

Sett i gang 2

An Introductory Norwegian Curriculum

by

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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 vocabulary presented with visuals
- Pedagogically sequenced materials
- Authentic texts combined with student-centered, process-oriented and strategy-based activities
- Listening materials 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 presentations and essays

Components of the *Sett i gang* Curriculum

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

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

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

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

Chapter Organization

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

Web Portal

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.

www.settigang.com

Highlights

- Over 500 audio and video clips
- Over 500 interactive online exercises
- Over 150 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



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[Home](#) [Chapter Guides](#) [Student Materials](#) [Instructor Resources](#) [Glossaries](#) [About](#)

Welcome to Sett i gang!



Learn Norwegian Now!

Sett i gang, 2nd Ed.

This web portal is a companion site to *Sett i gang*, an introductory Norwegian curriculum consisting of two print textbooks, two workbooks, and a glossary. Create a **free** account and start learning Norwegian with *Sett i gang*.

 [Click here to create a free account.](#)

 [Click here to log in.](#)

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 it to fit their own unique teaching styles and classroom needs. However, it will be clear when viewing 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

Six Strategies for *Sett i gang 2*

1. Feeling rusty?

If you took a break between *Sett i gang 1* and 2, it is normal to feel that you need some time to get back in the swing of speaking Norwegian. We designed *Sett i gang 2* so that the grammar and vocabulary from the first book recurs regularly, but we recommend that you study the review pages from *Sett i gang 1* and work with the flashcards, audio clips, and interactive exercises on the web portal to get back up to speed again.



2. Assess the situation.

Take some time to reflect on your progress thus far. What things went well for you when you were studying from *Sett i gang 1*? What things do you need to work on a bit more?

3. Find a study partner.

As you remember from the song "Alle synger i dusjen" in *Sett i gang 1*, all learners have their own unique strengths. Find another learner or classmate and help one another with the areas that are difficult for each of you.

4. Use the freebies.

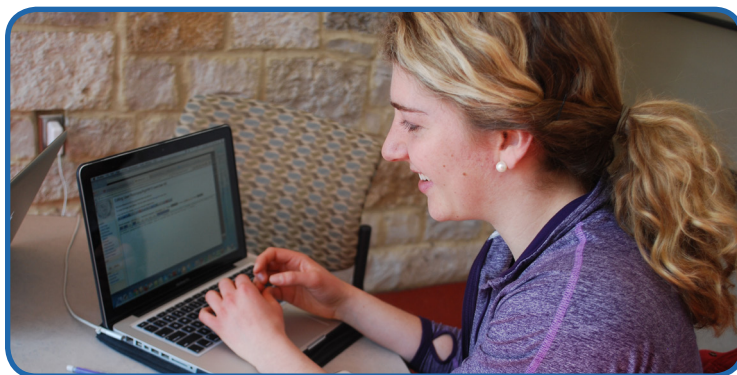
Norwegian language and cultural resources are readily available to everyone, whether you are enrolled in a class or learning on your own. Take some time to find out more about the resources available at your school, in your community, and on the web. We especially recommend that you click on the web resources link for each chapter on the *Sett i gang* web portal so that you can explore articles, audio clips, and videos related to Norwegian news and culture. It is a fabulous way to improve your reading and listening skills, as well as to learn about contemporary Norway.

5. Verb conjugations, noun declensions, and adjective endings, oh my!

Learning a language is much more than memorizing grammatical forms and vocabulary. Watch films, listen to music, and get to know some people from Norway or others interested in Norwegian. Have some fun, be creative, and play with the language!

6. Practice makes perfect!

One major difference between the top language students and others is that top students use their Norwegian as much as possible. You have a good language base at this level, so we encourage you to write longer texts for your assignments and to speak Norwegian as much as you can with students in your class and in other settings. Try to use a wider variety of vocabulary as well as more advanced grammatical forms. As the Norwegian saying goes, "Øvelse gjør mester," which literally translates to "Practice makes the master."



Hjertelig takk!

The first and second editions of *Sett i gang* are expansive, ongoing projects that could not have been completed without significant contributions from the people below. To them, we extend our sincere thanks and appreciation.

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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 2



FAMILY AND CELEBRATIONS

16. Family and Relatives

(Nouns: Plural, Irregular Forms | Determinatives: Possessives)

17. Appearance and Personality

(Adjectives: Indefinite, Irregular Forms | Adjectives: Comparison)

18. Love and Relationships

(Determinatives: Reflexive Possessive “sin” | Verbs: Present and Past Tense)

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HOMETOWNS AND HOUSING

19. Hometowns

(Adjectives: Quantity | Adjectives: Cardinal Numbers)

20. Housing and Rooms

(Adverbs: Location and Motion | Word Order: Dependent Clauses)

21. Furniture and Decorations

(Adjectives: Definite form | Prepositions: Location)

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WORK AND ECONOMY

22. Occupations

(Verbs: Present Perfect, Weak Verbs | Prepositions: Time Expressions)

23. Working Conditions

(Verbs: Present Perfect, Strong Verbs | Adverbs: Transition Words)

24. Personal Finances

(Word Order: Short Answers | Word Order: Dependent Clauses)

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HEALTH AND WELFARE

25. The Body

(Nouns: Irregular forms | Verbs: Synes, tro, tenke / ligge, legge / sitte, sette)

26. Illness and Injury

(Verbs: Tenses and Past Tense of Modals | Direct and Indirect Speech)

