.

Johannes. God dag. Jeg heter
Johannes Larsen.

Markus. Velkommen,
Johannes.

Johannes. Takk!

Innblikk

å håndhilde

When people meet one another for the first time in Norway, it is customary to shake hands or nod while exchanging greetings and names. ■

Innblikk

Titles such as **herr** (Mr.), **fru** (Mrs.) and **frøken** (Miss) exist in Norwegian, but they have fallen out of everyday use due to more equality between the genders and among social groups. ■



øving a.

Å HILSE

Say hello, shake hands and exchange names with at least 5 other people.



øving b.

FORNAVN OG ETTERNAVN

Learn the most common first and last names in Norwegian.

- Practice saying the names aloud.
- Do you recognize some of the names on the lists?
- Do any of the names surprise you?
- Do you know the origin of your first and last name? Do they have a meaning in another language?

Populære fornavn

Source: SSB

i 2022	i 1950	i 1900		i 2022	i 1950	i 1900
Jakob*	Jan	Ole	♂ ♀	Nora*	Anne	Anna
Noah*	Per	Johan		Emma*	Inger	Marie
Emil	Bjørn	Hans		Olivia*	Marit	Astrid*
Lukas*	Svein	Karl*		Ella	Torill*	Margit
Oliver	Kjell	Kristian*		Sofie*	Liv	Ingeborg
Isak*	Arne	Einar		Lea*	Kari	Borghild
William	Tor*	Harald		Frida	Berit	Olga
Fillip*	Knut	Olaf		Iben	Grethe*	Marta*
Aksel*	Terje	Olav		Sofia*	Björg	Jenny
Theodor*	Odd	Sverre		Sara*	Randi	Gudrun

* These names have more than one spelling.

Populære etternavn

Source: SSB

Andersen	Eide
Eriksen	Bakken
Berg	Ali
Andreassen	Amundsen
Dahl	Berge



Recent immigrant last names are now among the top 100 surnames, including Ali (8th), Ahmed (15th), Ahmad (55th) and Abdi (58th). ■



Many Norwegian last names today have their roots in farm names or geographical features of an area. Some examples are Dahl (valley), Strand (beach), Solberg (sunny mountain), and Nygård (new farm). Other common last names are patronymic, composed of the father's first name and the suffix -sen. ■



øving c.

FORNAVN OG ETTERNAVN

Listen to the short dialogs of people introducing themselves. Identify the names used in each dialog.

Dialog 1: _____

Dialog 2: _____

Dialog 3: _____

Dialog 4: _____

a) Jonas Larsen

d) Henrik Andersen

g) Kristian Berg

j) Jan Kristiansen

b) Ida Olsen

e) Bjørn Jensen

h) Marit Pedersen

k) Liv Karlsen

c) Maria Dahl

f) Anne Hansen

i) Andreas Strand

l) Julie Nygård



Innblikk

Norway also has statistics for cow names! The ten most common cow names in Norway are: Dagros, Rosa, Litago, Staslin, Svarta, Stjerna, Rødlin, Dokka, Fagerlin, and Sara. ■ Source: regjeringen.no



Hvor kommer du fra?

Jeg kommer fra _____.

Hvor bor du?

Jeg bor i _____.



øving d.

GEOGRAFI

Listen to the names of the various continents and countries on the recording or as your teacher reads them. Ask and answer the questions below.

a) Ask about your home country and your country of residence.

ex.) Hvor kommer du fra? Jeg kommer fra _____.
Hvor bor du? Jeg bor i _____.

b) Ask about countries you have visited.

ex.) Hvilke land har du vært i? Jeg har vært i _____.

c) Take turns asking where different countries are located. Draw an arrow from the name to the map.

ex.) Hvor ligger Japan? Japan ligger i Asia.
Hvor ligger Marokko? Marokko ligger i Afrika.

Avskjedsord

Ha det bra!

Ha det godt!

Ha det!

Vi ses!

Vi snakkes!



Øving e.

Å BLI KJENT

Read the two dialogs about people meeting one another and exchanging basic information. Fill out the chart below.

Peter. Heil!

Kristin. Heil! Jeg heter Kristin. Hva heter du?

Peter. Jeg heter Peter. Hvor kommer du fra?

