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

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

Don’t forget to check out all of the free resources available on the Sett i gang web portal!

www.settigang.com

Overview

The second edition of Sett i gang features a new web portal that brings together many useful online resources for Norwegian language learners. The portal includes the audio clips and online flashcards that learners used with the first edition, but it also has many new videos, interactive exercises and an online glossary. These new features of the portal replace the former print workbooks and the print glossary from the first edition of Sett i gang.

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 is free for everyone, but learners are required to register and create an account.

The portal began as a faculty-student collaboration through the Collaborative Undergraduate Research and Inquiry (CURI) program at St. Olaf College and was later funded by two Digital Humanities on the Hill grants which provided significant 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. For the second edition of *Sett i gang*, we have developed a web portal that brings many useful language learning resources together in one place for Norwegian language learners. This website includes audio materials, interactive exercises, flashcards with audio, and an online glossary. In addition, the portal includes links to other online resources for the learners as well as password-protected resources for instructors of *Sett i gang*. 
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. **De-code the system.**
   Every language has a grammatical framework. Learn and practice the patterns.

4. **Discover your strengths and weaknesses.**
   Find out what your learning style is 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!

The first and second editions of *Sett i gang* are expansive, ongoing projects that could not have been completed without the significant contributions of the individuals 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 text writing, proofreading, and arranging audio recording; and Liv Dahl for proofreading, pictures, and text writing.

To the extended Førland and Solem families for the large number of pictures taken of their private family moments; Jostein and Bente Førland Solem for additional pictures; Krista Schwepp for picture taking and organizing; Tove Dahl for help with the text about Skogfjorden; Liv Harnæs for advice and proofreading of pronunciation pages; Ottar and Peder Dahl for pictures; Katinka Nagell and Nina Slupphaug for text writing and picture taking; Kjell and Judy Ávendal for providing family pictures; Geir Holm Sundgot for text; Bruce Aarsvold, Reed Deardorff, and Frode Husvær and Helge for pictures.

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And to our designers, Erika Terwilliger (2nd edition), Laura Moquin (2nd edition), and Chelsey Johnson (1st edition), 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 the three of you and are so grateful for all 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 Dorer; Stephanie Fay, Andreas Aarsvold, Tina Aarsvold, and Jessica Winer.

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)

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)

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

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)

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)

Authors: Kari Lie Dorer & Nancy Aarsvold
Graphic designers: Chelsey Johnson, Laura Moquin & Erika Terwilliger
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SPRÅK

og

HALLO, JEG HETER...

IDENTITET
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

<table>
<thead>
<tr>
<th>Topics</th>
<th>Ch. 1: Getting Acquainted</th>
<th>Ch. 2: Study, Work, and Leisure</th>
<th>Ch. 3: Language and People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings, names, introductions, and hometowns</td>
<td>School subjects, occupations, and leisure activities</td>
<td>Age, gender, family, nationality, and languages</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Pronouns: Subject, Word Order: Sentences, Questions with Interrogatives</th>
<th>Verbs: Present Tense, Word Order: Negative Sentences and Yes/No Questions</th>
<th>Nouns: Singular, Determinatives: Cardinal Numbers, 1-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>Alphabet</td>
<td>Vowels</td>
<td>Consonants</td>
</tr>
<tr>
<td>Functions</td>
<td>Greeting someone, introducing yourself and others, saying goodbye</td>
<td>Asking for information about school, work, and activities</td>
<td>Asking for information about people, talking about language ability</td>
</tr>
<tr>
<td>Tasks</td>
<td>Having short conversations and exchanging basic information</td>
<td>Describing studies, work, and leisure activities</td>
<td>Describing oneself, friends, and family members</td>
</tr>
<tr>
<td>Culture</td>
<td>Norwegian names, types of greetings, regions and cities</td>
<td>Leisure activities, facts about Norway</td>
<td>Families, Norwegian written languages, Norwegian dialects</td>
</tr>
</tbody>
</table>
Kap. I: 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.  Hvem heter du?
Anne.  Jeg heter Anne Dahl.
Erika.  Hyggelig å møte deg!
Anne.  I like måte!

Markus.  God dag. Mitt navn er Markus Andersen.
Markus.  Velkommen, Johannes.
Johannes.  Takk!

i Innblikk  å håndhilse

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

i 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.
Learn the most common first and last names in Norwegian.