27. Health Habits

(Word Order: Inversion | Adverbs: Manner, Quantity, and Frequency)

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TRAVEL AND GEOGRAPHY

28. Transportation and Accommodations

(Nouns: Review | Pronouns & Determinatives: Review)

29. Tourist Attractions

(Adjectives: Review | Word Order: Review of Questions)

30. Trips in Norway

(Verbs: Review of Tenses | Word Order: Review of Inversion)

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GRAPHIC DESIGNERS: Erika Terwilliger, Laura Moquin & Chelsey Johnson



familie og feiring



family & celebrations

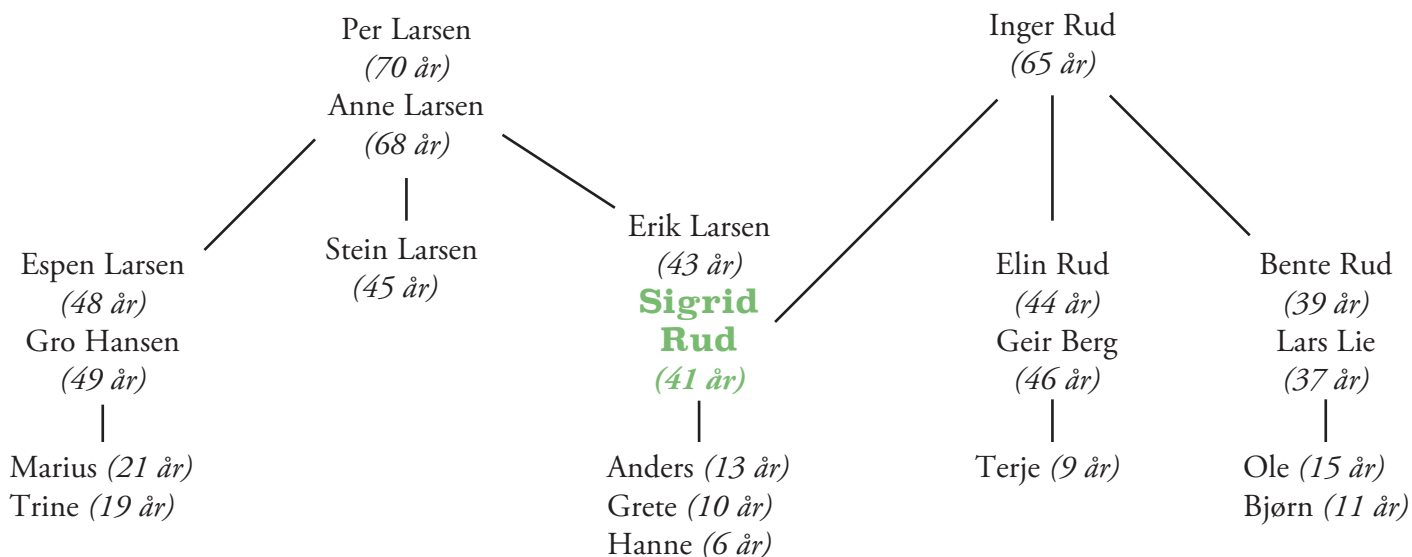
In this section, you will...

- learn about family in Norway, including typical family members, types of families, love and relationships, and family rituals and celebrations
- understand and participate in conversations and interviews about families
- read informative texts about relationships and family types
- listen to short descriptions of families, family members, and family celebrations
- write descriptions of families, family members, and life stories
- create a skit based on the story “Tor med hammeren” from Norse mythology
- reflect on how families are changing and discuss the causes and effects of these changes

	16. Family and Relatives	17. Appearance and Personality	18. Love and Relationships
Topics	Family trees, relatives, and birthdays	Hair, eyes, face, height, weight, and personality traits	Love relationships, domestic partnerships, same-sex partnerships, and marriage
Grammar	Nouns: Plural, Irregular Forms Determinatives: Possessives	Adjectives: Indefinite, Irregular Forms Adjectives: Comparison	Determinatives: Reflexive Possessive “sin” Verbs: Review of Tenses
Pronunciation	50 most challenging words and sentences	Birthday song	Stress in words
Functions	Asking for information about families	Identifying facial features, describing height and weight, making comparisons	Asking for information about family types
Tasks	Describing and discussing families	Describing people and birthday celebrations	Describing family types
Culture	Family structure, baptism, and confirmation	Metric system (kilos vs. pounds, centimeters vs. inches)	Family types, weddings, and Norse mythology

Kap. 16: Familie og slektninger

FAMILIEN LARSEN OG FAMILIEN RUD



øving a. FAMILIE

Read the text below and underline all the words for family members. Review the meanings of the family terms you have learned before and try to figure out the meanings of any new terms. As you read, write information from the text beside the name of each person in the family tree.

Sigrid Rud forteller:

Jeg har en stor og hyggelig familie. Jeg er gift med Erik Larsen, og vi har tre barn, en sønn og to døtre. Sønnen vår heter Anders, og døtrene våre heter Grete og Hanne. Anders er 13 år gammel og liker å kjøre snowboard og spille gitar. Grete og Hanne er ti og seks år gamle, og de er interessert i musikk og sport.

Mora mi heter Inger og er 65 år. Hun jobber som sykepleier på et sykehus i Oslo og trives godt med det. Faren min het Olav, men han døde i 1998. Vi savner ham fortsatt veldig. Svigerforeldrene mine heter Per og Anne Larsen. De er pensjonister og bor på Lillehammer. Om sommeren drar vi ofte på hytta deres.



