

TEACH YOURSELF BOOKS

NORWEGIAN

The student will not find it difficult to acquire a working knowledge of modern Norwegian. The grammar is very easily grasped, English and Norwegian having developed along parallel lines. But because the correct use of the spoken and written word in Norway is harder, this book has been carefully prepared to help the reader overcome *all* the problems that he is likely to meet.

TEACH YOURSELF BOOKS

NORWEGIAN

A book of Self-Instruction in the Norwegian
Riksmål = Bokmål

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PUBLISHER'S NOTE

The Introduction was written by the late Dr Sommerfelt and the rest of this new edition by Mr Marm. The phonetic transcription is intended to serve above all a practical purpose, and specialists will therefore see at once on examining the book that the system adopted is not strictly phonological.

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INTRODUCTION

Norwegian is a Teutonic language closely related to the other Scandinavian languages: in fact educated Norwegians, Swedes and Danes usually understand each other without much difficulty. Among the Teutonic languages Scandinavian is closest to English and Dutch; the tribes who brought the English language to England came from those parts of North Germany which border upon Denmark. In Viking times Norsemen and Englishmen learnt to understand each other fairly easily and Norse and Danish words penetrated in large numbers into English.

Even now an Englishman will not find it very difficult to acquire a reading knowledge of modern Norwegian. Norwegian grammar is very simple, English and Norwegian having developed along parallel lines. But the correct use of the spoken and written word in Norway is beset with some special difficulties not usually met with in the same degree in other European languages. In order to understand these difficulties some knowledge of Norwegian linguistic history is required.

The Viking Age brought the Latin alphabet and literature to Norway from England. Old Norse, the language of Norwegian and Icelandic administration, became towards the end of the medieval period more and more different from spoken Norwegian. It had therefore to be kept up by scribal tradition.

In 1319 the Norwegian royal house became extinct and a Swedish king succeeded to the throne; towards the end of the century Norway was united to Denmark under one king, a union which lasted to 1814.

Norway had suffered terribly from the Black Death and the subsequent epidemics and also from the German Hansa which fleeced the country. A large number of low German words penetrated into the three Scandinavian countries at this time. The literary life of Norway declined and the distance between the old literary language and the spoken dialect which developed along the same lines as Danish, Swedish and Middle English became so great that Old Norse

was almost incomprehensible to the Norwegians of the sixteenth century. The country had no powerful centre, the language of which could impose itself. No wonder, therefore, that Danish, which was not so very different from Norwegian, became the written idiom of Norway. The king and the central administration were in Copenhagen and Denmark was then a much richer and more populous country than Norway.

After the Lutheran reformation Norway again got the beginnings of a literature; the Norwegian authors wrote Danish but they used a number of Norwegian words and also some Norwegian grammatical forms. Danish, however, did not become the spoken language in Norway. Danish-born officials, of whom there were a certain number, spoke Danish, but their children used Norwegian.

In the eighteenth century, perhaps already in the seventeenth, a common form of speech arose in the south-east which tended to spread, a form from which the one of the present two Norwegian languages, called the *Riksmål*, is descended.

The language of the townspeople of the south-east was composed of three main layers. On solemn occasions, e.g. in the pulpit, almost pure Danish was used. It was pronounced according to the Norwegian phonetic system, with occasional Norwegian grammatical forms and with a good number of Norwegian words. It was called *høitidssproget*, 'the solemn language'. The people spoke a local vernacular. The *bourgeoisie* used the so-called 'intermediate' or middle-class language with a mixed grammar and many more Norwegian words than the 'solemn language'. But there was no sharp division between these different standards. All classes of society knew the vernacular and used it or at least forms, words and expressions from it.

When Norway and Denmark separated, the influence of the Danish written language became stronger for a short time on account of the improvement of the schools which used Danish grammars. But soon there was a reaction. The poet Wergeland initiated a programme of norwegianizing the written language. The Norwegian folk-tales by Asbjørnsen and Moe in the 1840's used the Danish orthography and in most cases also the Danish grammatical forms, but they

kept as close as possible to the original and retained very many Norwegian words. The result was a simple, vigorous style recalling that of the old Norse Sagas.

Some people were, however, not content with a slow norwegianizing of the written standard. A philologist and author, Ivar Aasen, created in the middle of the century a wholly Norwegian literary language, which he built mainly on the more conservative western dialects and which he termed *Landsmål*. This literary language gained official recognition in the 1880's and several famous Norwegian authors have made use of it. The 'solemn language' and the middle-class language merged in the south-east, in the course of the century, into a spoken mixed Dano-Norwegian idiom, which was continually norwegianized. In other parts of the country the language of the *bourgeoisie* had a more local character, in certain respects less influenced by the written norm, in others more, e.g. in Bergen. But the official orthography was not changed. In many cases Norwegian word-forms and also grammatical forms were used when reading aloud the Danish written form. Danish has in many cases *b*, *d*, *g* in intervocalic positions where Norwegian has retained the old *p*, *t*, *k*. One therefore wrote *flyde* 'to run, to float', *kage* 'cake', *gabe* 'to yawn', but pronounced *flyte*, *kake*, *gape*. There were numerous alternating forms as the written norm influenced the pronunciation of forms which had a more or less literary character; many of the abstract terms were also Danish. Thus, for instance, one said *flydende* 'fluent' (from *flyte*), *bog* [bø:g¹] 'book', but plural [bøkær]. One also wrote *heste* 'horses', *kastede* 'threw', but pronounced *hester*, *kastet*.

Several Norwegian authors, among them Bjørnstjerne Bjørnson, adopted an orthography closer to the pronunciation, and in 1907 the first reform of the official literary standard was carried through. Now intervocalic *p*, *t*, *k* were introduced according to the spoken language and many Norwegian grammatical forms were adopted, e.g. the plural ending in *-er* instead of *-e*, and the preterite in *-et* instead of *-ede*. The reform was based on the usage among educated people in the south-east. The language of this class is called *Riksmål*, a term which was initiated by Bjørnson about 1890,

¹ Probably from *Bogen* (the Book), i.e. the Bible.

and which means 'state-language'. Now the official names of the two languages are *Nynorsk*, 'Neo-Norwegian' for *Landsmål* and *Bokmål* 'the book-language' for *Riksmål*.

In 1917 a new reform of the written *Riksmål* was passed. This went much further than that of 1907 and adopted the main orthographic principles on which written *Landsmål* is based. The use of the vowels *æ* and *e* was regulated on historical principles, so that *e* was introduced in many cases where *æ* had been the rule, the Danish *nd*, *ld* were replaced by *nn*, *ll* according to the pronunciation, and *nd*, *ld* were retained only in cases where Old Norse had the *d*. Short vowels in stressed syllables were indicated by the writing of a double consonant, e.g. *natt* 'night' instead of the older *nat*. The Swedish *ä* was adopted instead of *aa*. Many diphthongs were allowed, especially in optional forms, and there were numerous minor changes in grammatical forms. At the same time the written standard of the *Landsmål* was changed on some points in order to approximate it to the dialects of the east and to the *Riksmål*.

A third change was resolved upon in 1938 with the deliberate aim of preparing the amalgamation of the two languages. The orthographical changes in the *Riksmål* were not important, mainly *øy* for older *øi*, *meg*, *deg*, *seg* (the reflexive pronoun) for the previous *mig*, *dig*, *sig*, the dropping of the *h* before *v* in words of alien origin, e.g. *verve* 'enlist', the writing of *ll*, *nn* in a few cases for older *ld*, *nd*, e.g. *snill* 'kind', *funn* 'find', the doubling of *p* in the adverb *opp* 'up'. But in many cases diphthongs which previously had been optional now became compulsory. Some word-forms or grammatical forms which are not common among educated people in the south-east were introduced, some compulsory, e.g. *sju*, *sjuende* for *syv*, *syvende* 'seven, seventh', others as optional forms, e.g. *kem* for *hvem* 'who', *kval* for *hval* 'whale'. In *Landsmål* more forms from the east were made compulsory or optional.

Many foreign words, especially the numerous international terms of Greco-Latin, French or English origin, have been adapted to the new rules, e.g. *sensor*, *sensur* for the earlier *ensor*, *censur*, *sjåfer* for *chauffeur*. Already in 1917 a number of these adaptations had taken place and a step still further was taken in the subsequent reform of 1938.

At present the two languages have equal status. In the school the pupils have to learn to read and write both languages, while local school-boards have to determine which of the two is to be the chief language. The *Landsmål* is mostly used in the west and the centre and the *Riksmål* in the south-east and the north. Both languages have rich literatures and much of both literatures has a strong regional character. Many *Riksmål* writers use dialect words and forms, especially in the dialogue.

Place-names, of which formerly the general elements were written according to the forms of the Dano-Norwegian and later the *Riksmål* standard, are now subjected to special rules which usually coincide with those of the *Landsmål*, though some local variations are used in order not to make the written form too different from the local pronunciation. Therefore names on older maps ending in *-ø* 'island', now have *-øy* (with the article *-øya* or *øyi* for older *-øen*); other examples are: *-fjeld* 'mountain', now *-fjell*; *bæk* 'small river, stream', now *-bekk*; *åen* 'the river', now *-åa* or *-åi*; *-vand*, *-vann* 'lake'; *-gaard*, *-gård* 'farm', now *-gard*.

The spoken language of the south-east exercises a powerful influence all over the country, though it has not got the same social *prestige* as Southern English or Parisian French. It is the language of the capital and the richest and most populous part of the country. All the main papers use the *Riksmål* and through the radio it penetrates everywhere, though the *Landsmål* is, of course, also broadcast.

The development of the *Riksmål* from being a mixed Dano-Norwegian language into a really Norwegian one which is now taking place has created a curiously fluctuating standard which entails many pitfalls for the foreign learner. A diphthong, the use of the feminine or of certain verbal forms indicate *nuances* of style and sentiment which cannot be used correctly without a really thorough knowledge of the language. A foreigner ought, therefore, to be careful in using them and should to begin with adopt a rather conservative attitude.

In 1951 Parliament instituted a special body to serve as consultants to the Government on linguistic questions, a Norwegian linguistic commission (*Norsk språknemnd*). In this work the Commission is to further an amalgamation of

the two languages. It is composed of 30 members, 15 for each of the two languages, representing linguists, authors, journalists, teachers of Norwegian, and the Norwegian State Broadcasting System. In 1959 a set of rules for the written forms to be used in the schools was issued by the Commission. From a strictly orthographic point of view there are few changes from the rules of 1938, the rules dealing mainly with a regulation of the grammatical forms. The fact that the Commission is to further the amalgamation of the two languages brought on an exacerbation of the linguistic fight.

Then in 1964 the Government charged a new commission with a report on the whole linguistic situation of the country in the hope of finding means of reducing the conflict which has serious consequences, especially for the schools, as most newspapers and authors do not observe the new rules. The Commission's report was submitted in Spring 1966, but was not debated by the Norwegian Parliament until 1970, and the issues are still being awaited at the time of going to press.

This book has tried to keep as near the 1938 Spelling Reform as is considered convenient from a pedagogical point of view. The phonetic description is based upon the pronunciation of educated people in Oslo and the south-east, but the main differences between this standard and the pronunciation used by speakers of *Riksmål* from other parts of the country are indicated. In Bergen educated speech differs in many ways from that of Oslo, not only in pronunciation, but also in grammar. Many forms which are now obsolete in the south-east are still in use there.

PART I

CHAPTER I
THE SOUNDS IN NORWEGIAN

The Norwegian Alphabet

1. The following twenty-nine letters are used in Norwegian. The phonetic transcription of the pronunciation of these letters is given in square brackets.

<i>Capitals</i>	<i>Small letters</i>	<i>Pronunciation</i>	<i>Capitals</i>	<i>Small letters</i>	<i>Pronunciation</i>
A	.. a	.. [aː]	P	.. p	.. [pɛː]
B	.. b	.. [bɛː]	Q	.. q	.. [kʉː]
C	.. c	.. [sɛː]	R	.. r	.. [ærr]
D	.. d	.. [dɛː]	S	.. s	.. [ess]
E	.. e	.. [ɛː]	T	.. t	.. [tɛː]
F	.. f	.. [eff]	U	.. u	.. [uː]
G	.. g	.. [gɛː]	V	.. v	.. [vɛː]
H	.. h	.. [hɔː]	W	.. w	[ˈdɔbbɛltvɛː]
I	.. i	.. [iː]	X	.. x	.. [ɛks]
J	.. j	.. [jɔdd]	Y	.. y	.. [yː]
K	.. k	.. [kɔː]	Z	.. z	.. [sett]
L	.. l	.. [ell]	Æ	.. æ	.. [æː]
M	.. m	.. [emm]	Ø, Ö	.. ø, ö	.. [øː]
N	.. n	.. [enn]	Å	.. å	.. [ɔː]
O	.. o	.. [oː]			

PRONUNCIATION

2. There is far less disagreement between spelling and pronunciation in Norwegian than in English. With a fair chance of success one should therefore be able to read the correct pronunciation out of the spelling after a short survey of the sounds. Words that do not comply with the ordinary rules for the pronunciation of written Norwegian will be specially marked in phonetics.