Kristin. Fra Norge. Kommer du fra Norge?

Peter. Nei, jeg kommer fra Calgary i Canada. Jeg bor i Oslo nå. Hvor bor du?

Kristin. Jeg bor også i Oslo.

Peter. Så hyggelig! Vi snakkes!

Kristin. Ja. Ha det bra!

Peter. Ha det!

Mari. God dag!

John. God dag!

Mari. Mitt navn er Mari Krogh.

John. John Lee. Hvor kommer du fra?

Mari. Jeg kommer fra Tromsø, men jeg bor i Bergen. Og du?

John. Jeg bor i Oslo nå, men jeg kommer fra Kina.

Mari. Hvor i Kina?

John. Beijing.

Mari. Hyggelig å møte deg!

John. I like måte. Ha en fin dag!

Mari. Du også. Vi ses.

Dialog 1

Dialog 2

Expressions for greetings

Names

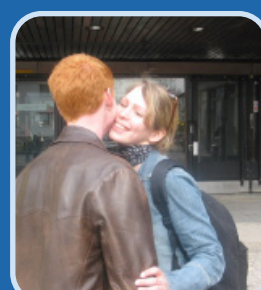
Home Countries

Current Residence

Expressions for goodbye

i Innblikk

When Norwegians meet a good friend or say goodbye to a friend, they often give a Norwegian type of a hug by shaking hands, leaning forward, and pressing their cheeks together. This cheek-to-cheek hug is most common between two women or between a man and a woman. ■



kinn mot kinn

Pronomen: **Subjektsform** [PRONOUNS: SUBJECT]

A pronoun is a word that takes the place of a noun. The subject pronoun is the actor in the sentence.

Person, number	Subject pronoun
1. person, singular	Jeg heter Erik. <i>I am named Erik.</i>
2. person, singular	Du bor i Bergen. <i>You live in Bergen.</i>
3. person, singular	Han liker fotball. <i>He likes soccer.</i>
	Hun liker golf. <i>She likes golf.</i>
	Hen liker tennis. <i>They like tennis.</i>
1. person, plural	Vi snakker norsk. <i>We speak Norwegian.</i>
2. person, plural	Dere er fra USA. <i>You are from the USA.</i>
3. person, plural	De spiller tennis. <i>They play tennis.</i>



Språktips hen

In 2022, the Norwegian Language Council approved the addition of the gender-neutral pronoun **hen** (they) to the official norms for Norwegian bokmål and nynorsk. The meaning and use of the pronoun is described in the dictionary as:

1. Used to refer to a person when gender is unknown, inessential, or hidden.
2. Used to refer to a person who prefers the pronoun «hen» to «han» or «hun». ■

Source: Bokmålsordboka (Språkrådet, Univ. i Bergen)



Språktips dere

Norwegian has different forms for the singular and plural pronouns for you: **du** and **dere**. English does not have an official equivalent for **dere** although we sometimes use the informal **you guys** and the southern **ya'll**. ■



øving f. PRONOMEN

Give a short description of yourself to one or more students in your class. Start all of your statements with the first person, singular pronoun (jeg).

ex.) Hei! Jeg heter _____. Jeg kommer fra _____, men jeg bor i _____ nå. Ha det!



øving g. PRONOMEN

Use the pronouns you have learned from the chart above to fill in the missing words in the dialogs below.

jeg / du

(Used when conversing with one other person)

Erik. Hei, jeg heter Erik. Hva heter _____ (you)?

Allen. _____ heter Allen (I).

Erik. Kommer _____ fra Canada (you)?

Allen. Ja, fra Alberta.

Erik. Hvor bor _____ nå (you)?

Allen. _____ bor i Bergen (I).

Erik. Jeg også!

vi / dere

(Used when conversing with two or more people)

Mari. Hei, mitt navn er Mari. Hva heter ____ (you-pl.)?

Anne. _____ heter Anne og Daniel (we).

Mari. Hvor kommer _____ fra (you-pl.)?

Daniel. _____ kommer fra Sverige (we).

Jeg er fra Stockholm, og Anne er fra Uppsala.

Mari. Blir _____ med på kafé (you-pl.)?