Jeg har to søstre som heter Elin og Bente. De er begge gift og bor i Oslo-området. Mannen til Elin heter Geir, og de har en sønn på ni år som heter Terje. Mannen til Bente heter Lars, og de har to sønner, Ole og Bjørn. Mannen min, Erik, har to brødre som heter Espen og Stein. Jeg er ofte sammen med svogerne mine fordi vi har mange felles interesser. Stein er singel, men Espen er gift med Gro, og de har to nesten voksne barn. Marius er i militæret akkurat nå, og Trine skal begynne på universitetet til høsten. Jeg har til sammen fire nevøer og ei niese, og jeg liker godt å være sammen med dem og barna mine.



øving b.

SKRIVING

In the box on the left, match the Norwegian words for family members with the English equivalents by drawing a line from the Norwegian word to the English word. In the box on the right, match the collective terms for family members with two of the words listed on the far right by writing the letters on the line after the term.

norske ord

1. besteforeldre
2. en bestefar
3. ei/en bestemor
4. et barn
5. et barnebarn
6. en nevø
7. en svoger
8. ei/en svigerinne
9. en svigerfar
10. ei/en svigermor
11. svigerforeldre
12. ei/en niese
13. ei/en kusine
14. en fetter
15. ei/en tante
16. et søskenbarn
17. en onkel

engelske ord

- a. grandparents
- b. cousin
- c. nephew
- d. grandfather
- e. father-in-law
- f. grandchild
- g. niece
- h. brother-in-law
- i. female cousin
- j. parents-in-law
- k. child
- l. male cousin
- m. aunt
- n. uncle
- o. sister-in-law
- p. grandmother
- q. mother-in-law

- | | | |
|-------------------|-------|--------------------|
| 1. et ektepar | _____ | a. en bror |
| 2. besteforeldre | _____ | b. ei/en datter |
| 3. søskenbarn | _____ | c. en mann |
| 4. foreldre | _____ | d. ei/en kusine |
| 5. søsken | _____ | e. ei/en svigermor |
| 6. svigerforeldre | _____ | f. en bestefar |
| 7. barn | _____ | g. ei/en kone |



- h. ei/en mor
- i. ei/en søster
- j. ei/en bestemor
- k. en fetter
- l. en far
- m. en sønn
- n. en svigerfar



øving c.

FAMILIE

Look at Sigrid Rud's family tree on the previous page. Practice using the terms for family members by asking questions about how each person in the family tree is related to Sigrid. See examples below.

- ex.)** Hvem er Anders? Anders er sønnen til Sigrid.
 Hvem er Stein? Stein er svogeren til Sigrid.



Språktips

mine barn, dine barn og våre barn

In Norway today, there are many blended families. Here are several words that are useful in describing these families. ■

- | | |
|-------------|------------------|
| en stefar | ei/en stemor |
| en stesønn | ei/en stedatter |
| en halvbror | ei/en halvsøster |



Sivilstand

UGIFT SAMBOER GIFT / REGISTRERT PARTNER SEPARERT / SKILT ENKE / ENKEMANN



øving d.

SIVILSTAND

Listed above are the categories for marital status in Norway. What do they mean? In the texts below, circle the words related to marital status and the person's significant other. Are the categories for marital status in your country the same as in Norway, or are they different?

Mitt navn er Arne, og jeg er 28 år gammel. Jeg har en samboer som heter Liv. Hun jobber på et bibliotek, og jeg studerer ved Universitetet i Oslo.



Jeg heter Kristian, og jeg har en mann som heter Espen. Vi har vært sammen i 20 år, og vi inngikk partnerskap for 16 år siden. I 2009 gjorde vi om partnerskapet til ekteskap.



Jeg heter Berit og er enke. Mannen min døde for fem år siden, og jeg savner ham veldig. Heldigvis bor barna mine og familiene deres i samme by som meg, så jeg treffer dem ofte. Jeg har også mange venninner som jeg tilbringer mye tid med.



Jeg heter Hanne og er 34 år gammel. Jeg er ugift og har ingen barn, men jeg har en kjæreste som jeg er veldig glad i! Kjæresten min heter Ole, og han driver en sportsbutikk i Oslo.

Jeg heter Maria, og jeg er gift. Mannen min heter Andreas, og vi har ei datter som heter Mona. Andreas har også to barn fra et tidligere ekteskap, så jeg har to stesønner som heter Morten og Thomas.



Jeg heter Lars-Erik og er 53 år gammel. Kona mi heter Anne-Lise, og vi har tre voksne barn. Pål og Ellen bor i Oslo, og Bjørn bor i Trondheim.



Mitt navn er Bjørg, og jeg er skilt. Jeg har to barn som heter Henrik og Nora. De bor hos meg, men de er ofte sammen med faren sin i helgene og om sommeren.

Jeg heter Kjell og er 24 år gammel. Nå for tida er jeg singel og trives godt med det. Jeg går ofte ut på byen i helgene og treffer en del jenter, men jeg har ennå ikke funnet noen som jeg vil være sammen med.





øving e.

LYTTING

Listen to the descriptions of the families in the photos below. Find the photo that is being described and write down key words about each person in the photo, including name, family relationship, age, interests, etc.