The Vowels—Length

3. Norwegian long vowels are pure as in French and Italian and not diphthongized as in English. Norwegians also make a clear distinction between long and short vowels and consonants. A long vowel is expressed in the phonetic transcription used here by the sign *ː* after the vowel. As a general rule stressed vowels are long in open syllables, e.g. *la* let, or followed by a short (single) consonant, e.g. *mat* food,—short in closed syllables, i.e. before double consonants or a consonant group, e.g. *katt* cat, *elg* elk. In other words, if the consonant is short (single), the vowel is long; if on the other hand the vowel is short, the consonant must be long (double).

Examine carefully these pairs:

long vowel:	short vowel:
<i>pen</i> pretty	<i>penn</i> pen
<i>tak</i> roof	<i>takk</i> thanks

Exception:

m is never written double when final, although the preceding vowel is usually short: *lam* lamb or lame, *hjem* home, *rom* room.

4. **a** when long is pronounced almost like the English **a** in the word **father**, Norwegian *far*. Other examples: *ja* yes, *rar* funny, strange, *male* to paint. A word of warning! The long vowels must not be clipped off, make them really long!

a when short has no real counterpart in English, e.g. *katt* cat. The Norwegian **a** in *katt* comes very near the sound of English **u** in **cut** and the American **o** in **college** and **cotton**. That information may be of help to the beginner.

Practise on these words:

Long **a** in open syllables *far* father, *bare* only, *rar* funny, strange. Note the **r** must be clearly pronounced in these words. Further: *tale* to speak, *sak* matter, *sa* said.

Short **a** in closed syllables: *mann* man, *land* [lann] country, *katt*, or *takke* to thank, *vaske* to wash.

5. **e** has almost the same quality as English **e** in **let**. When long it is somewhat tenser, more like **e** in the French word for summer, *été*. Special care should be taken not to diphthongize it—keep the same sound all through **e—e**, not **e—i**.

Long **e** is found in: *se* see, *le* laugh, *pen* pretty, *del* part, *det* [de:] it.

Note: before **r** short **e** usually gets a much more open pronunciation, almost like the **a** in English **bad**, in phonetic transcription [æ], examples: *sterk* [stærk] strong, *herre* [ˈhærrə] gentleman, *verre* [ˈværrə] worse.

Long in: *her* (hær) here, *der* [dær] there, *er* [ær] is *hver* [vær] each.

6. In unstressed syllables **e** is pronounced as [ə].

gate [ˈgɑtə] street, *nese* [ˈnɛsə] nose. It is a lowered and retracted **e** corresponding fairly well to English [ə] in **effort** [ɛfət].

We have already met it in some words above: *herre*, *verre*, *kake*, *tale* to speak. The infinitive ending of most Norwegian verbs is **e** pronounced [ə].

7. **i** when long is tenser than its nearest English equivalent in words like **see**, **bee**, **tree**. The tongue is more raised and the corners of the lips are drawn well back.

Examples: *si* to say, *ti* ten, *smil* smile, *fin* fine, *rik* rich, *bris* breeze.

When short the position of the tongue is slightly lower: *litt* a little, *finne* to find, *drikke* to drink, *vill* wild, *mild* [mill] mild, *snill* good, kind, *silke* silk.

8. **y** is not found in normal English. It is an **i** pronounced with rounded lips, approximately the French **u** in **lune**. Start with a long **i** sound, then round the lips gradually.

Long **y** in *by* town, *ny* new, *fy!* (interj.) fie! shame!, *sy* to sow, *lyn* lightning, *lys* light, short in *stygg* ugly, *tynn* thin, *lykke* happiness, luck.

9. **ø, ö.** This vowel is not found in English. It is an **e** pronounced with rounded lips. To an English ear it sounds very much like the sound of [ɜ:] in **word, heard, bird**, and this sound can be used when a stronger rounding of the lips is added to it. The German **ö** or French **eu** in **peur** can be substituted.

Examples: Long in *dor* door, *søt* sweet, short in *nøtt* nut, *høst* autumn.

10. **u.** The Norwegian **u** is a difficult sound for foreigners because it is narrower and pronounced more to the front than is usual in most other languages. It corresponds fairly well to the English variety in **few**. The Englishman must take care not to use his **u** in words like **foot** or **full**.

Examples: *gutt* boy, *ut* out, *lur* cunning, *mur* stone wall.

11. **o.** Written **o** has two pronunciations in Norwegian, [o] or [ɔ].

(a) The first is [o] which is very narrow and pronounced with pursed lips—well rounded. Say **oo**—and then round the lips as much as you can.

Examples: *foot* foot, *book* book, *took* took, *god* [goɔ] good. The [o] sound is generally long. There are a number of exceptions, however, when it is short, especially in front of **-rt**, **-st**, **-m** and **-nd**, but no strict rules exist.

Examples: *bort* away, *port* gate, *ost* cheese, *rom* room, *lomme* pocket, *ond* [onn] bad, wicked.

In some cases this sound is also written **u**, viz. in front of **m**, **kk**, **nk** and especially **ng**:

dum stupid, *drukket* drunk, *munk* monk, *ung* [onŋ] young.

Here the sound is always short.

(b) When the **o** is short its pronunciation reminds one of English **o** in **doll** or **Molly** although it is placed higher in the mouth.

Examples: *tolv* [toll] twelve, *holde* [hølle] hold, *kort* [kɔrt] short or card. In some rare cases it is pronounced long: *søve* [ˈsø:və] to sleep, love [ˈlɔ:və] to promise, *doven* [ˈdɔ:vən] lazy.

12. **å** comes very near to the last-mentioned sound which is named after it in the alphabet: the **å**-sound. It is

usually long and its nearest equivalent in English is the vowel in **call** [kɔ:l] although the Norwegian sound is slightly narrower.

Examples: *på* (prep.) on, *få* get, *hår* hair, *båt* boat.

13. **æ** corresponds fairly well to the English **a** in **cat**, only it is a little less open. It appears usually in front of **r**. Long in: *lære* [ˈlæ:rə] to learn, teach, *være* [ˈvæ:rə] to be, *bær* [bæ:r] berry.

Short in: *lært* [læ:rt] learned.

Before other consonants it is pronounced [eɪ]: *fæl* [fe:l] ugly, *nasty*, *hæl* [he:l] heel.

Diphthongs

There are three important native diphthongs in Norwegian, written:

ei øy au

14. **ei** is easy, as English has more or less the same sound in words like: **hate, say, vain**.

Examples: *vei* road, *stein* stone, *seig* tough, *reise* to travel.

15. **øy** on the other hand has no equivalent in English. It is composed of an ordinary [ø] followed by an [i] with faintly rounded lips. An Englishman is apt to render it **oi**. Keep the **ø**-sound distinct! Practise on: *øy* island, *øye* eye, *tøy* cloth, material, *høy* high, tall.

16. **au** is pronounced [øu].

Examples: *au!* interjection of pain, *haug* [høu] small hill, *sau* sheep, *tau* rope.

To start with an Englishman will quite naturally use his nearest native diphthong **ow** in **how** in such words. Take therefore extra care to pronounce the **ø** element quite distinctly.

The Consonants

17. When talking or reading Norwegian an Englishman can use most of his native consonant sounds such as **b, d, f**, his **hard g, h, k, m, n, p, t, v**. (The letters **c, q, w**, and **z** are found in the alphabet but are used only in foreign words.) Examples: *bade* bathe, *foot* foot, *gate* street, *ha* have, *kake* cake, *mann* man, *nå* now, *Venus* Venus.

18. However, for the voiced **s** in **is**, the **j** sound in **joke** or the **th** sounds in **thin** and **this** he will not find any counterpart.

19. On the other hand there are a few consonant sounds which an Englishman lacks or which are not represented by any specific letter, first of all the one written **kj**, in phonetics written [ç]. This sound will need special attention. If he has some smattering of German he is well off, as **kj** is pronounced like the German **ch** sound in the pronoun **ich**. A similar sound may be observed in English in the beginning of words like **hue, human, huge**. Advice: Start from such words, making the initial sound much tenser.

Note: When **k** precedes **i** and **y** we get as a result the same sound [ç].

Drill: <i>kjær</i> dear	<i>kjøve</i> drive
<i>kirke</i> church	<i>kinn</i> cheek
<i>kyss</i> kiss	<i>kyst</i> coast

20. **j** corresponds to English **y** in **yes, young, year**. A few letter combinations result in the same sound: **gj, hj, lj** (only very few occurrences).

Examples: *ja*, yes, *gjemme* to hide, *hjem* home, *hjul* wheel, *ljome* echo.

21. **g**. In front of **i, y**, or **ei** (very few examples): the **g** is made 'soft' and is pronounced as [j], e.g. *gi* give, *gift* married, *begynne* [bø'jynnə] begin, *geit* [jeit] goat. In other positions the **g** is just like the English **g** in **gate, get, goat**.

ng, however is pronounced [ŋ] as in many English words,

e.g. *ring*, long-Norw. *ring, lang*. But whereas the English pronounce the **g** in words like *finger, longer* the Norwegians do not. [Fijŋor, lenŋor].

22. 1. Take care to use the **l** in **letter** and not the sort called 'bottle' **l** exemplified in **full, bill**.

Note: In eastern Norway (and also in some northern parts of the country) there is another variant of **l**, the 'thick' **l** used in the dialects and very colloquial speech, but it is avoided in more guarded language.

23. **r** requires special attention. In the eastern part of Norway the **r** is trilled, but not so strongly trilled as in those parts of the British Isles that still retain the trilled **r**, for instance Scotland.

Note: People of south-western Norway use a uvular **r** similar to that which is heard in Parisian French.

Examples: *rar* funny, strange, *ring* ring, *hår* hair, *larm* big noise. Before a voiceless consonant the **r** tends to become voiceless, e.g. *skarþ* sharp.

The Combinations **rt, rd, rl, rn**

24. In such positions the **r** loses its trill and is assimilated with the **t, l, n** and sometimes **d**. At the same time these dentals are retracted and pronounced just behind the upper teeth-ridge. They are therefore in phonetic terminology called *retroflex*, which is indicated by a dot underneath them: [ṭ, ḍ, ḷ, ṇ].

The **r** in this case is similar to, but not identical with, the American one before dentals.

Different degrees of assimilation of the two sounds may be heard in more careful speech, the **r** sometimes remains as an untrilled sound, here written [r], sometimes the assimilation is complete.

Examples:

kart [kaʀt] map
fart [faʀt] speed
bort [boʀt] away

ferdig [ʏfæḍdi, ʏfæʀdi], ready,
 finished

Before $r̥$ and $r̥ŋ$ the vowel is always long.

<i>Karl</i> [karːr̥] Charles	<i>barn</i> [barːr̥ŋ] child
<i>ærlig</i> [ˈæːr̥li] honest	<i>korn</i> [korːr̥ŋ] grain
<i>sørlig</i> [ˈsøːr̥li] southerly	<i>ørn</i> [øːr̥ŋ] eagle

As already indicated **d** is less frequent than **l** and **n**. The pronunciation [rd] is common in words of a more or less literary character such as:

<i>lærd</i> [lærd] learned	<i>mord</i> [mord] murder
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Note: South and West Norway does not use retroflex sounds.

The Combinations **sj**, **skj** = English **sh**-sound

25. The sign used in the phonetic alphabet is [ʃ].

Examples:

<i>sjø</i> [ʃøː] sea	<i>skjev</i> [ʃeːv] oblique
<i>sjel</i> [ʃeːl] soul	<i>skjorte</i> [ʃoːr̥tə] shirt
<i>sjelden</i> [ˈʃeldn̩] seldom	<i>skjære</i> [ˈʃæːr̩e] to cut, shear

The symbol $n̩$ in [ˈʃeldn̩] indicates that the consonant n here functions as a syllable.

26. **sk** before **i**, **y**, and the diphthong **øy** also gives **sh** [ʃ] as a result.

ski [ʃiː] ski, *sky* [ʃyː] cloud, *skøyter* [ˈʃøyt̩ər] skates.