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

**Populære fornavn**

<table>
<thead>
<tr>
<th>i 2015</th>
<th>i 1950</th>
<th>i 1900</th>
</tr>
</thead>
<tbody>
<tr>
<td>William</td>
<td>Jan</td>
<td>Ole</td>
</tr>
<tr>
<td>Mathias*</td>
<td>Per</td>
<td>Johan</td>
</tr>
<tr>
<td>Oliver</td>
<td>Bjørn</td>
<td>Hans</td>
</tr>
<tr>
<td>Jakob*</td>
<td>Svein</td>
<td>Karl*</td>
</tr>
<tr>
<td>Lukas*</td>
<td>Kjell</td>
<td>Kristian*</td>
</tr>
<tr>
<td>Filip*</td>
<td>Arne</td>
<td>Einar</td>
</tr>
<tr>
<td>Liam</td>
<td>Tor*</td>
<td>Harald</td>
</tr>
<tr>
<td>Aksel*</td>
<td>Knut</td>
<td>Olaf</td>
</tr>
<tr>
<td>Emil</td>
<td>Terje</td>
<td>Olav</td>
</tr>
<tr>
<td>Oskar*</td>
<td>Odd</td>
<td>Sverre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>i 2015</th>
<th>i 1950</th>
<th>i 1900</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma</td>
<td>Anne</td>
<td>Anna</td>
</tr>
<tr>
<td>Nora*</td>
<td>Inger</td>
<td>Marie</td>
</tr>
<tr>
<td>Sara*</td>
<td>Marit</td>
<td>Astrid*</td>
</tr>
<tr>
<td>Sofie*</td>
<td>Torill*</td>
<td>Margit</td>
</tr>
<tr>
<td>Olivia</td>
<td>Liv</td>
<td>Ingeborg</td>
</tr>
<tr>
<td>Sofia*</td>
<td>Kari</td>
<td>Borghild</td>
</tr>
<tr>
<td>Emilie</td>
<td>Berit</td>
<td>Olga</td>
</tr>
<tr>
<td>Ella</td>
<td>Grethe*</td>
<td>Marta*</td>
</tr>
<tr>
<td>Leah*</td>
<td>Bjørg</td>
<td>Jenny</td>
</tr>
<tr>
<td>Maja*</td>
<td>Randi</td>
<td>Gudrun</td>
</tr>
</tbody>
</table>

* These names have more than one spelling.

**Populære etternavn**

<table>
<thead>
<tr>
<th>Hansen</th>
<th>Pedersen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johansen</td>
<td>Nilsen</td>
</tr>
<tr>
<td>Olsen</td>
<td>Kristiansen</td>
</tr>
<tr>
<td>Larsen</td>
<td>Jensen</td>
</tr>
<tr>
<td>Andersen</td>
<td>Karlsen</td>
</tr>
</tbody>
</table>

Due to recent immigration, the last names Nguyen, Ali and Ahmed are now the 51st, 60th and 77th most common in Norway.

Many Norwegian last names today have their roots in farm names and/or geographical features of an area. Some examples are Dahl (valley), Strand (beach), Solberg (sunny mountain), and Nygård (new farm). However, you will notice that all of the 10 most common names end in –sen.

**Øving c.**

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

Norway also has statistics for cow names! The ten most common cow names in Norway are: Dagros, Rosa, Litago, Staslin, Svrata, Stjerna, Rødlin, Dokka, Fagerlin, Sara. Source: regjeringen.no
Hvor kommer du fra?
Jeg kommer fra __________.

Hvor bor du?
Jeg bor i __________.

Norden
Norge
Danmark
Island
Sverige
Finland

Nord-Amerika
Canada
USA / Amerika
Mexico

Sør-Amerika
Argentina
Brasil
Chile

Afrika
Marokko
Egypt
Somalia
Ghana
Sør-Afrika

Europa
Frankrike
Italia
Polen
Russland
Spania
Storbritannia
Tyskland

Asia
Japan
Vietnam
Kina
India
Pakistan
Afghanistan

Midtøsten
Irak
Iran
Israel
Saudi-Arabia

Oseania
Australia

øving d. 
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.