Anne/Daniel. Ja, gjerne!

han / hun / hen*(Used when talking about a third person)***Tom.** Elin, hva heter vennen til Andreas?**Elin.** _____ heter Markus (*he*).**Tom.** Har Andreas ei søster?**Elin.** Ja, _____ heter Mari (*she*).**Tom.** Har Mari barn?**Elin.** Ja, hun har et barn som heter Erik.
_____ er 25 år gammel (*they*).**de***(Used when talking about two or more people)***Lars.** Marte, hva heter _____ (*they*)?**Marte.** _____ heter Jean og Myriam (*they*).**Lars.** Hvor kommer _____ fra (*they*)?**Marte.** _____ kommer fra Frankrike (*they*).**Lars.** Studerer _____ her (*they*)?**Marte.** Ja, _____ studerer norsk (*she*), og
_____ studerer historie (*he*).**øving h.**
PRONOMEN

Fill in the correct subject pronoun.

Kongefamilien

1. Dette er Harald. _____ er konge i Norge.

2. Dette er Sonja. _____ er dronning i Norge.



3. Dette er Haakon Magnus. _____ er kronprins i Norge.



4. Dette er Mette-Marit. _____ er kronprinsesse i Norge.



5. Kronprins Haakon og kronprinsesse Mette-Marit har tre barn. _____ heter Marius, prinsesse Ingrid Alexandra og prins Sverre Magnus.

6. Marius er født i 1997. _____ er sønnen til kronprinsesse Mette-Marit og stesønnen til kronprins Haakon.

7. Prinsesse Ingrid Alexandra er født i 2004. _____ er tronarving. Prins Sverre Magnus er født i 2005.

Ordstilling: Setninger [WORD ORDER: SENTENCES]

Learning how to put words together into correct sentences is just as important as learning the words that make up the sentences. In this section, you will learn about word order in declarative sentences and in questions with interrogatives.

Fortellende helsetninger [DECLARATIVE SENTENCES]

In **declarative sentences**, the basic word order is similar to English. The subject often comes first, the verb is in second position, and any additional words are placed at the end of the sentence (objects, predicate adjectives, adverbials, etc.)

Subject	Verb	Object, Predicate Adjective or Adverbial
Jeg <i>I</i>	heter <i>am named</i>	Henrik. <i>Henrik.</i>
Han <i>He</i>	bor <i>lives</i>	i Norge. <i>in Norway.</i>
Kari <i>Kari</i>	kommer <i>comes</i>	fra Canada. <i>from Canada.</i>
Norge <i>Norway</i>	ligger <i>is located</i>	i Europa. <i>in Europe.</i>

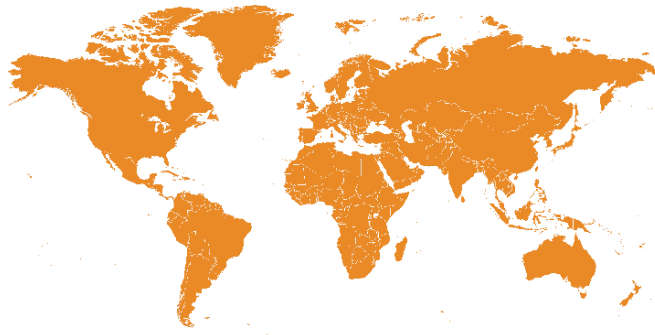


øving i. SETNINGER

Identify the continents and the location of the countries.

Det er _____.

(Afrika,
Nord-Amerika,
Asia, Midtøsten,
Europa,
Sør-Amerika,
Oseania,
Antarktis)



Norge ligger i Europa.

(Chile, Canada,
Russland, Ghana,
Sverige, Australia,
Irak, Tyskland,
India, Brasil,
Mexico, Marokko,
Japan, Island)