Other instances of **sh**-sound

27. (1) After **r**, **s** is, as a rule, pronounced [ʃ] in the east, the **r** disappearing or being reduced as before **t**, **l**, **n**.

<i>norsk</i> [nɔːk] Norwegian	<i>verst</i> [væːʃt] worst
<i>vers</i> [væːʃ] verse	<i>person</i> [pæːʃɔːn] person
<i>Lars</i> (Christian name) [laːʃ]	

Also in juxtaposition as in **for sent** pronounced [fɔː ʃeːnt] = too late.

(2) In the combination **sl** at the beginning of a word the **s** becomes [ʃ] in the east and the **l** > [l̩].

Examples: *slank* [ʃl̩ŋk] slim, *slik* [ʃliːk] such, *slå* [ʃl̩ɔː] beat.

If the **s** and **l** belongs to different syllables 'thick' **sl** is the rule in popular speech, while educated speech would prefer 'thin' **s̩l**.

rusle [ˈruslə] loiter, *Oslo* [ˈoslo], vulgar [ˈos̩l̩o].

Mute Consonants

28. **g** is mute in adjectives and adverbs ending in **-ig** and **-lig**.

stendig [ˈstax̩di] constantly, *ærlig* [ˈæːr̥li] honest, *deilig* [ˈdeili] delicious.

29. **d** is mute at the end of a word after **r**, at the same time lengthening the vowel.

gård [gɔːr] farm, building, *hård* [hɔːr] hard, *jord* [jɔːr] earth, *bord* [boːr] table.

Very often after a long vowel. *god* [goː] good, *rød* [røː] red, *stod* [stoː] stood.

30. **ld** and **nd** are usually assimilated into **ll** and **nn** in the spoken language.

holde [ˈhollə] hold, keep, *land* [lann] land.

31. **t** is mute in the definite form of the neuter nouns: *huset* [ˈhuːsə] the house, and in the neuter pronoun *det* [dɛː] it.

32. **h** is silent before **j** and **v**.

hjem [jemm] home, *hvem* [vemm] who (interrogative), *hjelp* [ˈjelpə] help, *hvor* [vorr] where.

33. **v** is silent in a few words:

selv [sell] self (but inflected [ˈselvə]), *halv* [hall] half, *tolv* [toll] twelve, *sølv* [søll] silver.

Stress

34. The stress signs used in this book are [ˈ] (in the case of 'single tone') and [ˌ] (in the case of 'double tone') before the stressed syllables. For the two 'tones' see paragraphs 36-41.

As in English the stress in Norwegian lies normally on the first syllable of a word. But the student will find a lot of exceptions to this rule, especially in connection with foreign

words and words with certain prefixes. First of all those of German origin. Ex. **be**, **ge**, **er** [ær], and to a certain extent **for** [fɔr].

Ex. *betale* [bɛ'ta:lɛ] to pay, *begynne* [bɛ'jynnɔ] to begin, *gevær* [gɛ'væ:r] rifle, *erfare* [ær'farɔ] to experience, *forandre* [fɔr'andrɔ] to change, *forklare* [fɔ'klairɔ] explain.

However, it would take too long to list all the exceptions here, so the student is referred to the vocabulary, where words spelt in the ordinary way are sometimes given stress marks.

35. Special attention should be paid to words of Romance and Greek origin the majority of which are, in opposition to English, stressed on the last syllable, e.g. those ending in:

-sjon [ʃɔn]	<i>stasjon</i> station, <i>nasjon</i> nation
-al [a:l]	<i>sosial</i> social, <i>kapital</i> capital
-ell [ell]	<i>hotell</i> [ho'tell] hotel, <i>modell</i> [mo'dell] model
-ant [ant or aŋŋ]	<i>interessant</i> [int(ə)rɛ'saŋŋ] interesting <i>restaurant</i> [rɛstu'raŋŋ] restaurant
-ent [ent]	<i>student</i> [stu'dent] student <i>korrespondent</i> [kɔrɛspɔn'dent] correspondent
-ment [ment or maŋŋ]	<i>regiment</i> [regi'ment] regiment. With French pronunciation, e.g.: <i>departement</i> [depa'tɛ'maŋŋ] ministry, <i>kompliment</i> [kɔmpli'maŋŋ] compliment
-inne [ˈinne]	<i>lærerinne</i> [lærɛr'innɔ] schoolmistress, <i>venninne</i> [ven'innɔ] friend (female)
-eri [ɛ'ri:]	<i>bakeri</i> [bakɛ'rɪ:] bakery, <i>meieri</i> [meiɛ'rɪ:] dairy
-ere [ɛrɛ]	in a great number of verbs: <i>konferere</i> confer, <i>levere</i> deliver, hand
-log [lɔ:g]	<i>teolog</i> theologian, <i>psykolog</i> psychologist
-ist [ist]	<i>sosialist</i> socialist, <i>artist</i> artist (in circus)
-ikk [ikk]	<i>teknikk</i> [tek'nikk] technics, <i>politikk</i> [poli'tikk] politics, and a host of others with various foreign endings:
-(t)itt	<i>appetitt</i> appetite
-anse [aŋsɛ]	<i>balanse</i> balance

-fon and **-graf** *telefon*, *telegraf* telephone, telegraph

[fɔn, gra:f]

-tur [tu:r]

kultur, *natur*, *temperatur* culture, nature, temperature

-ør [ø:r]

direktør director

-(t)i [(t)i:]

demokrati democracy

-tet [ˈtɛt]

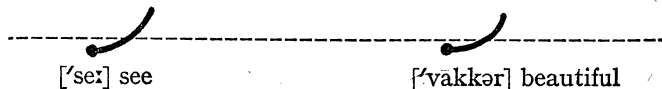
universitet university, *kvalitet* quality

Intonation

The two 'tones'

36. A most peculiar and interesting feature about the Norwegian language is the existence of two various types of speech melody—the two 'tones', the Single Tone and the Double Tone, which it has in common with the Swedish language alone. The tones are used in combination with stress.

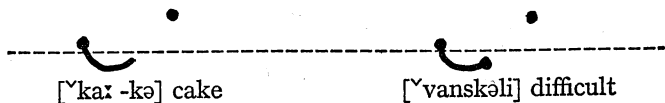
37. The single tone starts rather low, then rises to a high note towards the end of the word, diagrammatically represented as:



The single tone is first of all used in words of one syllable, but is also found in a great many words of several syllables, especially those ending in **-el**, **-en**, **-er**, like *middel* ['midl] means, remedy; *verden* ['vɛrdn] world, and the example above: *'vakker*. However, the so-called nomina agentis in **-er** indicating a profession, take the double tone, e.g. *baker* baker. Single tone occurs also in most loanwords, e.g. *'kaffe* coffee and certain compounds in which the first element is a single syllable noun ending in a vowel, e.g. *skitur* ['ʃirtu:r] skiing trip.

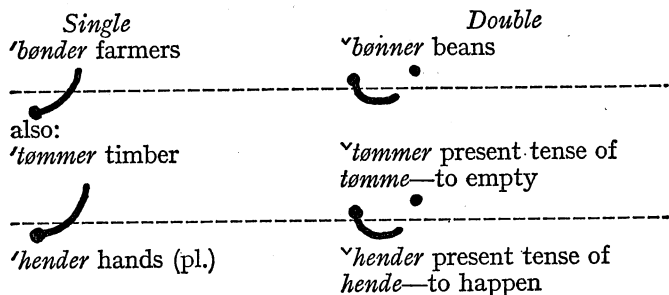
38. The double tone, which is chiefly found in words of two or more syllables, starts on a higher note than the single

tone, falls about three tones, then rises again to a higher pitch than the start, something like:



39. The marking signs for tones are [˘] for single tone and [˘˘] for double tone placed at the beginning of the syllable in question. As tone and stress accompany each other the same signs are used for both purposes. See para. 34.

40. Sometimes words which otherwise sound identical may be distinguished by the two tones, the classical example being:



41. A foreigner will need a good bit of ear-training to notice clearly the different cadences and considerable practice to master them. So to start with you ought not to bother too much about such fine technicalities. But do listen to Norwegian broadcasts to get used to the speech melody.

As the two tones are also linked up with grammatical points you will find more about this subject under the various sections of grammar.

PART II GRAMMAR

CHAPTER II

THE NOUN—GENDERS

42. Before the last major spelling reform there were only two genders in written Norwegian (as in Swedish and Danish), called 'the common gender' (comprising both the old masculine and feminine genders) and 'the neuter' gender, from now on abbreviated as c. and n.

The new spelling reform, however, also gave a certain room for the feminine gender on account of its existence in all Norwegian dialects except that of Bergen.

It is compulsory first of all in words describing Norwegian country life and scenery.

The student, however, had better assume only two genders: the common gender and the neuter gender, as he will meet these in most books and papers and, apart from a few nouns, in the speech of most '*riksmåls*-speaking' people. Only a few feminine forms will be used in this book.

The Articles

The different genders are shown by the articles, the definite and the indefinite article.

The Indefinite Article

43.	Masculine	Feminine	Neuter
	en	ei (en)	et

Examples: *en stol* a chair, *ei (en) mark* a field, *et hus* a house.

The Definite Article

44. This article, in Norwegian, is suffixed to the noun, in striking contrast to most other European languages. In the masculine and neuter forms it is identical with the indefinite article.

Masculine	Feminine	Neuter
<i>stol-en</i> the chair	<i>mark-a</i> the field	<i>hus-et</i> the house
<i>kake-n</i> the cake	<i>høne-a</i> the hen	<i>eple-t</i> the apple

45. As no satisfactory rules can be formulated with regard to gender, the student should learn the words by heart, as he has to do with German and French nouns. He should therefore take care never to say: house = *hus*, but 'a house' or 'the house' = resp. *et hus* and *huset*. In other words he should associate the noun with one of its articles.

Naturally male beings such as *gutt* boy, *mann* man, *lærer* teacher, *snekker* joiner, *konge* king, and *prins* prince, and female beings like *dronning* queen, *pike* girl, *kvinne* woman, are of common gender (which as we know comprises masc. and fem.).

46. In a compound word the last element determines the gender of the noun. Thus *et pikenavn* a girl's name; *pike* is common g. and *navn* neuter g.

CHAPTER III

PLURAL OF NOUNS

The plural endings should not cause the foreigner too much difficulty. The following rough and ready rule may be set up initially:

The Indefinite Plural

47. (1) Nouns of the common gender (and also feminine gender) take **-er** (or only **-r** after unstressed **e**) in the indefinite plural. Examples: *stol-er* chairs, *kake-r* cakes, *mark-er* fields, *høne-r* hens; but **-er** in *skje-er* spoons, *idé-er* ideas, because the **e** is stressed.

(2) In the neuter nouns there are two possible plural forms, largely dependent upon the number of syllables in the word.

(a) Most neuters consisting of two or more syllables follow the same rule as the common gender, especially those ending in an unstressed **-e**, e.g. *eple-r* apples.

(b) Nearly all neuters consisting of one syllable, on the other hand, take no ending in the plural, for example *hus*, pl. *hus* (cf. old English neuters **sheep**, **deer** with no ending in the plural).

The Definite Plural

48. The definite plural is the same for all genders, **-ene** or **-ne** in words ending in an unstressed **-e**. Examples: *stol-ene* the chairs, *kake-ne* the cakes, *mark-ene* the fields, *skje-ene* the spoons, *idé-ene* the ideas, *høne-ne* the hens, *hus-ene* the houses, *eple-ne* the apples.

The complete paradigm will then give this picture:

c. gender	<i>en stol</i>	<i>stolen</i>	<i>stoler</i>	<i>stolene</i>
	<i>en skje</i>	<i>skjeen</i>	<i>skjeer</i>	<i>skjeene</i>
	<i>en kake</i>	<i>kaken</i>	<i>kaker</i>	<i>kakene</i>
f. gender	<i>ei/en mark</i>	<i>marka</i>	<i>marker</i>	<i>markene</i>
n. gender	<i>et hus</i>	<i>huset</i>	<i>hus</i>	<i>husene</i>
	<i>et eple</i>	<i>eplet</i>	<i>epler</i>	<i>eplene</i>

Note: Nouns ending in **m** double this final consonant in the plural besides the definite form singular, e.g.

<i>en dam</i>	pond	<i>dammen</i>	<i>dammer</i>	<i>dammene</i>
<i>et rom</i>	room	<i>rommet</i>	<i>rom</i>	<i>rommene</i>

Intonation: One-syllable nouns have single tone in all forms in the singular, the definite article having no influence on the intonation. In the plural, however, they usually change into double tone.