Innblikk familier

In the past, the most common family type in Norway was **en kjernefamilie** (a nuclear family), consisting of a father, a mother, and at least one child. Today, there are still many nuclear families, but there are also blended families, single-parent families, and an increasing number of people who live alone. In addition, many of the recent immigrants to Norway live in **storfamilier** (large, intergenerational families), a cultural pattern common in their home countries. ■

Substantiv: Uregelmessige former

[NOUNS: IRREGULAR FORMS]

Below is an overview of the noun forms relating to family. The first group follows the pattern you have learned, and the rest have irregular plural forms.

Nouns	Indefinite singular	Definite singular	Indefinite plural	Definite plural
Regular nouns	en sønn ei/en tante ei/en kusine ei/en niese en nevø	sønnen tanta / tanten kusina / kusinen niesa / niesen nevøen	sønner tanter kusiner nieser nevøer	sønnene tantene kusinene niesene nevøene
Most one-syllable et-nouns	et par et barn	paret barnet	par barn	parene / para barna
Most en-nouns that end in -er	en fetter	fetteren	fettere	fetterne
Most en-nouns that end in -el	en onkel	onkelen	onkler	onklene
Nouns that have a vowel shift in plural	en far ei/en mor en bror ei/en søster ei/en datter	faren mora / moren broren søstera / søsteren dattera / datteren	fedre mødre brødre søstre døtre	fedrene mødrene brødrene søstrene døtrene

Bruk av substantiv

1) Indefinite singular is used the first time a singular noun is introduced, and it usually occurs with the indefinite article. However, note that the indefinite article is not used with collective nouns or before nouns in the predicate that describe occupation, nationality, or religion.

Jeg har **en bror** og **ei søster**. / Jeg er gift, og vi har **et barn**.

Jeg vil ha **frukt**. / Jeg liker **kaffe**. / Jeg lager ofte **pizza**.

Jeg er **lærer**. / Jeg er **amerikaner**. / Jeg er **muslim**.

2) Definite singular is used when the noun has already been introduced. It can also be used with possessives, demonstratives, and the definite adjective (presented in Ch. 21).

Jeg har en jobb på kontor. Jeg liker **jobben** godt.

Jobben min er fin. / Jeg liker denne **jobben**. / Jeg liker den nye **jobben**.

3) Indefinite plural is used the first time a plural noun is introduced. It often occurs after numbers or the adjectives **mange** (*many*), **flere** (*several*), or **noen** (*some*).

Har du **nieser** eller **nevøer**? Vi har tre **sønner**. / Vi har mange **slektninger**.

Jeg må skrive flere **oppgaver**. / Vi har noen **venner** fra Norge.

4) Definite plural is used when a plural noun has already been introduced. The definite form is also used with possessives, demonstratives, and the definite adjective.

Jeg har nye sko. Jeg liker **skoene** godt.

Skoene mine er pene. / Jeg liker disse **skoene**. / Jeg liker de pene **skoene**.



øving f.

SUBSTANTIV

Fill in the correct form of the noun listed in parentheses. Each sentence provides clear clues about which of the four noun forms to use. Circle the words in the sentence that help you decide which noun form to use.

1. (*en sønn*) Søstera mi har én _____, men jeg har tre _____.
_____ mine liker å spille fotball med _____
til søstera mi.
2. (*ei niese / en nevø*) Hvor mange _____ og _____ har du?
Jeg har ei _____ og to _____.
_____ mi er tre år gammel, og _____ mine
er fem år gamle.
3. (*et barn*) Broren min har to _____. Jeg snakker ofte med _____ hans i
telefonen.
4. (*en fetter*) Jeg har en _____ som heter Jan Erik. Han er like gammel som
meg og bor i Norge. Jeg gleder meg til å se _____ min til
sommeren. På den andre siden av familien min har jeg fem _____.
5. (*en onkel*) Har du mange tanter og _____?
Nei, jeg har bare ei tante og én _____. Tanta mi heter Merete,
og _____ min heter Frank.
6. (*en bror*) Kona mi har to _____ som heter Bjarne og Knut.
_____ hennes er veldig flinke til å synge.
De er med i et band sammen med meg og _____ min.
7. (*ei søster*) Monika har ei _____ som studerer i USA. _____ hennes
er interessert i administrasjon og ledelse.
8. (*ei datter*) Beate har fire _____, ikke sant?
Jo, _____ hennes heter Emma, Camilla, Elin og Linn.
9. (*ei bestemor / en bestefar*) Kristian har to _____ som lever. _____ hans heter
Emma og Ida. Begge _____ hans døde før han ble født.

Determinativ: Possessiv

[DETERMINATIVES: POSSESSIVES]

Possessives are words that express ownership or relationship, and you have used them many times in previous chapters even though you have not studied this grammar topic in detail.

- ex.)** Hva heter faren **din**? Faren **min** heter Pål.
Hva er telefonnummeret **ditt**? Telefonnummeret **mitt** er 79 23 03 11.

Now, we are going to look more closely at how they are formed. In Norwegian, possessives have the following characteristics:

- 1) The possessive occurs most commonly after the noun.
bilen **min**
- 2) The noun is in the definite form when followed by a possessive.
bilen **min**
- 3) The possessives for my, your, and our must agree in gender and number with the nouns they modify.

bilen **min** senga **mi** huset **mitt** pennene **mine**
bilen **din** senga **di** huset **ditt** pennene **dine**
bilen **vår** senga **vår** huset **vårt** pennene **våre**



- 4) Occasionally, you will see the possessive in front of the noun. In this position, it emphasizes who owns an object. Note that the noun is in the indefinite form when the possessive precedes it.