<table>
<thead>
<tr>
<th>Peter</th>
<th>Kristin</th>
<th>Mari</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hei!</strong></td>
<td><strong>Hei! Jeg heter Kristin. Hva heter du?</strong></td>
<td><strong>God dag!</strong></td>
<td><strong>God dag!</strong></td>
</tr>
<tr>
<td><strong>Jeg heter Peter. Hvor kommer du fra?</strong></td>
<td><strong>Fra Norge. Kommer du fra Norge?</strong></td>
<td><strong>Mitt navn er Mari Krogh.</strong></td>
<td><strong>John Lee. Hvor kommer du fra?</strong></td>
</tr>
<tr>
<td><strong>Nei, jeg kommer fra Calgary i Canada. Jeg bor i Oslo nå.</strong></td>
<td><strong>Jeg bor også i Oslo.</strong></td>
<td><strong>Jeg kommer fra Tromsø, men jeg bor i Bergen.</strong></td>
<td><strong>Jeg kommer fra Tromsø, men jeg bor i Bergen.</strong></td>
</tr>
<tr>
<td><strong>Hvor bor du?</strong></td>
<td><strong>Jeg bor også i Oslo.</strong></td>
<td><strong>Og du?</strong></td>
<td><strong>Og du?</strong></td>
</tr>
<tr>
<td><strong>Jeg bor også i Oslo.</strong></td>
<td><strong>Jeg bor også i Oslo.</strong></td>
<td><strong>Jeg kommer fra Tromsø, men jeg bor i Bergen.</strong></td>
<td><strong>Jeg kommer fra Tromsø, men jeg bor i Bergen.</strong></td>
</tr>
<tr>
<td><strong>Så hyggelig! Vi snakkes!</strong></td>
<td><strong>Ja. Ha det bra!</strong></td>
<td><strong>Hyggelig å møte deg!</strong></td>
<td><strong>I like måte. Ha en fin dag!</strong></td>
</tr>
<tr>
<td><strong>Ha det!</strong></td>
<td><strong>Ha det!</strong></td>
<td><strong>Du også. Vi ses.</strong></td>
<td><strong>Du også. Vi ses.</strong></td>
</tr>
</tbody>
</table>

### 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: Subjektform** [PRONOUNS: SUBJECT]

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

### Word Tips

**Informal "you"**

Many languages have two forms of the subject pronoun you, one for use in informal situations and the other in formal settings. As you can see in the chart, Norwegian has two such forms: **du** (informal) and **De** (formal). However, the formal De is seldom used in contemporary Norway.

### Språktips

**Formal "you"**

In Norwegian, it is common for the subject to come at the beginning of the sentence.

### Table

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

---

### Exercise F

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).

**Example:**

Hei! Jeg heter _______. Jeg kommer fra ____________, men jeg bor i __________ nå. Ha det!

### Exercise G

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).
- **Mari.** Jeg er fra Stockholm, og Anne er fra Uppsala.
- **Mari.** Blir ______ med på kafé (you-pl.)?
- **Anne/Daniel.** Ja, gjerne!
**han / hun**  
(Used when talking about a third person)

**Tom.** Elin, hva heter vennen til Andreas?
**Elin.** ______ heter Markus (he).
**Tom.** Hvor kommer ______ fra (he)?
**Elin.** ______ kommer fra USA (he).
**Tom.** Har ______ ei søster (he)?
**Elin.** Ja, ______ heter Mari (she), og ______ er professor (she).

**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).

---

**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.


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.)

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

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.

Karen, Jenny, Marianne, Andreas, Paula, Siri, Hanna, Heidi
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).

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Hva heter du?</td>
<td>Jeg heter Thomas. I am named Thomas.</td>
</tr>
<tr>
<td>Hva studerer du?</td>
<td>Jeg studerer norsk. I'm studying Norwegian.</td>
</tr>
<tr>
<td>Hvor kommer han fra?</td>
<td>Han kommer fra Finland. He is from Finland.</td>
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<tr>
<td>Hvor bor hun?</td>
<td>Hun bor i Helsinki. She lives in Helsinki.</td>
</tr>
<tr>
<td>Hva heter decks?</td>
<td>Vi heter Per og Ida. We are named Per and Ida.</td>
</tr>
<tr>
<td>Hva studerer decks?</td>
<td>Vi studerer tysk. We are studying German.</td>
</tr>
</tbody>
</table>

øving k. GRAMMATIKK

Answer the questions about yourself.


øving l. GRAMMATIKK

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

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

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!

**Ingvild.** Dette er Knut.

**Ingvild.** Hei, Knut.

**Knut.** Hei, Ingvild!

---

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.

---

**Språktips**

**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!
- **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, likesål!**

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

*Exchanging information:*  
Hva heter du? Jeg heter ...  
Hvor kommer du fra?  
Jeg kommer fra...  
Hvor bor du? Jeg bor i ...

*Nice to meet you:*  
Hyggelig å møte deg!  
Takk, i like måte. (or)  
Takk, likeså.

*Goodbye:*  
Ha det! | Ha det bra!  
Vi ses! | Vi snakkes!

<table>
<thead>
<tr>
<th>Navn</th>
<th>Hva heter du?</th>
<th>Hjemsted</th>
<th>Hvor kommer du fra?</th>
<th>Bosted</th>
<th>Hvor bor du?</th>
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I FOKUS

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.

øving o.

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 ____________________________.
Most Norwegians have close ties to their hometown or area even if they live somewhere else as adults. It is common to hear this phrase in conversations:

**Jeg er født og oppvokst i __________.**

I was born and raised in __________.
Norske vokaler: a e i o u y æ ø å

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.

Språktips

æ, ø, å

How to write them:

ɑ ɒ ʌ

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.               |               |               

SIDE 16 (seksten)
## 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, Brazil, 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