One-syllable neuters are more unstable in this respect than are the common gender nouns, *dýrene* the animals, *benene* the legs, take single tone while *husene* the houses, *landene* the countries, take the double.

Exercise 1

(a) Decline the following nouns:

en sjø a sea, *et dyr* an animal, *en gate* a street, *en vei* a road, *en gutt* a boy, *en by* a town, *et belte* a belt.

Numbers from 1 to 7

<i>en, n. ett</i>	= one
<i>to</i>	= two
<i>tre</i>	= three
<i>fire</i>	= four
<i>fem</i>	= five
<i>seks</i>	= six
<i>sju</i>	= seven

(b) Translate the following words:

two boys, four girls, seven apples, two loaves, five fishes.
 a loaf = *et brød* a fish = *en fisk*

Irregular Plurals

These details may conveniently be studied during the revision.

49. (1) Contractions in the plural.

If nouns end in **-el** or **-er** the **e** is dropped when the plural ending is added. At the same time a double consonant will be reduced to single.

<i>en 'regel</i> a rule	<i>regelen</i>	<i>regler</i>	<i>reglene</i>
<i>en 'sykkel</i> a bicycle	<i>sykkelen</i>	<i>sykler</i>	<i>syklene</i>
<i>et 'middel</i> a means	<i>mid(de)let</i>	<i>midler</i>	<i>midlene</i>
<i>et ek'sempel</i> an example	<i>eksemp(e)let</i>	<i>eksempler</i>	<i>eksempelene</i>
<i>en 'sommer</i>	<i>sommeren</i>	<i>somrer</i>	<i>somrene</i>
<i>en 'vinter</i> a winter	<i>vinteren</i>	<i>vintrer</i>	<i>vintrene</i>
<i>en 'finger</i> a finger	<i>fingeren</i>	<i>fingerer</i>	<i>fingerene</i>
<i>en 'åker</i> a cornfield	<i>åkeren</i>	<i>åkrer</i>	<i>åkrene</i>
<i>et te'ater</i> a theatre	<i>teat(e)ret</i>	<i>teatre,</i> <i>teater</i>	<i>teatrene</i>
<i>et or'kester</i> an orchestra	<i>orkest(e)ret</i>	<i>orkestre,</i> <i>orkester</i>	<i>orkestrene</i>

As for intonation see para. 37.

(2) Shift of stress

Words of foreign origin ending in **-or** or **-tor** change the stress in the plural, e.g.

motor ['mɔrtɔr], but *motorer* [mo'tɔ:rɛr] *motorene*
professor [pro'fɛssɔr], but *professorer* [profɛ'sɔ:rɛr] *professorene*

Change of Vowel in the Plural

50. (a) A number of words mostly monosyllabic modify their root vowel in the plural, at the same time keeping the single tone all the way (because they had monosyllabic plurals in Old Norse), except *kraft* strength and *stad* city, and those mentioned under c. The commonest of these are:

<i>and</i> f. duck	<i>ender</i>	<i>endene</i>
<i>bok</i> book	<i>bøker</i>	<i>bøkene</i>
<i>bot</i> f. fine; patch	<i>bøter</i>	<i>bøtene</i>
<i>foot</i> foot	<i>føtter</i>	<i>føttene</i>
<i>hånd</i> hand, also <i>hand</i>	<i>hender</i>	<i>hendene</i>
<i>kraft</i> strength, power	<i>krefter</i>	<i>kreftene</i> (d. tone)
<i>natt</i> night	<i>netter</i>	<i>nettene</i>
<i>rand</i> edge, border	<i>render</i>	<i>rendene</i>
<i>stad</i> [sta:d], lit. and arch. city, <i>hovedstad</i> capital	<i>steder</i>	<i>stedene</i> (d. tone)
<i>stand</i> profession, class	<i>stender</i>	<i>stendene</i>
<i>stang</i> pole, bar	<i>stenger</i>	<i>stengene</i>
<i>strand</i> f. beach	<i>strender</i>	<i>strendene</i>
<i>tann</i> f. tooth	<i>tenner</i>	<i>tennene</i>
<i>tang</i> f. tongs, pliers	<i>tenger</i>	<i>tengene</i>

One two-syllabic:

<i>bonde</i> [ˈbɔnnə] farmer	<i>bønder</i>	<i>bøndene</i>
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No ending in the indefinite plural:

<i>gås</i> f. goose	<i>gjess</i> [jɛss]	<i>gjessene</i>
<i>mann</i> c. man	<i>menn</i>	<i>mennene</i>

en nordmann ['nɔrmann] a Norwegian, *nordmennene* the Norwegians.

(b) The following monosyllables, ending in a stressed vowel, take only **-r** and **-ne** with modification in the plural.

<i>glo</i> f. ember	<i>glør</i>	<i>glørne</i>
<i>ku</i> f. cow	<i>kyr</i> or <i>ˈkuer</i>	<i>kyrne</i> or <i>ˈkuene</i>

<i>rå</i> f. naut. yard	<i>rær</i>	<i>rærne</i>
<i>tå</i> f. toe	<i>tær</i>	<i>tærne</i>

(c) Some nouns denoting family relations have **-e** in the indefinite plural, e.g.:

<i>far</i> father	<i>fedre</i>	<i>fedrene</i>
<i>mor</i> mother	<i>mødre</i>	<i>mødrene</i>
<i>bror</i> brother	<i>brødre</i>	<i>brødrene</i>
<i>datter</i> daughter	<i>'døtre</i> (s. tone)	<i>'døtrene</i>
also		
<i>søster</i> sister	<i>søstre</i>	<i>søstrene</i>

Intonation: In spite of being monosyllabic **far**, **mor**, **bror** take double tone in the definite form singular, **faren**, **moren**, **broren**. The reason is that they were two-syllabic in the older language—**faderen**, **moderen**, **broderen**. On the other hand **døtre** daughters, take single tone in the plural being one-syllabic in old Norse.

(d) Some nouns denoting persons belonging to a profession, trade or nationality, which in the singular end in **-er** also take **-e** in the indefinite plural. In the definite plural, however, they add only **-ne**. These nouns are usually derived from verbs, as are the corresponding formations in English.

<i>lærer</i> teacher	<i>lærere</i>	<i>lærerne</i>
<i>baker</i> baker	<i>bakere</i>	<i>bakerne</i>
<i>ameri'kaner</i>	<i>ameri'kanere</i>	<i>amerikanerne</i>
American		

51. Finally some words which take no ending at all in the plural deserve mention.

<i>sild</i> f. herring	<i>mus</i> f. mouse
<i>feil</i> c. error	<i>lus</i> f. louse
<i>ting</i> c. thing, orig. neuter	<i>ski</i> f. ski
gender	<i>sko</i> c. shoe, also <i>skor</i> in the plural

The lack of an ending is particularly frequent with words of measurement, e.g. *fem fot*, *to meter* ['mextər] c., *tusen kilometer* ['çilometər], c., *ti (ten) mil* f., *tre liter* ['litrər] c. *20 mann* (instead of **menn**), *Alle mann om bord!* all aboard!, *50 øre*

(Norw. coin) but *krone* (= 100 øre) has ordinary plural, *10 kroner*.

52. (1) A few neuters have a slightly irregular plural, e.g.:

<i>tre</i> tree	<i>treet</i>	<i>trær</i>	<i>trærne</i>
<i>kne</i> knee	<i>kneet</i>	<i>knær</i>	<i>knærne</i>
<i>barn</i> child	<i>barnet</i>	<i>barn</i>	<i>barna</i>
<i>øye</i> eye	<i>øyet</i>	<i>øyne, øyer</i>	<i>øynene, øyene</i>
<i>klede</i> cloth	<i>kledet</i>	<i>klær</i> clothes	<i>klærne</i> the clothes

In compounds the singular form is just **-kle**, e.g. *forkle* apron, *håndkle* towel, but in the plural *forklær*, *håndklær*.

(2) A few monosyllabic neuters take **-er** in the plural, e.g.:

<i>kinn</i> cheek	<i>kinnet</i>	<i>'kinner</i>	<i>'kinnene</i>
<i>lem</i> limb	<i>lemmet</i>	<i>lemmer</i>	<i>lemmene</i>
<i>verk</i> literary work	<i>verket</i>	<i>verker</i>	<i>verkene</i>
<i>punkt</i> [pɔŋt]	<i>punktet</i>	<i>punkter</i>	<i>punktene</i>
point			
<i>sted</i> [ster(d)]	<i>stedet</i>	<i>steder</i>	<i>stedene</i>
place		[˘sterdər]	

(3) In colloquial speech plural forms such as **brever**, **karter** (maps) are very familiar and have also found their way into writing.

(4) Clearly foreign neuters ending in **-ium/-eum** take **-er** in the plural.

<i>et mu' seum</i>	<i>museet</i>	<i>mu' seer</i>	<i>museene</i>
museum			
<i>et studium</i>	<i>studiet</i>	<i>studier</i>	<i>studiene</i>
study course			

A few neuters appear with foreign endings in the plural, e.g.:

<i>et faktum</i>	<i>faktumet</i>	<i>fakta</i>	<i>fakta</i>
fact			
<i>et leksikon</i>	<i>leksikonet</i>	<i>leksika</i>	<i>leksika</i>
dictionary			

et sentrum *sentret* *sentra/senter* *sentra/sentrene*
centre

They take single tone in all forms.

The Auxiliaries:

53. *å være* (to be) *å ha* (to have)

Present tense

<i>jeg</i> [jei]	<i>er</i> [ær]	I am	<i>jeg</i> <i>har</i> [har]	I have
<i>du</i>	„	you are	<i>du</i> „	you have
<i>han</i> [hann]	„	he is	<i>han</i> „	he has
<i>hun</i> [hunn]	„	she is	<i>hun</i> „	she has
<i>vi</i>	„	we are	<i>vi</i> „	we have
<i>dere</i> [ˈdɛrə]	„	you are	<i>dere</i> „	you have
<i>de</i> [di]	„	they are	<i>de</i> „	they have

(**det er** [de: ær] = it is and there is/are)

Past tense

jeg var, du var etc. I was, you were etc.
jeg hadde, du hadde etc. I had, you had etc.

Past participle: *vært* [væʔt] (been) *hatt* (had)

The perfect: *jeg* etc. *har vært* I have been
 jeg etc. *har hatt* I have had

The pluperfect: *jeg* etc. *hadde vært* I had been
 jeg etc. *hadde hatt* I had had

Vocabulary

'eller conj. or	til to, till
men [menn] conj. but	Norge [ˈnɔrgə] Norway
og [o:] conj. and	ja yes
år n. year	bare only
nei no	mange [ˈmɑŋgə] many
fra from	venn c. friend

Exercise 2a

Read and translate:

Er han engelsk mann eller nordmann? Han er nordmann, men moren er engelsk og faren amerikaner. Han har en søster. Hun er seks år. Har du en søster? Nei, men jeg har to brødre, Arne og Olaf. Arne har fem barn—to gutter og tre piker. Olaf har to piker. De er fra Drammen. Det er

fem [norske] mil fra Oslo til Drammen. Har du vært i Norge? Ja, men bare i Oslo. Jeg har mange venner i Oslo.

Exercise 2b

i in **hvor** [vorr] where **nå** now

Translate into Norwegian:

My (*min*) father has two brothers and four sisters. Olaf is my brother and Marit my sister. We are from Norway, but we have many friends in England. Have you (sing.) been in England? Yes, but only in London. Has your (*din*) sister many children? She has four children. Where are the children now? They are in London.

arm c. arm **skog** c. forest **ben** n. leg

We have two arms, two hands, two legs and two feet, but we have ten fingers and ten toes. The forest has many trees. My (*min*) town has three bakers, but only one teacher.

54.

Singular

Plural

Common	den [denn]	} it	Subject form	de [di:] = they
Neuter	det [de:]		Object form	dem [demm]

= them

Whenever you refer to a common gender noun directly the pronoun **den** [denn] must be used, but in the case of a neuter **det** [de:] is the correct form. English uses 'it' in both cases.

The plural forms are the same for all genders.