Det er **min** bil / **mitt** hus / **mine** sko!

Number	Masculine	Feminine	Neuter	Plural
1st person, singular	faren min <i>my father</i>	mora mi <i>my mother</i>	barnet mitt <i>my child</i>	foreldrene mine <i>my parents</i>
2nd person, singular	faren din <i>your father</i>	mora di <i>your mother</i>	barnet ditt <i>your child</i>	foreldrene dine <i>your parents</i>
3rd person, singular	faren hans <i>his father</i>	mora hans <i>his mother</i>	barnet hans <i>his child</i>	foreldrene hans <i>his parents</i>
	faren hennes <i>her father</i>	mora hennes <i>her mother</i>	barnet hennes <i>her child</i>	foreldrene hennes <i>her parents</i>
1st person, plural	faren vår <i>our father</i>	mora vår <i>our mother</i>	barnet vårt <i>our child</i>	foreldrene våre <i>our parents</i>
2nd person, plural	faren deres <i>your father</i>	mora deres <i>your mother</i>	barnet deres <i>your child</i>	foreldrene deres <i>your parents</i>
3rd person, plural	faren deres <i>their father</i>	mora deres <i>their mother</i>	barnet deres <i>their child</i>	foreldrene deres <i>their parents</i>



øving g.

POSSESSIV

Fill in the correct nouns and possessives. Remember to put the noun in the definite form and to place the possessive after the noun.

- Jeg har en liten familie: far, mor, ei søster og meg.
 _____ (*my father*) heter Torbjørn og er 43 år gammel.
 _____ (*my mother*) heter Kirsten og er 44 år gammel.
 _____ (*my sister*) heter Randi og er 15 år gammel.
- Du har en ganske stor familie. Du har en far, ei mor, to søstre og en bror.
 _____ (*your parents*) er lærere på en barneskole.
 _____ (*your brother*) studerer ved universitetet, og
 _____ (*your sisters*) går på videregående skole.



barn

In Norway today, most families have fewer children than in previous generations. 45% of families have 2 children, 28% have 3 children, and 20% have only 1 child.

et enebarn (*an only child*) ■

Source: SSB

- Andreas har mange slektninger. Alle _____ (*his grandparents*) er i live, og det er oldefaren _____ (*his*) også. _____ (*his uncles and aunts*) bor på Vestlandet, og han besøker dem ofte.
- Hilde er gift. _____ (*her husband*) heter Pål og er fotograf. Hilde har tre søsken, to brødre og ei søster. _____ (*her brothers*) heter Erik og Lars, og _____ (*her sister*) heter Ellen.
- Pål og jeg er gift og har tre barn. _____ (*our daughters*) er 10 og 8 år gamle, og _____ (*our son*) er 5 år gammel.
- Du og Monika er søsken. _____ (*your parents*) bor på Vestlandet, men _____ (*your grandparents*) bor på Østlandet. _____ (*your female cousins*) bor også der.
- Elisabeth og Morten er gift. _____ (*their children*) heter Sigrid og Lars. _____ (*their parents*) bor i Oslo.



øving h.

FAMILIETRE

Look back at the family tree on p. 4 and practice describing the family from different points of view using correct possessive forms. See examples below.

- ex.) 1st person, singular** Hei, jeg heter Sigrid. **Mannen min** heter Erik, og **barna mine** heter Anders, Grete og Hanne.
- 3rd person, singular** Dette er Erik. **Kona hans** heter Sigrid, og **barna hans** heter Anders, Grete og Hanne.
- 3rd person, singular** Dette er Grete. **Faren hennes** heter Erik, og mora hennes heter Sigrid.
- 3rd person, plural** Dette er Sigrid og Erik. **Barna deres** heter Anders, Grete og Hanne.

LIVET TIL MARIT I KORTE TREKK



1974: Jeg ble født i februar. Jeg hadde to eldre søsken, én bror og ei søster.

1975-76: Mamma passet meg hjemme og jobbet som dagmamma for tre andre barn.

1981-82: Jeg begynte i 1. klasse på barneskolen og fikk mange nye venner. Jeg likte å lese og skrive.

1989: Jeg var med i elevrådet på skolen og sang i ungdomskor. Jeg ble konfirmert i kirken vår om våren.



1987: Jeg begynte på ungdomsskolen. Det var gøy med nye venner, og jeg likte best naturfag. Jeg fikk tannregulering. Familien min fikk en hund, en liten Golden Retriever.



1990-1992: Jeg begynte på videregående skole og tok studieretning for allmenne fag, med fordypning i naturfag. Jeg lærte å kjøre bil og tok lappen.

1993: Jeg var rødruss, og vi feiret at vi var ferdige med videregående skole. Vi festet mye og laget en revy.

1993-1994: På høsten begynte jeg på folkehøgskole. Jeg traff mange nye mennesker, til og med min drømmeprins, Andrew, som var fra England.



øving i. LIVET TIL MARIT

Read the short texts about Marit above and on the next page. Do the exercises below.

Pre-reading: Marit is 41 years old, and these short texts comprise a timeline of her life. What events do you predict will be included in the timeline?