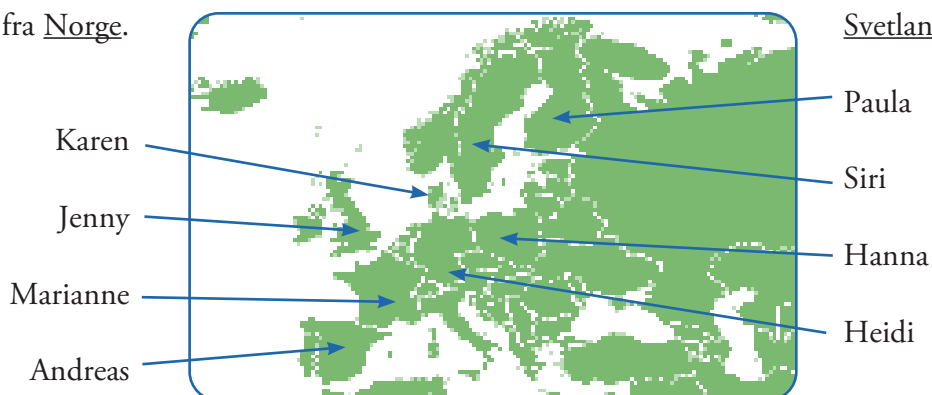


øving j. SETNINGER

Identify where the people below are from and where they live.

Erik kommer fra Norge.

Svetlana bor i Russland.



Ordstilling: Spørsmål med spørreord

[WORD ORDER: QUESTIONS WITH INTERROGATIVES]

Questions can be formed by using interrogatives, or question words. The interrogative is followed by the verb, the subject, and then the rest of the words in the sentence (object, predicate adjective, or adverbial).

Question	Answer
Hva heter <u>du</u> ? <i>What are you named?</i>	<u>Jeg</u> heter Thomas. <i>I am named Thomas.</i>
Hva studerer <u>du</u> ? <i>What are you studying?</i>	<u>Jeg</u> studerer norsk. <i>I'm studying Norwegian.</i>

Question	Answer
Hva heter <u>dere</u> ? <i>What are you named?</i>	<u>Vi</u> heter Per og Ida. <i>We are named Per and Ida.</i>
Hva studerer <u>dere</u> ? <i>What are you studying?</i>	<u>Vi</u> studerer tysk. <i>We are studying German.</i>

Question	Answer
Hvor kommer <u>han</u> fra? <i>Where is he from?</i>	<u>Han</u> kommer fra Finland. <i>He is from Finland.</i>
Hvor bor <u>hun</u> ? <i>Where does she live?</i>	<u>Hun</u> bor i Helsinki. <i>She lives in Helsinki.</i>

Question	Answer
Hvor kommer <u>de</u> fra? <i>Where are they from?</i>	<u>De</u> kommer fra Bergen. <i>They come from Bergen.</i>
Hvor bor <u>de</u> ? <i>Where do they live?</i>	<u>De</u> bor i Oslo. <i>They live in Oslo.</i>



øving k.

GRAMMATIKK

Answer the questions about yourself.

1. Hva heter du? _____
2. Hvor kommer du fra? _____
3. Hvor bor du? _____
4. Hvor studerer du? _____



øving l.

GRAMMATIKK

Look around your classroom. Identify as many students as you can.

- ex.)** Hva heter han? Han heter Tom. Hva heter de? De heter Sue og Rick.
Hva heter hun? Hun heter Jill.



øving m.

GRAMMATIKK

Write questions that correspond to the following answers.

1. _____? Jeg heter Maria.
2. _____? Jeg kommer fra Mexico.
3. _____? Han heter Bjørn.
4. _____? Han studerer i Oslo.
5. _____? Hun heter Bettina.
6. _____? Hun bor i Berlin.
7. _____? Vi heter Colleen og Brian.
8. _____? Vi studerer norsk og engelsk.
9. _____? De heter Lars-Kristian og Emma.
10. _____? De kommer fra Tromsø.



Presentering

Dette er _____.

[THIS IS _____.]



Ingvild meets her friend Nina on campus, and Nina introduces her friend Knut to Ingvild.

Ingvild. Hei, Nina!

Nina. Hei, Ingvild. Takk for sist!
Dette er Knut.

Ingvild. Hei, Knut.

Knut. Hei, Ingvild!



Språktips

takk!

There are many ways to say thank you in Norwegian, and they are used often in everyday conversation. See the examples below. ■

At the beginning of a conversation:

Takk for sist! *Thanks for the last time*
I saw you!

As a response to receiving something:

Takk! *Thank you*
Takk skal du ha! *Thanks shall you have!*
Mange takk! *Many thanks!*
Tusen takk! *A thousand thanks!*

At the end of a conversation or class period:

Takk for nå! *Thanks for now!*
Takk for praten! *Thanks for the chat!*
Takk for i dag! *Thanks for today!*



Språktips

å presentere noen

Hyggelig å møte deg! *Nice to meet you.*

Takk, i like måte! *Thanks, likewise.*

(or)

Takk, likeså!