Examples:	<i>båten</i> the boat	<i>den er norsk</i>
	<i>eplet</i> the apple	<i>det er norsk</i>
	<i>båtene</i> }	<i>de er norske</i>
	<i>eplene</i> }	

55. Exception: If—and only if—a noun follows the expression **it is**, the neuter form **det** for the English **it** is always used, no matter what gender or number.

e.g. *Det er en norsk båt (common) but den er norsk*
Det er et norsk eple (neuter) ,, det er norsk

Plural: *Det er norske båter, epler, but de er norske.*

Pattern: *Det er + noun (sg. or pl.).*

CHAPTER IV

THE S-GENITIVE

56. The *s*-genitive is formed by adding **-s** without any apostrophe to all forms in the singular and plural of the nouns.

a man's	the man's	men's	the men's
<i>en manns</i>	<i>mannens</i>	<i>menns</i>	<i>mennenes</i>
<i>en stols</i>	<i>stolens</i>	<i>stolers</i>	<i>stolenes</i>
a chair's			
<i>et barns</i>	<i>barnets</i>	<i>barns</i>	<i>barnenes</i>
a child's	(<i>t</i> sounded)		
<i>et ords</i> ['ɔːʃ]	<i>ordets</i> ['ɔːrɛts]	<i>ords</i>	<i>ordenes</i> ['ɔːrɛnəs]
a word's			

The second and third examples show that the *s*-genitive is used more freely in Norwegian than in English as it is used without any restrictions with inanimate objects as well.

57. (r) But in natural everyday language there is a general tendency to employ expressions with a preposition, first of all **til** (= belonging to) showing clear ownership, here corresponding to English 'of'. Example: *barnets mor = moren til barnet* the mother of the child. *Min brors hus = huset til min bror* the house of my brother.

Other prepositions that are often used are:

<i>på on, i in, av of.</i>	
<i>gatens navn</i>	= <i>navnet på gaten</i> the name of the street.
<i>husets farge</i>	= <i>fargen på huset</i> the colour of the house.
<i>havens trær</i>	= <i>trærne i haven</i> the trees in the garden.
<i>bokens innhold</i>	= <i>innholdet av boken</i> the contents of the book.
<i>bilens eier</i>	= <i>eieren av bilen</i> the owner of the car.

(2) Very often a compound word is used where English has *s*-genitive or construction with 'of', e.g. *en dameveske* a lady's bag, *et bordben* a leg of a table or a table leg, *bileieren* the owner of the car or the car owner.

58. The genitive can stand quite alone in Norwegian in sentences like: *Mitt hus er ikke så stort som naboens.* Corresponding to English: My house is not so big as that of my neighbour. On the other hand Norwegian has no equivalent to genitive expressions like: **to go to the chemist's, the baker's**, etc. Here a Norwegian would say: *å gå på* (= on) *apoteket* [apo'teikə], *til bakeren osv...* (= og så videre).

59. After the preposition *til* (to) many nouns still retain the old genitive *-s* in certain expressions, e.g.:

til skogs [skoks] into the wood *til lands* on land
til sjøs [jöss] at sea, to sea *gå til sengs* go to bed

Exercise 3

Translate into Norwegian: using (a) the *s*-genitive:

redsel c. horror **åker** c. field (ploughed)
herr [hærr] Mr **hund** [hunn] c. dog

The man's hat, the farmer's field, the horrors of war, Mr Hansen's dog, the King's clothes (popular name of the military uniform).

(b) using a prepositional phrase:

kone f. wife

The name of the town, the son of the teacher, the men's wives, the children's mother.

Note: if we translated **Churchill's letter** as **brevet til Churchill** it would be ambiguous, as *til* indicates not only ownership, but also direction. We had therefore better keep the genitive or use the preposition **fra** = **from** in this particular case.

CHAPTER V

THE VERB

60. The infinitive of Norwegian verbs end in **-e**: *stoppe* stop, *kaste* throw, cast, *komme* come. This **-e** is lacking in monosyllabic verbs ending in a stressed vowel, e.g. *bo* live, i.e. reside, *ha* have. The infinitive mark is *å* corresponding to English **to**. Examples: *å bo* to live, *å være* to be.

The Present Tense—the Imperative

61. If we delete the ending **-e** of the infinitive, we get what is generally called the stem; thus the infinitive **stoppe**, the stem being **stopp**. This stem happens to serve as the imperative form in Norwegian: **stopp!** stop! **kast!** throw! **kom!** (double **m** is reduced to single) come!

62. The various inflexional endings are tagged on to the stem. The present tense is formed by adding **-er** (or **-r**) to the stem in all persons singular and plural: *stopper* stops, *kaster* throws, *kommer* comes, *bor* lives.

Paradigm:

Singular:	jeg [jei] I	<i>stopper</i>	stop, <i>bor</i> live
	<i>du</i> you	"	"
	<i>han, hun, den, det</i>	"	"
	he, she, it		
Plural:	<i>vi</i> we	"	"
	<i>dere</i> you	"	"
	<i>de</i> [di:] they	"	"

Note: *Jeg bor* renders in English: I live and I am living.

Comments on personal pronouns:

Besides *du* (object form *deg* [dei]) we have a more polite form *De* [di:] (written with a capital **D**), which has an object form *Dem*. Further details about this in para. 178.

The Conjugation of Weak Verbs

63. In written English practically all weak verbs have the same ending in the past and perfect tenses, e.g. **stopped**, **smiled**, **tried**, **lived**. In Norwegian, however, it is not quite so simple.

The corresponding words would, in Norwegian, represent four different classes, each with their specific endings:

(1) <i>stoppe</i> stop	<i>stoppet</i>	<i>stoppet</i>
(2) <i>smile</i> smile	<i>smilte</i>	<i>smilt</i>

These two are the most numerous ones. Then there are:

(3) <i>prøve</i> try	<i>prøvde</i>	<i>prøvd</i>
(4) <i>bo</i> live	<i>bodde</i>	<i>bodd</i>

You would naturally ask: How am I to decide which class a certain weak verb belongs to? Well, in spite of the fact that we have tried to set up some rules to make matters easier, there are quite a number of cases where the different inflections simply must be learned by heart and inculcated by drill, as is done with the genders. There is one good thing, however, the forms of all verbs in all tenses are identical in all persons singular and plural.

64. Class I, the **-et** class, includes verbs whose stems end in two or more consonants, e.g.:

- (a) *våkne* awake, *kaste* throw, *miste* lose, *koste* cost, *huske* remember, *merke* notice, *snakke* talk, *hoppe* jump;
- (b) also most verbs whose stems end in a single **d** or **g**: *lage* make, *våge* dare, risk, *jage* chase, *bade* bathe and bath.

Paradigm:

Inf.	Present	Past	The Perfect Tenses
<i>stoppe</i>	<i>jeg stopper</i>	<i>jeg stoppet</i>	<i>jeg har (hadde)</i> <i>stoppet</i>

Jeg stoppet expresses both: I stopped and I was stopping.

The perfect tenses:

Jeg har stoppet = both: I have stopped and I have been stopping

Jeg hadde stoppet = both: I had stopped and I had been stopping.

Note 1: The older past tense form, used by the poets and dramatists of the nineteenth century, was *stoppede*, but such forms are now obsolete.

Note 2: It should be noted that according to the latest Norwegian spelling reform of 1938 a great many much-used verbs of this class may also take the ending *-a* (adopted from the dialects) in the past tense and the past participle, e.g. *kasta* instead of *kastet*. This ending, however, is little used in writing.

Vocabulary

tidlig [ˈti:li] early
i dag today
frokost c. [ˈfrokost] breakfast
herlig [ˈhæ:ʔi] glorious
ikke not
i går yesterday
vann n. water
bare only
grad [gra:d] c. degree

skaffe (-et) provide, get
min pron. him
min bror my brother
vente (-et) wait, also expect
brev n. letter
meg [mei] me
meget [ˈme:ɡet] much
men [menn] conj. but
penn c. pen

Exercise 4a

Translate into English:

Jeg våknet tidlig i dag, hadde frokost ute i det fri, og hoppet så (*then*) ut i sjøen. Det var herlig. Jeg badet ikke i går. Vannet var for (*too*) kaldt, bare femten (15) grader Celsius, men min kone badet.

Min bror har skaffet meg en bok av Ibsen. Jeg husket min lærer snakket meget om (*about*) ham på skolen. Min bror venter et brev fra meg, men jeg har mistet pennen jeg hadde.

Vocabulary

redde (-et) save
kunne ikke could not
stein c. stone
ut i into
bort away

seng f. bed
børste (-et) brush
mitt hår my hair
vente på wait for
bil c. car

Exercise 4b

Translate into Norwegian:

They saved him. He had bathed in the sea and could not swim (*svømme*). The boys threw stones into the water and chased the ducks away. He awakes early and jumps out of the bed. I had not brushed my hair. She was waiting for me in the car.

65. Class II, the *-te* class, is characterized by the ending *-te* in the past and *-t* in the past participle.

(a) Long vowel (or diphthong) as root vowel.

Paradigm:

Inf.	Present	Past	The Perfect Tenses
<i>smile</i>	<i>jeg smiler</i>	<i>jeg smilte</i>	<i>jeg har (hadde) smilt</i>

The verbs of this type are those whose stems end in **l**, **n**, **s** or **r**.

Examples: *dele* divide, share, *føle* feel, *låne* borrow (also lend), *høre* hear, *kjøre* drive, *lære* learn (also teach), *lese* read, *reise* travel, *spise* eat, *visse* show. To this class also belong those numerous foreign verbs in *-ere*, e.g. *levére* deliver, *sitére* quote.

Vocabulary

kake c. cake
mellom between
oss [oss] us
kulde c. cold
garasje [gaˈra:ʃə] c. garage
låne av borrow from
henne pron. her

smile av smile at
student [stuˈdent] c. student
spare (-te) save
penger c. pl. money
til utlandet abroad
vei c. way, road

Exercise 5a

Read aloud and translate:

Vi delte kaken mellom oss. Jeg følte kulden. Jeg hørte hva du sa. Han kjørte bilen inn i garasjen. Hun leste en bok om (*about*) Norge. Jeg lånte boken av henne. Jeg har studert norsk i over to år. De smilte av meg. Studenten sparte penger og reiste til utlandet. Han viste oss veien. Du har spist opp kaken.

Vocabulary

svare answer *avis* [a'vix] c. newspaper *hver* [væ:r] every

Exercise 5b

Fill in the blanks with the correct forms in the past and present perfect tense of these verbs:

<i>låne</i>	Jeg	_____	en bok av ham
<i>lese</i>	Hun	_____	avisen hver dag
<i>kjøpe</i>	Far	_____	bilen inn i garasjen
<i>høre</i>	Barna	_____	barnetimen i radio
<i>svare</i>	Hun	_____	nei
<i>vise</i>	Du	_____	meg huset til din bror

(b) In a few verbs the long root vowel is shortened in the past tense and past participle:

<i>bruke</i> use	<i>brukte</i>	<i>brukt</i>
<i>møte</i> meet	<i>møtte</i>	<i>møtt</i>
<i>kjøpe</i> buy	<i>kjøpte</i>	<i>kjøpt</i>
<i>rope</i> shout	<i>ropte</i>	<i>ropt</i>
<i>tappe</i> lose	<i>tapte</i>	<i>tappt</i>

Vocabulary

foran in front of
rådhus n. town (city) hall
klokka to at two o'clock
ti over ten past
blomst c. flower
fødselsdag c. birthday
Gratulerer! Congratulations!

takk thank you, thanks
gave c. gift
i fjor last year
hvem who (interrog. pr.)
avisgutt newspaper boy
 fotballkamp c. soccer match
mot against, versus

Exercise 6a

Translate into English:

Har du møtt min far? Nei. Det var rart (*strange*). Jeg skulle (*was to*) møte ham her foran Rådhuset klokka to, og nå er den ti over. Men der ser jeg ham. Han har kjøpt blomster til mor. Hun har fødselsdag i dag. Gratulerer! Takk. Jeg har også kjøpt en gave til henne som jeg håper hun vil like. Hun likte den jeg kjøpte i fjor. Hvem ropte? Å, det var bare avisgutten. Norge har tappt fotballkampen mot Danmark.

Vocabulary

musikk [mu'sikk] music
min søster my sister
mange many
grammofon [gramo'fo:n] gramophone
plate c. here = record
av glede c. for joy
på stasjonen at the station
pipe c. pipe
butikk [bu'tikk] c. shop
hvor where

Exercise 6b

Translate into Norwegian:

I like to read books. I read about Nansen yesterday. My sister likes to hear music, and has bought many records. She did not like the hat she bought yesterday. (Translate: She liked not, etc.) I have bought a pipe. Show me the shop where you bought it.

(c) Verbs whose stems terminate in **mm**, **nn** and **ll** usually belong to this class. N.B.—The double consonants are reduced to single when the verb is conjugated.