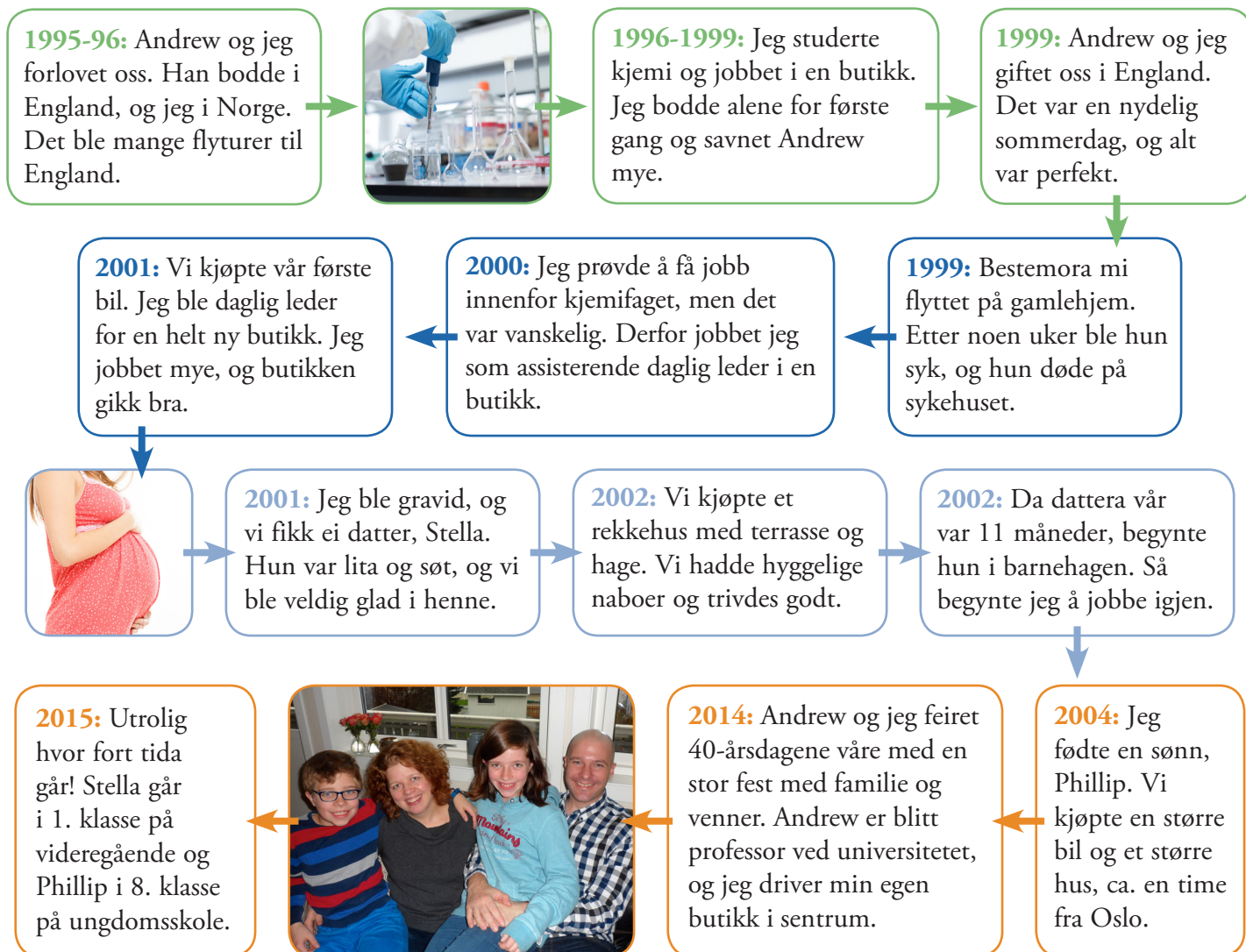
Reading: Write down the years in which the topics listed below are mentioned.

Barnefødsler: _____
Hus og hjem: _____
Skole: _____
Jobber: _____
Slektninger: _____

Venner: _____
Kjæledyr: _____
Interesser: _____
Frier: _____
Kjærlighet (love): _____

Post-reading: Describe when some of the events in Marit's life occurred. Start each sentence with the year and invert the subject and the verb after the adverbial. Do the same with events in your life.

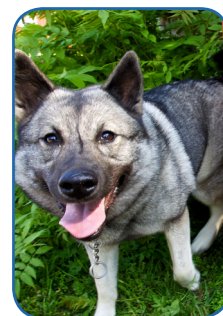
ex.) I 1974 ble Marit født. / I 1977 flyttet familien hennes til en blokkleilighet.



øving j. INTERVJU

Interview another student about family.

1. Hva heter foreldrene dine? Hvor gamle er de, og hva gjør de?
2. Hvor mange søsken har du? Hva heter de? Hvor gamle er de? Hva liker de å gjøre i fritida?
3. Er noen av søsknene dine gift? Har du en svoger eller ei svigerinne? Har du nieser eller nevøer? Beskriv dem.
4. Lever besteforeldrene dine? Hvor bor de? Hvor gamle er de?
5. Hvor mange tanter og onkler har du? Hvor bor de? Hvor ofte ser du dem?
6. Hvor mange fettere og kusiner har du? Beskriv én av dem.
7. Har du mann, kone, partner eller samboer? Har du kjæreste? Beskriv denne personen.
8. Har du barn eller barnebarn? Hva heter de, og hvor gamle er de?
Går de på skole eller jobber de? Hva liker de å gjøre i fritida?
9. Har du et kjæledyr – en hund, en katt, en fisk, et marsvin, en fugl eller en slange?
Hva heter kjæledyret ditt? Hvor lenge har du hatt det?





i fokus: norske seremonier



øving k.