Note that “i like måte” has a Danish pronunciation: [i lige måde].

Norwegian introductions usually include a handshake and a quick exchange of names. If the situation is a little more formal, some people would end the conversation with

Hyggelig å møte deg! ■



Maria runs into her uncle in town and introduces her friend Sara.

Maria. Hei, onkel Øyvind!

Øyvind. Hei, Maria!

Maria. Dette er Sara.

Øyvind. Hei, Sara. Jeg heter Øyvind Hansen.

Sara. Sara Pedersen. Hyggelig å møte deg.

Øyvind. Takk, i like måte, Sara.



Øving n.

Å BLI KJENT

Have a short conversation with several or all of the students in your class. Exchange names, hometowns, and places of current residence. Record the information in the chart below.

Greeting:

Hei! | Morn! | God dag!

Nice to meet you:

Hyggelig å møte deg!
Takk, i like måte. (or)
Takk, likeså.

Exchanging information:

Hva heter du? Jeg heter ...
Hvor kommer du fra?
Jeg kommer fra...
Hvor bor du? Jeg bor i ...

Goodbye:

Ha det! | Ha det bra!
Vi ses! | Vi snakkes!

Navn Hva heter du?	Hjemsted Hvor kommer du fra?	Bosted Hvor bor du?

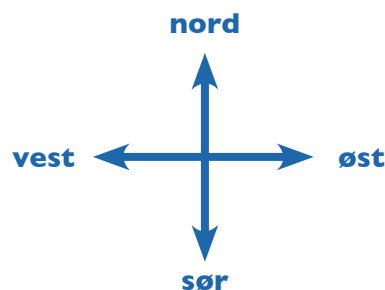




i fokus: dette er Norge

Landsdeler i Norge

Norway has five main *regions*, or **landsdeler**: **Østlandet**, **Sørlandet**, **Vestlandet**, **Trøndelag** og **Nord-Norge**. Like the American terms Midwest, Northwest, and Southeast, they are used to designate large geographical areas. And like Americans, Norwegians identify strongly with the area where they live. People in each area share, to some extent, a similar spoken dialect, livelihood, climate, nature, and some would say, personality. However, in recent years, these regional characteristics have shown some indication of breaking down due to an increase in geographical mobility, centralization, and exposure to national mass media.



Språktips

preposisjoner

Note that you use the preposition **på** with the regions ending in **-landet**, but otherwise you should use the preposition **i**. ■



øving o. GEOGRAFI

Using the map on the following page, answer the questions below about the regions and cities in Norway.

på Østlandet • på Sørlandet • på Vestlandet • i Trøndelag • i Nord-Norge

- | | |
|-----------------------------------|----------------------------|
| a) Hva heter landsdelene i Norge? | De heter _____. |
| b) Hvor ligger Oslo? | Oslo ligger _____. |
| c) Hvor ligger Trondheim? | Trondheim ligger _____. |
| d) Hvor ligger Stavanger? | Stavanger ligger _____. |
| e) Hvor ligger Kristiansand? | Kristiansand ligger _____. |
| f) Hvor ligger Steinkjer? | Steinkjer ligger _____. |
| g) Hvor ligger Bodø? | Bodø ligger _____. |
| h) Hvor ligger Lillehammer? | Lillehammer ligger _____. |
| i) Hvor ligger Arendal? | Arendal ligger _____. |
| j) Hvor ligger Bergen? | Bergen ligger _____. |
| k) Hvor ligger Tromsø? | Tromsø ligger _____. |

Kart: Landsdeler og byer





uttale: alfabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Æ Ø Å
 a b c d e f g h i j k l m n o p q r s t u v w x y z æ ø å

a [a]	b [be]	c [se]	d [de]	e [e]	f [eff]
g [ge]	h [hå]	i [i]	j [je / jådd]	k [kå]	l [ell]
m [emm]	n [enn]	o [o]	p [pe]	q [ku]	r [ærr]
s [ess]	t [te]	u [u]	v [ve]	w [dobbelte-ve]	x [eks]
y [y]	z [sett]	æ [æ]	ø [ø]	å [å]	

Norske vokaler:

a e i o u y æ ø å



Språktips

Remember that **æ**, **ø**, and **å** are found at the end of the alphabet, which also means that they are found at the end of the dictionary and the phone book. ■

æ, ø, å

How to write them:

æ ø å



øving p.