Infinitive	Present	Past Tense	Past Participle
<i>glemme</i> forget	<i>Jeg glemmer</i>	<i>Jeg glemte</i>	<i>Jeg har (hadde) glemt</i>

Other examples are:

<i>drømme</i> dream	<i>skille</i> separate, distinguish
<i>dømme</i> sentence, judge	<i>skjønne</i> understand
<i>gjemme</i> hide	<i>spille</i> play, e.g. piano,
<i>kalle</i> call	organized games
<i>kjenne</i> know people (<i>also</i> : feel)	

Vocabulary

i natt last night
Temsen the Thames
tyv c. thief
bak behind
tosk c. fool

som [somm] rel. pron. who, which
arbeide (-et) work
piano n. piano
godt adv. well
ingenting nothing

Exercise 7a

Translate into English:

Jeg drømte i natt at jeg badet i Temsen. Tyven hadde gjemt (seg) bak et tre. Hvor har du gjemt pengene? Gjemt

er ikke glemt (*a common saying*). Hva kaller du en mann som bor i Norge? Jeg kaller ham en nordmann. Hun kalte meg en tosk. Mannen og konen arbeidet bestandig og skilte ikke mellom natt og dag. Gutten spilte piano hele dagen. Jeg skjønnte godt hva han snakket om. Min bror skjønnte ingenting.

66. Notes on spille—leke (-te); both = play.

As already mentioned, *spille* is used for playing an instrument and organized games. *Du kan spille piano og du kan spille tennis*: but if you want to say that the children were playing in the garden you have to use *leke*. *Barna lekte i haven*.

Idioms: *Han spilte en stor rolle i politikken*. He played a great role in politics.

Det spiller ingen rolle. It is of no importance.

67. Notes on kjenne—vite; both = know.

(1) *Kjenne* means:

1. to know, be acquainted with people, countries, etc. (French *connaître*)

Jeg kjente ham godt. Jeg kjente ham igjen. I recognized him.

2. feel, be conscious of, notice.

Han brakk benet, men kjente (følte) ingen smerte. He broke his leg, but felt no pain.

(2) *vite* (irr.) = to know, have knowledge of (French *savoir*).

present *vet*, past *visste*, p.p. *visst*.

Jeg vet ikke. I don't know.

Jeg visste det var galt [galt]. I knew it was wrong.

The double *s* merely serves to avoid any confusion with *viste*, *vist* (past tense and past participle of the verb *vise* show), in which the *i* is long.

Vocabulary

mene (-te) mean, but not signify

tenke (-te) think

Exercise 7b

Translate into Norwegian:

The mother understood that (*at*) the boy was dreaming. She forgot to answer. They called him Gudmund. She had hidden away the flowers she had bought. The boy understood what they meant. He had known her for (*i*) many years. I learned to drive (a) car last year. I know what you mean. I thought so (*det*).

Irregular Weak Verbs with different Vowels in the Past Tense and Past Participle

68. Some twenty verbs mainly of Class II change the infinitive vowel (which is generally *e* or *ø*) in the past tense and the past participle (to resp. *a* and *u* (*o*)). The verbs marked with an asterisk take single tone in the present tense.

Infinitive	Past Tense	Past Participle
<i>kvele</i> choke	<i>kvalte</i>	<i>kvalt</i>
* <i>sette</i> set, place, put	<i>satte</i>	<i>satt</i>
<i>telle</i> count	<i>talte</i> (also reg. <i>telte</i>)	<i>talt</i> (<i>telt</i>)
* <i>fortælle</i> relate	<i>fortalte</i>	<i>fortalt</i>
* <i>vekke</i> hand, pass	<i>rakte</i>	<i>rakt</i>
* <i>strekke</i> stretch	<i>strakte</i>	<i>strakt</i>
* <i>vekke</i> arouse	<i>vakte</i>	<i>vakt</i>
	but <i>vekte</i> awoke	<i>vekt</i> awoke
<i>bringe</i> bring	<i>brakte</i>	<i>brakt</i>
<i>velge</i> choose, elect	<i>valgte</i> [ˈvalte]	<i>valgt</i> [ˈvalt]
* <i>selge</i> [ˈsellə] sell	<i>solgte</i> [ˈsoltə]	<i>solgt</i> [ˈsolt]
<i>følge</i> [ˈfølle] follow	<i>fulgte</i> [ˈfultə]	<i>fulgt</i> [ˈfult]
	(also accompany)	
<i>smøre</i> smear,	<i>smurte</i> [ˈsmurːtə]	<i>smurt</i> [ˈsmurːt]
grease		
<i>spørre</i> ask ques-	<i>spurte</i> [ˈspurːtə]	<i>spurt</i> [ˈspurːt]
tions		
Further:		
* <i>legge</i> lay, put	<i>la</i> (old form <i>lagde</i>)	<i>lagt</i>
<i>si</i> say, tell	<i>sa</i> (old form <i>sagde</i>)	<i>sagt</i>
* <i>gjøre</i> do	<i>gjorde</i> [ˈjɔrə]	<i>gjort</i> [ˈjɔrt]

Note: The verbs *spørre* and *gjøre* have shortened forms in the present tense, resp. *spør* and *gjør* (instead of the forms to be expected: *spørret* and *gjørret*); *si* has *sier* [ˈsɪr] in the present tense from the older form *siger*.

'Hva du gjør, gjør fullt og helt og ikke stykkevis¹ og delt' (Ibsen).

Vocabulary

røk c. smoke

duk c. cloth

på on

bord [bo:r] n. table

egg n. egg

stol c. chair

hjørne [jˈø:rˌnə] n. corner

hundre hundred

eventyr [ˈe:vɛnty:r] n. fairy tale

ulv c. wolf

skade c. harm

om morgenen [omm ˈmɔ:rˌɛn] in the morning

stor great

interesse c. interest

konge e. king

mitt råd [rɔ:d] my advice

mine sko c. pl. my shoes

bonde c. farmer

smør [smørr] n. butter

sannhet c. truth

gode nyheter c. pl. good news,

sing. **nyhet** a piece of news

Exercise 8

Translate the following sentences, then change them into the past tense and the two perfect tenses.

1. Røken kveler ham. 2. Hun legger duken på bordet. 3. Høna legger egg. 4. Han setter stolen i hjørnet. 5. Dere teller til hundre. 6. Mor forteller eventyr. 7. Far rekker meg et eple. 8. Jeg strekker meg om morgenen. 9. Det vekker stor interesse. 10. Mor vekker meg tidlig om morgenen. 11. De velger en konge. 12. Følger du mitt råd? 13. Hva spør du om? 14. Jeg smører mine sko. 15. Bonden selger smør. 16. Du sier ikke sannheten. 17. Hun bringer gode nyheter. 18. Ulven gjør stor skade.

69. Class III, the **-de** class, consists of verbs with **-de** in the past tense and **-d** in the past participle. Formerly these verbs went like Class I, and there are still a great many people who persistently use the older forms. But the **-de** ending is constantly gaining ground, both in the written and spoken language.

The long vowel in the infinitive is generally shortened in the past tense and the past participle.

¹piecemeal.

Paradigm:

Inf.	Present	Past	The Perfect Tenses
<i>prøve</i> try	<i>Jeg prøver</i>	<i>Jeg prøvde</i>	<i>Jeg har (hadde) prøvd</i>

In this class we find verbs whose stems mostly end in a **v** or in the diphthongs **ei** and **øy**.

Examples: *behøve* need, require, *leve* live (not reside), *streve* strive, work hard, *sveve* float, glide (in the air), *øve* practise, train.

An exception forms the useful verb *love* [ˈlɔ:və] promise which follows class II conjugation with *lovte* in the past and *lovt* in the past participle. With diphthongs: *eie* own, have, *bøye* bend, *greie* manage, be able to, *pleie* be in the habit of.

70. Expressions with *pleie*. The present tense: *Jeg pleier å gjøre det* is in English best rendered by: I generally do that, and past tense *pleide å* with: used to.

Example: *Vi pleide å spille tennis om ettermiddagen*. We used to play tennis in the afternoon. *Pleie* can also alternate with *bruke* in this sense. *Jeg brukte å gjøre det*. I used to do it.

Vocabulary

adresse c. address

lå past tense of **ligge** = lie

drosje c. taxi

andre other pl.

folk n. people

fattig poor

lomme f. pocket

få few

setning c. sentence

de fleste most people

hjelp irr. help

Å, ja da Oh yes

lett easy (also light)

gå feil go wrong, miss it

dreie (-de) turn

til venstre to the left

til høyre to the right

fortsette (conj. like

sette) continue

rett fram straight on

til slutt in the end

furutre fir tree

nesten almost

tak n. roof (also ceiling)

sannelig indeed

Exercise 8a

Read and translate:

Sent en kveld kom jeg til byen hvor min venn bodde. Jeg hadde hans adresse, men var ikke kjent i byen og visste ikke hvor huset hans lå. Det beste hadde vært å ta en drosje—det pleier andre folk å gjøre—men jeg var en fattig student og ~~ide~~ ikke en øre. De få kroner jeg hadde i lom-

eide

ma da jeg startet, var brukt opp. Jeg øvde på setningen: Kan De si meg veien til ... Kan De si meg veien til ...

De fleste skjønnte hva jeg sa og prøvde å hjelpe meg, 'Tror De jeg greier å finne huset?' spurte jeg, 'Å ja da,' svarte de 'Det er så lett, så. De kan ikke gå feil.' Men det var akkurat det jeg gjorde. Det begynte å bli mørkt også. Jeg dreide til venstre og jeg dreide til høyre—fortsatte så (*then*) rett fram, slik de hadde fortalt meg, men huset, hvor var huset? Var det brent ned? Til slutt greide jeg å finne det. To store furutrær gjemte det nesten helt. Jeg var reddet. Jeg hadde fått tak over hodet, men sannelig hadde jeg strevd hardt.

Vocabulary

sanger c. singer
daglig daily
hardt [ha:t] adv. hard
lite little
ørn c. eagle
høyt oppe high up
luft c. air
elev (el:rv] c. pupil
dikt n. poem
utenat by heart
betåle (-te) pay
meget, svært very

både both
dag c. day
natt c. night
fiolin [fi'o:lin] c. violin
en gang once
helt completely
nå now
jeg tør ikke I dare not
igjen [i'jenn] again
musikalsk [musi'ka:l:sk]
 musical
glad [gla:] i fond of

Exercise 8b

Change the verbs in the following sentences into the past tense and the perfect. Then translate the piece, as it stands, into English:

1. Sangeren øver daglig. 2. Jeg strever hardt, men lærer lite. 3. Ørnen svever høyt oppe i luften. 4. Eleven prøver å lære diktet utenat. 5. Du behøver ikke å betale.

Exercise 8c

Translate into Norwegian:

She plays very well. She practises both day and night. I used to play (the) violin once, but I have forgotten it completely now and I dare not try again. I am not very musical, but I like to hear music. I am very fond of Grieg.

71. Class IV, the **-dde** class, is made up of verbs which in the infinitive end in a stressed vowel.

Paradigm:

Inf.	Present	Past	The Perfect Tenses
<i>bo</i> live	<i>Jeg bor</i>	<i>Jeg bodde</i>	<i>Jeg har (hadde) bodd</i>

Examples: one syllable: *tro* believe, think, *ro* row, *snu* turn, *gro* grow, *skje* happen, occur, *strø* strew, *spå* prophesy.

With two syllables: *be'ty* mean (i.e. signify), *be'ro på* depend on.

72. In this class we may also include the auxiliary **ha** (have) in spite of its somewhat anomalous past participle form **hatt**.

Inf.	Present	Past	The Perfect Tenses
<i>ha</i>	<i>Jeg har</i>	<i>Jeg hadde</i>	<i>Jeg har (hadde) hatt</i>

73. *tenke, tro, mene, synes.*

The above synonyms will give the student of Norwegian a little trouble. To a very large extent they can be rendered by the single verb 'think' in English. In other words, the various meanings and nuances of 'think' represent at least four separate words in Norwegian.

tenke (-te)

1 = to think, i.e. use the brain. *Piken satt og tenkte.* The girl sat thinking.

2 = think used in a more vague sense = presume, suppose = *Kommer han snart?* Will he soon be here? *Ja, jeg tenker det.* Yes, I think so.

tro (-dde)

1 = believe (trust) in its original and full meaning. *Jeg tror deg.* I believe you. *Faren trodde ikke et ord av det gutten sa.* The father did not believe a word of what the boy said.

2 = used in a loose sense = believe, think, and is in this capacity a little more frequent than *tenke* (2).

mene (-te)

does not always correspond to its namesake in English 'mean'.