NORSKE SEREMONIER

Below is an overview of the options Norwegians have for ceremonies and rituals that mark important points in people's lives. Study the text and discuss in English the importance of ceremonies and the types of ceremonies you have in your country.

Key words:

en dåp (*baptism*) • **en konfirmasjon** (*confirmation*) • **et bryllup** (*wedding*) • **en vielse** (*wedding ceremony*)
en begravelse (*a funeral*) • **ei/en kirke** (*a church*) • **kirkelig** (*church/religious*) • **borgerlig** (*civil*)

Dåp, konfirmasjon, bryllup og begravelse er viktige seremonier for familier i Norge, og mange av disse seremoniene er nært knyttet til kirken. Nedenfor ser du statistikken over menneskene som tar del i disse seremoniene i Den norske kirke.

Dåp	58 %
Konfirmasjon	62 %
Bryllup / vielse	35 %
Begravelse	90 %



i Innblikk religion

In Norway, 73% of the people are members of the Norwegian State Church (**Den norske kirke**). Some are members because they are religious, while others appreciate and respect the traditions of the church in Norway, including services on Christmas Eve and Easter Sunday, and ceremonies such as baptism, confirmation, weddings, and funerals.

Approximately 9% of the population is registered in other faith communities, such as Islam, Pentecostal congregations, and the Roman-Catholic Church. ■

Folk som vil ha alternativer til kirkens seremonier, kan velge å delta i borgerlige eller humanistiske seremonier arrangert av Den norske stat eller Human-Etisk Forbund. For eksempel er det veldig vanlig for folk å velge borgerlig eller humanistisk vielse, og det er også blitt populært å velge humanistisk konfirmasjon. I dag er det ca. 17 % som konfirmerer humanistisk. Humanistisk konfirmasjon er et tilbud fra Human-Etisk Forbund og består av et kurs i etikk og livssyn som avsluttes med en høytidelig seremoni. Dessuten tilbyr Human-Etisk Forbund humanistisk navnefest, vielse og gravferd.

Den norske kirke (Norwegian State Church)	Den norske stat (Norwegian Government)	Human-Etisk Forbund (The Norwegian)
Kirkelig dåp	—	Humanistisk navnefest
Kirkelig konfirmasjon	—	Humanistisk konfirmasjon
Kirkelig vielse	Borgerlig vielse	Humanistisk vielse
Kirkelig gravferd	—	Humanistisk gravferd



øving l.

DÅP

Study the photo series about baptism on the next page. Discuss the questions below with a partner. **Key words:** **en dåp** (*a baptism*) • **å bli døpt** (*to be baptized*)

1. Hva heter jenta som ble døpt? Når ble hun døpt? Hvem er hun oppkalt etter?
2. Hva betyr "fadder", tror du? Hvor mange faddere har den lille jenta?
3. Kom det mange mennesker til dåpen? Hva gjorde familien etter gudstjenesten?
4. Var det viktig (important) for familien å komme sammen på denne dagen?
5. Er det typisk for barn å bli døpt i familien din? Er du døpt? Har du faddere, og hvem er de?

Dåp: Bente forteller om dåpen til Dorthea



Vi heter Bente og Jostein, og dette er dattera vår som heter Dorthea. Hun ble døpt 11. april i Tonsen kirke i Oslo. Vi syntes det var viktig at dattera vår skulle få et navn fra familien vår. Derfor er Dorthea oppkalt etter oldemora til Jostein.



Etter gudstjenesten dro vi til foreldrene mine og spiste middag sammen. Det var en fin middag, og alle koste seg. Det betydde mye for oss at vi kunne samle hele familien på denne dagen.



Dette er familien til Jostein. Han har tre søsken, to søstre og en bror, og alle er gift.



Dorthea har fem faddere: søstera mi og svogeren min, venninna mi og søstera og svogeren til Jostein. I tillegg til fadderne kom hele familien i dåpen – besteforeldrene, grandtanta, tantene, onklene og søskenbarna til Dorthea.



Etter middagen tok vi mange bilder, men så ble Dorthea trøtt og sovnet. De voksne pratet, barna lekte og alle koste seg med deilige kaker.



Og dette er familien min. Jeg har også to søstre og en bror. Storesøstera mi er gift og har tre barn.

topp50

MEST UTFORDRENDE ORD OG SETNINGER

In *Sett i gang 1*, you focused on learning individual sounds in Norwegian, including vowels, diphthongs, and consonants. In *Sett i gang 2*, you will continue to review these sounds, but you will focus more on pronunciation at the sentence level. In the chart below, there is a review of the pronunciation topics from the first book on the left and an overview of the topics that will be presented in this textbook, including stress, tones, and syllable reduction, on the right.

a) Stress in words: It is common for the first syllable in Norwegian words to be stressed, but there are some words that receive stress on the second, third, or fourth syllables. These are often foreign words that have been imported into the Norwegian language.

b) Stress in sentences and questions: In Norwegian sentences and questions, it is typical for one or more words to be stressed. The stressed words are usually the ones that carry meaning, rather than the smaller words such as articles, pronouns, prepositions, and conjunctions.

c) Tones: Norwegian is one of the few languages that utilizes both stress and tone. There are two tones, one that starts low and rises while the other starts high, falls, and then rises again. When pronounced individually, every word in Norwegian will have either tone 1 or tone 2, but in the context of the sentence, only the words that are stressed will keep the tone.

d) Syllable reduction: Norwegian does not have written contractions. However, it is common to have syllable reduction when Norwegian is spoken at normal tempo, making it difficult to hear the individual words in the flow of speech.