LYTTEFORSTÅELSE

Listen to the Norwegian students introducing themselves. Write down their names and hometowns as they spell them. Choose your answers from the list of names, cities and regions below.

Names: Ole-Kristian, Kåre, Marte, Eli, Elisabeth, Berit, Pål, Marius, Hanne, Gunnar

Cities: Drammen, Bergen, Skien, Tromsø, Oslo, Sarpsborg, Stavanger, Kristiansand, Fredrikstad, Trondheim

Regions: Østlandet, Vestlandet, Sørlandet, Trøndelag, Nord-Norge

NAME:

CITY:

REGION:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

REPETISJON: ORD OG UTTRYKK

1. Å bli kjent

Hei! | Morn! | God dag!

Hei, hei! | Morn, morn! | God dag, god dag!

Hva heter du?

Jeg heter _____.

(Emma, Nora, Sara, Sofie, Olivia, Sofia, Emilie, Ella, Leah, Maja, William, Mathias, Oliver, Jakob, Lukas, Filip, Liam, Aksel, Emil, Oskar)

Hvor kommer du fra?

Jeg kommer fra _____.

(USA, Canada, Mexico, Argentina, Chile, Brasil, Norge, Sverige, Danmark, Island, Finland, Tyskland, Frankrike, Spania, Storbritannia, Russland, Kina, Japan, Vietnam, India, Pakistan, Saudi Arabia, Afghanistan, Irak, Iran, Israel, Marokko, Egypt, Somalia, Ghana, Sør-Afrika, Australia)

Hvor bor du?

Jeg bor i _____.

(Oslo, Lillehammer, Kristiansand, Stavanger, Bergen, Trondheim, Bodø, Tromsø)

Hyggelig å møte deg!

Takk, i like måte!

Ha det! | Ha det bra! | Ha det godt!

Vi ses! | Vi snakkes!

Hva heter landsdelene i Norge?

De heter _____.

(Østlandet, Sørlandet, Vestlandet, Trøndelag, Nord-Norge)

Alfabetet på norsk er:

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o
p, q, r, s, t, u, v, w, x, y, z, æ, ø, å

Vokalene på norsk er:

a, e, i, o, u, y, æ, ø, å

Tallene fra 1 til 10 er:

en, to, tre, fire, fem,
seks, sju, åtte, ni, ti

1. Getting acquainted

Hi! | Hello! | Good day!

What are you named?

I am named _____.

(Emma, Nora, Sara, Sofie, Olivia, Sofia, Emilie, Ella, Leah, Maja, William, Mathias, Oliver, Jakob, Lukas, Filip, Liam, Aksel, Emil, Oskar)

Where are you from?

I am from _____.

(USA, Canada, Mexico, Argentina, Chile, Brazil, Norway, Sweden, Denmark, Iceland, Finland, Germany, France, Spain, Great Britain, Russia, China, Japan, Vietnam, India, Pakistan, Saudi Arabia, Afghanistan, Iraq, Iran, Israel, Morocco, Egypt, Somalia, Ghana, South Africa, Australia)

Where do you live?

I live in _____.

(Oslo, Lillehammer, Kristiansand, Stavanger, Bergen, Trondheim, Bodø, Tromsø)

Nice to meet you!

Thanks, likewise.

Goodbye! | Goodbye! | Goodbye!

We'll see you! | We'll talk!

What are the regions in Norway named?

They are named _____.

(Østlandet, Sørlandet, Vestlandet, Trøndelag, Nord-Norge)

The alphabet in Norwegian is:

a, b, c, d, e, f, g, h, i, j, k, l, m, n, o
p, q, r, s, t, u, v, w, x, y, z, æ, ø, å

The vowels in Norwegian are:

a, e, i, o, u, y, æ, ø, å

The numbers from 1 to 10 are:

one, two, three, four, five,
six, seven, eight, nine, ten