Instances where it does correspond are:

- 1 to express the contents of one's thoughts. *Jeg mener hva jeg sier.* I mean what I say. *Han mente det ikke slik.* He did not mean it like that.
- 2 = refer to, Norw. 'sikte til'. *Mener du meg?* Do you mean me? *Si hvem du mener.* Tell whom you mean.
- 3 = intend. *Min bror mener å reise i morgen.* My brother means to leave tomorrow.

Instances where 'mene' does not correspond to 'mean'.

- 1 *Mene* in Norwegian can never mean: to signify. For this use **bety** (-dde) is the right word. *Eleven visste ikke hva ordet betydde.* The student did not know what the word meant. *Hva skal dette bety?* What does this mean?
- 2 = maintain, hold, be of the opinion, think. In a discussion: *Jeg mener at Norge ikke kan være nøytralt.* In my opinion Norway cannot be neutral. *Ja, men jeg mener det motsatte.* But I hold the opposite view. *Hva mener de andre?* What do the others think?
- 3 Like *tenke* and *tro*, *mene* can also have a weakened meaning = suppose. *Soldaten mener han vil få permisjon.* The soldier thinks he will get leave. *Turisten mente Bergen var hovedstaden i Norge.* The tourist thought that Bergen was the capital of Norway.

synes, syntes, synes. This originally reflexive verb has a very high frequency in Norwegian. It is used to express one's private opinion, how one feels about a certain matter. It corresponds to 'think' in most cases, but also to find, feel.

(a) *Jeg synes det er kaldt her.* I think it is cold here. *Hva synes du?* What do you think? *Jeg synes at piken er ganske pen.* I think that the girl is quite pretty. *Det synes ikke jeg.* I don't think so. *synes om* = think of. *Hva synes du om det bildet?* What do you think of that picture?

(b) seem to, have a feeling (you are not quite certain). *Jeg syntes så tydelig at jeg hørte noe.* I clearly seemed to hear something.

Exercise 9

Sentences for practice (main verbs only to be translated).

forstyrre [fɔ'ʃtyrrə] (-et) disturb

1. Do you think he will come?
2. I think she is one of the sweetest girls I have seen.
3. Has he gone? No, I don't think so.
4. Don't disturb him. He is thinking.
5. I think we had better go.
6. We think you ought to come, or what do you think yourself?
7. I thought I saw a man in the room.
8. She thought I was fifty. I am only forty.
9. This is rather strange, I think.
10. This is difficult to believe.
11. That¹ means war (krig c.).
12. I don't believe in miracles (miracle = *mirakel* [mi-'rækəl] n.).

The Relative Pronoun

som = who, which

74. The most common relative pronoun in Norwegian is **som**, which may refer to both persons and things.

Example: *Mannen som . . .* the man who; *Boken som . . .* the book which . . .

Preliminary Notes on Word Order

75. Although there is great similarity between Norwegian and English word order there are two special points where the two languages differ substantially:

(1) *The use of inversion*, i.e. when the subject and the main verb of the sentence change places. There are examples of this phenomenon in English, too, of the type: *Hardly had he . . . Here comes the bride*, but they are far less frequent than in Norwegian. Here the rule is: When an adverb, or any other element of the sentence for that matter, apart

¹ *Det* (stressed).

from conjunctions, precedes the subject, subject and verb change places. Examples:

¹ ² ¹ ²
Det er for sent nå, but Nå er det for sent. In English: It is too late now—Now it is too late.

This rule also applies when a subordinate clause precedes a principal clause. *Hvis det begynte å blåse, snudde vi.* English: If the wind started to blow, we turned.

(2) *The position of adverbs.*

Watch these sentences:

(a) *Vi rodde ofte.* We often rowed. *Vi nådde alltid.* We always reached. *Vi tapte aldri.* We never lost.

(b) *Jeg har alltid vært.* I have always been.

Rule: The position of the adverbs (e.g. **ofte**, **alltid**, **aldri**) is, unlike English, after the verb (**rodde ofte**) in the simple tenses (present and past tenses), but after the auxiliary in the compound tenses, like English. Remember that the rule only applies to the principal clauses.

Vocabulary

familie [fámi:lie] c. family
feriére (-te) spend one's holiday
koselig ['kɔ:seli] cosy
hytte f. hut, cottage
foreldre [fɔr'eldrø] pl. parents
leie (-de) hire, rent
øy f. island
samle (-et) collect
skjell n. shell
langs along
blåse (-te) blow
hjemover homewards
'alltid always
aldri never
ulykke c. accident, mishap
heldigvis fortunately
selv om ['sellom] conj. although

hende (-dte) happen, occur
en vakker dag one fine day
nesten almost
hun fikk rett she was right
sky c. cloud
ingen [injen] no, no one
vind c. wind
bølge c. wave
torsk [tɔʃk] c. cod
om ettermiddagen in the afternoon
det blåser a wind is blowing
redd frightened
åre c. oar
vifte (-et) med wave
av alle krefter of all one's might
hvis [viss] conj. if
da conj. when

Exercise 10a

Min familie er meget glad i sjøen og ferierte hver sommer på Sørlandet. Vi bodde i en liten koselig hytte som mine foreldre leide. *Vi rodde ofte* ut til en øy for å bade, fiske og samle skjell, som lå strødd langs stranden. Hvis det begynte å blåse, snudde vi og rodde hjemover igjen. *Vi nådde alltid* land, og *det skjedde aldri* noen ulykke, selv om mor spådde at noe ville hende en vakker dag. Hun fikk nesten (*almost*) rett. Vi rodde ut en morgen i fint, stille vær—ikke en sky på himmelen, ingen vind, ingen bølge. Vi skulle fiske torsk. Om ettermiddagen begynte det å blåse, og min bror som rodde, ble så redd at han mistet en åre. Det var bare én ting å gjøre—rope om (*for*) hjelp. Vi viftet med armene og ropte Hjelp! Hjelp! Far hørte oss heldigvis. Han sprang i en båt, og rodde av alle krefter for å nå oss. Han greide det fint. Vi var reddet, men det kunne lett ha skjedd en ulykke hvis ingen på stranden hadde hørt oss da vi ropte.

Ordspråk: Når enden er god, er allting godt.

Vocabulary

på fjellet in the mountains (lit. on the)
luft c. air
riktig right, correct
natúr c. nature, scenery
det dem. pron. n. that
turist [tu'rist] c. tourist
propagánda c. propaganda
du vil you will
lyve irr. lie, be lying
skuffe (-et) disappoint

Exercise 10b

Are you fond of the sea? No, I like to spend my holidays in the mountains. I have a cosy little cottage, not far (*langt*) from Lillehammer. Is Lillehammer a big (*stor*) town? No, fortunately not. I do not like (trans. I like not, etc.) big (*store*) towns. I cannot live there. I have heard that the air at (trans. *på*, lit. *on*) Lillehammer is so fine. Yes, that is right—and the scenery! I call that tourist propaganda. Call it what you will. It is true (*sant*). Come and see if you think I am lying. You will not be (=bli) disappointed.

Vocabulary

klokka syv at seven o'clock
 seng f. bed
 inn i into
 bad n. bath, bathroom
 pusse (-et) brush
 etterpå afterwards
 tørke (-et) dry
 håndkle n. towel
 kle (-dde) dress
 fart [fartt] c. speed
 i en fart in a hurry
 først [føst] first
 undertøy n. underwear
 skjorte [ʃo'tø] f. shirt

bukse [ˈboksə] f. pair of trousers
 strømpe c. stocking
 så then = afterwards
 slips n. tie
 til slutt at last, finally
 jakke f. coat
 fullt adv. fully
 påkledd dressed (på—on)
 med [me:] prep. with
 glupende (pres. part.) ravenous
 appetitt c. appetite
 alltid always
 avis (a'vis) c. newspaper
 mens conj. while

Exercise 11a

En ny dag begynner.

Jeg våkner hver morgen klokka syv (7), strekker meg og hopper ut av senga og inn i badet, pusser tennene og vasker meg. Etterpå tørker jeg meg med et håndkle, kler på meg i en fart—først undertøy, skjorte og bukse, strømper og sko, så slips og til slutt en jakke.

Jeg er nå fullt påkledd og spiser min frokost med glupende appetitt. Jeg leser alltid avisen mens jeg spiser.

Having translated the exercise, rewrite it in the past tense.

Vocabulary

norsk Norwegian
 venn c. friend
 om sommeren in the summer
 neste vår next spring
 ti lo
 språk n. language
 flere ('fleræ) several
 ord n. word

allerede (alə're:de) already
 veldig morsomt great fun
 på engelsk in English
 svare (-te) til correspond to
 besøke (-te) visit
 gang c. here: time (occasion)
 over ('o:vær) across
 elv f. river

Exercise 11b

You said you had a Norwegian friend. Yes, that is true (*sant*). He lived in Oslo, but used to go (*reise*) to England in the summer. He said he could (*kunne*) not live there, but liked to travel in England.

I shall (*skal*) go to Norway next spring. I have bought a Norwegian book which cost 10 shillings. I am learning to read and speak the language. I have learnt several words already. It is great fun. I can say: *God morgen*. That means good morning in English, and *God aften*, which corresponds to: good evening.

My friend likes rowing and fishing. I have visited him several times. We rowed across the river.

Special Note: My friend likes rowing and fishing is best rendered in Norwegian: *Min venn liker å ro og fiske*.

Rule: The English verbal nouns here—rowing and fishing—are in Norwegian generally replaced by the ordinary infinitive, although here you could say: *roing og fisking*.

Strong or Irregular Verbs

76. (1) In striking contrast to the weak or regular verbs, the strong or irregular verbs take no ending in the past tense. Notice also that the infinitive vowel almost invariably changes in the past tense and past participle.

	Infinitive	Past	Past Participle
English:	sing	sang	sung
Norwegian:	<i>synge</i>	<i>sang</i>	<i>sunget</i>

It should be noted that a great many of those verbs which are strong in English are also strong in Norwegian.

In the course of time, however, these verbs have undergone great changes, being constantly influenced by the weak classes. Therefore many analogous forms have sprung into existence. Some verbs have gone to the weak classes, others have weak forms besides the strong ones. (Similar developments are found in English. Cf.: show, showed, shown, knit or knitted in the past tense.)

(2) Throughout there has been a marked tendency to introduce the infinitive vowel into the past participle.

The strong verbs in Norwegian today give one a rather confused impression, and to facilitate the task of the student they have therefore been arranged alphabetically in a list at the end of the book.

In spite of this apparent confusion, however, one may discern certain fixed patterns, as will be seen in the list below. Repeat therefore the verbs in the three main forms over and over again so as to impress the general run of the vowel variations on the ear.

77. *Intonation.* It is interesting to observe that whereas the forms in the infinitive and the past participle of two-syllable verbs have double tone (as might be expected) the forms in the present tense have *single*—the reason being that the latter were monosyllabic in Old Norse (*syng*, *bitr*).

Inf. [ˈbirtə]

Pres. [ˈbirtɾ]

Take care not to clip off the vowel in words like *bite*, and the long consonant sound in *syng*, *finne* (find), etc.

78. (1) <i>i:</i>	<i>e:</i>	<i>e/i</i>
<i>skrive</i> write	<i>skrev</i>	<i>skrevet</i>

Further examples:

<i>gripe</i> seize	<i>grep</i>	<i>grepet</i>
<i>skrike</i> cry, scream	<i>skrek</i>	<i>skreket</i>
<i>bite</i> bite	<i>bet</i>	<i>bitt</i>
<i>bli</i> get, become	<i>ble</i>	<i>blitt</i>

Exercise 12

Translate:

(a) Jeg grep gutten i armen. Sønnen skrev brev hjem hver uke. Min bror har skrevet en bok om Ibsen. Hunden (*the dog*) bet gutten i benet, og gutten skrek.

79. (2) <i>y:</i>	<i>ø:</i>	<i>ø/u</i>
<i>krype</i> creep	<i>krøp</i>	<i>krøpet</i>

Further examples:

<i>bryte</i> break	<i>brøt</i>	<i>brutt</i>
<i>skyte</i> shoot	<i>skjøt</i>	<i>skutt</i>
<i>fryse</i> freeze	<i>fros</i>	<i>frosset</i>

gjerde n. [ˈjæ̀rə] fence

Translate:

(b) Tyven krøp lange gjerdet. Du har brutt ditt løfte (*løfte* n. = promise). Jegeren (= *the sportsman*) har skutt en elg og en rev (= *fox*). Vannet har frosset til is.