Sounds	Examples	Stress and Tones	Examples
i	liten, briller	Stress: 1st syllable	slektning, sjekke
y	lys, stygg	Stress: 2nd syllable	familie, selvstendig
e	leve, elske	Stress: 3rd syllable	sosial, gratulere, tradisjon
ø	nevø, søster	Stress: Sentences	Jeg har to søstre. Vi møttes på en kafé. I fritida går de på kino. I sommerferien fikk jeg mitt første kyss.
a	sta, slank		
æ	er [ær], ærlig		
å	dåp, pålitelig		
o	kone, rolig		
u	kusine, ugrei	Stress: Questions	Har du barn? Skal du gifte deg i sommer? Hvor mange søsken har du? Hva liker barna å gjøre?
ei, au, øy, ai	grei, øyne		
silent consonants	glad, vennlig		
j	gift, jotun		
kj	kjærlighet, kyss	Tone 1	sønn, vennen
skj	skjegg, skilt	Tone 2	tante, gifter, koselig
r	rar, bror	Syllable reduction	Jeg kan ikke gå i bryllupet. Jeg skal ikke gå ut med henne. Jeg liker ham ikke.
l	lat, foreldre		
ng	tilbringe, ligne		

REPETISJON: ORD OG UTTRYKK

16. Familie og slektninger Betyr familien din mye for deg? Ja, familien min betyr mye for meg. Jeg er ofte sammen med familien min. Nei, familien min er ikke så viktig for meg. Jeg tilbringer ikke så mye tid med familien min.	16. Family and Relatives <i>Does your family mean a lot to you?</i> <i>Yes, my family means a lot to me.</i> <i>I am often with my family. </i> <i>No, my family isn't so important to me.</i> <i>I don't spend so much time with my family.</i>
Har du stor familie? Ja, jeg har en (ganske) stor familie. Nei, jeg har en liten familie.	<i>Do you have a large family?</i> <i>Yes, I have a (quite) large family.</i> <i>No, I have a small family.</i>
Hvem består familien din av? Familien min består av _____. (faren min, mora mi, broren min, brødrene mine, søstera mi, søstrene mine, mannen min, kona mi, partneren min, samboeren min, sønnen min, sønnene mine, dattera mi, døtrene mine, barnet mitt, barna mine, hunden min, hundene mine, katta mi, kattene mine)	<i>Whom does your family consist of?</i> <i>My family consists of _____.</i> <i>(my father, my mother, my brother, my brothers,</i> <i>my sister, my sisters, my husband, my wife,</i> <i>my same-sex partner, my domestic partner, my son,</i> <i>my sons, my daughter, my daughters,</i> <i>my child, my children,</i> <i>my dog, my dogs, my cat, my cats)</i>
Hva heter foreldrene dine? Foreldrene mine heter _____.	<i>What are your parents named?</i> <i>My parents are named _____.</i>
Hvor mange søsken har du? Jeg har _____. (en bror, to brødre, ei søster, to søstre)	<i>How many siblings do you have?</i> <i>I have _____.</i> <i>(a brother, two brothers, a sister, two sisters)</i>
Er du gift? Ja, jeg er gift. Nei, jeg er _____. (ugift, skilt, enke, enkemann, registrert partner, samboer)	<i>Are you married?</i> <i>Yes, I am married. No, I am _____.</i> <i>(unmarried, divorced, a widow, a widower,</i> <i>a registered partner, a domestic partner)</i>
Har du barn? Ja, jeg har _____. (et barn, to barn, tre barn, fire barn, en sønn, to sønner, ei datter, to døtre)	<i>Do you have children?</i> <i>Yes, I have _____.</i> <i>(a child, two children, three children, four children,</i> <i>a son, two sons, a daughter, two daughters)</i>
Lever besteforeldrene dine? Ja, jeg har _____. Nei, de er døde. (en bestefar, en farfar, en morfar, ei bestemor, ei farmor, ei mormor)	<i>Are your grandparents living?</i> <i>Yes, I have _____. No, they are dead.</i> <i>(a grandfather, a father's father, a mother's father,</i> <i>a grandmother, a father's mother, a mother's mother)</i>
Har du mange slektninger? Ja, jeg har _____. (en onkel, mange onkler, ei tante, mange tanter, en fetter, mange fettere, ei kusine, mange kusiner, en nevø, mange nevøer, ei niese, mange nieser)	<i>Do you have many relatives?</i> <i>Yes, I have _____.</i> <i>(an uncle, many uncles, an aunt, many aunts,</i> <i>a male cousin, many male cousins, a female cousin,</i> <i>many female cousins, a nephew, many nephews,</i> <i>a niece, many nieces)</i>
Ble du døpt, konfirmert eller gift? Ja, jeg ble _____. Nei, jeg ble ikke _____. (døpt, konfirmert, gift)	<i>Were you baptized, confirmed, or married?</i> <i>Yes, I was _____. No, I wasn't _____. (baptized, confirmed, married)</i>