80. (3) <i>i/e</i>	<i>a</i>	<i>u/i</i>
<i>drikke</i> drink	<i>drakk</i>	<i>drukket</i> [ˈdrokkət]

Further examples:

<i>stikke</i> put, pierce	<i>stakk</i>	<i>stukket</i> [ˈstokkət]
<i>finne</i> find	<i>fant</i>	<i>funnet</i>
<i>hjelp</i> help	<i>hjalp</i>	<i>hjulp</i> [ˈjɔlpət]

Translate:

(c) Han drakk bare to glass. Har du funnet ringen? Jeg fant den da jeg stakk hånden i lommen (*lomme* c. = pocket). Gutten hjalp piken med kåpen (*kåpe* c. = coat).

81. (4) <i>æ:/e:</i>	<i>æ:</i>	<i>ä:</i>
<i>bære</i> bear, carry	<i>bar</i>	<i>båret</i>

Further examples:

<i>skjære</i> cut	<i>skar</i>	<i>skåret</i>
<i>stjele</i> steal	<i>stjal</i>	<i>stjålet</i>

Translate:

(d) Han bar henne over bekken (*bekk* c. = brook). Jeg har skåret meg i fingeren. Han stjal fra de rike og ga til de fattige (*fattig* = poor).

82. (5) <i>e/i</i>	<i>æ/ä:</i>	<i>i/e</i>
<i>gi</i> [jir] give	<i>ga(v)</i>	<i>gitt</i> [jitt]

Further examples:

<i>be</i> ask one to, request	<i>ba</i>	<i>bedt</i>
<i>se</i> see, look	<i>så</i>	<i>sett</i>
<i>ligge</i> lie	<i>lå</i>	<i>ligget</i>

Translate:

(e) Eva ga Adam et eple. Adam hadde ikke bedt om det. Ingen (*no one*) har sett ham. Piken så på (= *at*) meg med store øyne. Min søster har ligget syk i tre dager.

83. (6) <i>a: / ǎ:</i>	<i>o:</i>	<i>a / ǎ</i>
<i>ta</i> take	<i>tok</i>	<i>tatt</i>

Further examples:

<i>dra</i> pull; depart	<i>dro(g)</i>	<i>dratt</i>
<i>la</i> let	<i>lot</i>	<i>latt</i>

84. By itself:

<i>slå</i> strike, beat	<i>slo</i>	<i>slått</i>
<i>stå</i> stand	<i>sto(d)</i>	<i>stått</i>
<i>le</i> laugh	<i>lo</i>	<i>ledd</i>

Translate:

(f) Jeg tok min hatt og sa farvel. De lot meg gå. Klokka i tårnet (*tårn* n. = tower) slo akkurat tolv [toll] (12). Vi dro til England [églann] med fly. Vi lo og sang hele veien. Hun sa hun stod opp klokka åtte (8) hver dag. Den som ler sist, ler best (*a common saying*).

85. (7) The same vowel all through:

<i>komme</i> come	<i>kom</i>	<i>kommet</i>
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Further examples:

<i>holde</i> hold, keep	<i>holdt</i>	<i>holdt</i>
<i>løpe</i> run	<i>løp</i>	<i>løpt</i>
<i>sove</i> [ˈsɔrvə] sleep	<i>sov</i>	<i>sovet</i>

By itself:

<i>gå</i> go, walk	<i>gikk</i> [ˈjikk]	<i>gått</i>
<i>få</i> get, receive	<i>fikk</i>	<i>fått</i>

Note: *Gå* in Norwegian never means 'travel', which is *reise*. *Få* is often used as an auxiliary and in many idiomatic combinations which we shall deal with later.

Translate:

(g) Flyet kom til Fornebu flyplass i går. Jeg fikk ikke sove i natt. Stormen holdt meg våken (*awake*). Jeg stod opp og gikk (meg) en lang tur. Min venn gikk til London i går. Nei, det gjorde han ikke. Han *reiste* til London.

86. When prefixed the strong verbs maintain the same conjugation:

' <i>tilgi</i> forgive	<i>tilga</i>	<i>tilgitt</i>
' <i>gjenta</i> repeat	<i>gjentok</i>	<i>gjentatt</i>
' <i>ankomme</i> arrive	<i>ankom</i>	<i>ankommet</i>

Rendering of the English Continuous Tenses

87. Right from the start we saw that there were no equivalent forms to the so-called continuous tenses in English, like: He is coming. He was coming. In translation these forms have been rendered by ordinary simple tenses, corresponding to English: He comes. He came. (See note, para. 62.)

In order to stress that the action is taking place at this very moment the following idiomatic expressions could be employed: '*holde på (med)*' or: '*drive på med*' (keep on with). Examples: *Hva holder du på med?* What are you doing? *Jeg holder på (med) å skrive et brev.* I am (occupied with) writing a letter.

Note conjugation of *holde* and *drive*:

<i>holde</i>	<i>holdt</i>	<i>holdt</i>
<i>drive</i>	<i>drev</i>	<i>drevet</i>

Vocabulary

meget [ˈme:ɡet] very	klesplagg n. piece of clothing
lærd [lærd] learned	om kvelden [ˈkvell(ə)n] in the evening
sine reflex. pron. pl. his	stolrygg c. back of a chair
når [nɔrr] conj. when	slokke [ˈʃlokkə] (-te) put out
om morgenen in the morning	lys n. light
derfor [ˈdærforr] therefore	våkne (-et) awaken
universitet [ˈunivæsiˈtert] university	gripe irr. seize, grasp
'unngå irr. avoid	den gangen that time

Exercise 13a

Professoren i senga

En meget lærd professor, la oss kalle ham N.N., fant aldri (igjen) klærne sine når han skulle kle på seg om morgenen. Han kom derfor alltid for sent til universitetet. For å unngå dette skrev han opp hvor han hadde lagt hvert klesplagg om kvelden.

Han satt i senga og skrev:

Strømpene på skoene, skoene under senga, skjorte, slips og jakke over stolryggen, undertøyet på stolen. Til slutt skrev

han: Professoren i senga. Så slokte han lyset, og ikke lenge etter sov han som en stein.

Da han våknet neste morgen, grep han listen og fant alle klærne der de skulle være. Men—professoren i senga fant han ikke. Han kom for sent den gangen også.

Exercise 13b

Translate:

He drank a glass of beer before (*før*) he went to bed in the evening. The man always¹ rode alone. He offered me only ten pounds for the car. The girl never¹ forgave him. Arsenal have won again. They always¹ win. He always¹ seized the chance when he saw it. I have not found her. What did Cæsar say?² He said: 'I came, I saw, I conquered (= won).'

CHAPTER VI

HOW TO FORM QUESTIONS IN NORWEGIAN

First we need to get acquainted with the main question words. They are:

88. (a) The interrogative pronouns (cf. page 123) *hvem* [vemm] = who, whom (used about persons only). *hvilken* ['vilkən] c. *hvilket* ['vilkət] n. 'hvilke pl. = which (used about persons and things). *hva* [va] = what (used about things).

(b) The interrogative adverbs:

når = when. *Når er du født?* When were you born?

hvor [vorr] + adj. = how. *Hvor gammel er du?* How old are you?

hvordan ['voɾdɑnn] } how *Hvordan var været?* How was the weather?

hvorledes ['voɾledəs] } *Hvordan vet du det?* How do you know?

hvorfor ['vorførr] = why *Hvorfor ler du?* Why are you laughing?

¹ For correct position of adverb see pages 42 and 166.

² Translate 'What said Caesar?'

89. In some special cases English and Norwegian form questions exactly in the same way, viz.

(1) When dealing with auxiliary verbs (be, have, can, shall, will, etc.).

(2) When an interrogative pronoun is the **subject** of the sentence.

(3) When an interrogative pronoun or adverb (i.e. *hvor* + adj.) is **part of the subject**.

Examples:

(1) Are you hungry? *Er du sulten?*
Have you seen him? *Har du sett ham?*
Can you tell me? *Kan du fortelle meg?*

(2) Who knows? *Hvem vet?*
What comes next? *Hva kommer så?*

(3) What train is he coming by? *Hvilket tog kommer han med?*
How many Norwegians live in America? *Hvor mange nordmenn bor i Amerika?*

90. Otherwise the congruity does not exist any longer, as Norwegian has no equivalent to constructions with 'to do', but form questions in the same way as above (in 1), viz. by reversing the word order.

Do you know him? *Kjenner du ham?*

Did you see her? *Så du henne?*

What do I find here? *Hva finner jeg her?*

Shakespeare could write: What find I here? So when forming questions in Norwegian the student should apply the pattern 'have I' or 'can I'.

Progressive forms:

Present: Are you leaving today? *Reiser du i dag?*

Past: Were you listening to the radio? *Hørte du på radio?*

91. Note: Sometimes questions may be formed by using an ordinary affirmative sentence adding the expression 'ikke sant' (= is it not true?). *Du har spist, ikke sant?* You have eaten, haven't you? *Han hette Per, ikke sant?* He was called Per, wasn't he? *Oslo er hovedstaden i Norge, ikke sant?* Oslo is the capital of Norway, isn't it?

Vocabulary

teater [te'ɑ:tər] n. theatre
 ingen anelse [ˈʌ:m(ə)lsə] c. no
 idea
 med'en gang at once
 se'godt ut look well
 pause c. interval
 gå på konsert [kon'sæ't] c. go
 to a concert

av og til now and then, occasion-
 ally
 moderne [mo'dæ:r'nə] modern
 klassisk ['klassisk] classical
 foretrekke [ˈfɔ:rɛtrɛkkə] irr. (as
 trekke) prefer
 instrument n. instrument
 sannelig adv. indeed
 hu'kommelse c. memory

Exercise 14a

Translate:

- Traff du Per i går? Ja, jeg så ham i teatret.
 Visste du at han var der? Nei, jeg hadde ingen anelse.
 Kjente du ham igjen? Ja, med en gang.
 Hvordan så han ut? Han så meget godt ut.
 Snakket du mye med ham. Ja, i alle pausene.
 Er du ofte i teatret? Jeg ser nesten alt som går (*which is on*).
 Går du aldri på konserter? Jo, av og til.
 Hva liker du best, moderne musikk eller klassisk? Jeg
 foretrekker det siste.
 Spiller du noe instrument selv? Nei, dessverre, men du
 spiller piano, ikke sant?
 Husker du det også? Du har sannelig en god hukommelse.
- Make these sentences interrogative:
 Du bor i Oslo. Han hører ofte på radio. Hun skrev brev til
 kjæresten (kjæreste c. *sweetheart*) sin hver dag. Han er
 soldat [sol'dɑ:t]. Byen Narvik ligger i Nord-Norge. Bjørnson
 døde i Paris [pa'ri:s].
 Deres (*your*) kone vil ha en kopp te til (= another cup of tea).
- Translate the following sentences: (Oversett følgende
 setninger:)
 She is writing a letter. You are studying Norwegian, aren't
 you? He is leaving tomorrow, isn't he? What are they doing?
 Are they playing bridge?

Vocabulary

få (tak i) irr. get (hold of)
 billett [bi'lett] c. ticket
 heldig lucky
 klokka åtte at eight o'clock
 spille kort [kɔ't] play cards
 jeg synes I think, find

kjedelig [ˈçɛd(ə)li] dull, boring
 'tennis tennis
 mer more
 interessert [intrə'se:t] in-
 terested
 fotball c. soccer

Exercise 14b

Translate:

Did you get (hold of) tickets for (tr. *til*) the concert? Yes, I
 was lucky. When does the concert begin? It begins at eight
 o'clock. Do you like to play cards? No, I think it is boring.
 Does your brother play tennis? No, he is more interested in
 soccer.

CHAPTER VII

NEGATIVE SENTENCES

not = ikke

92. Here again we find similarities between the two
 languages as far as auxiliaries are concerned:

I have not (I haven't)
 He cannot (can't)

Jeg har ikke
 Han kan ikke

Questions: Haven't I? / Have I not?
 Can't he?

Har jeg ikke?
 Kan han ikke?

This is the pattern used in Norwegian for expressing nega-
 tive statements, as constructions with 'to do' have no
 counterpart.

'I don't know' must therefore be translated as: *Jeg vet ikke*.
 (Cf. Shakespeare: I know not.)

I didn't know, as: *Jeg visste ikke*.

Questions: Doesn't he know? *Vet han ikke?*
 Didn't he know? *Visste han ikke?*

Paradigm:

	Inf.	Present	Past	Perfect Tenses
ikke å vite		han vet ikke	han visste	han har (hadde) ikke visst
not to know		he doesn't know	he didn't know	he hasn't (hadn't) known

Negative questions:

Present	Past	Perfect
Vet han ikke?	Visste han ikke?	Har (hadde) han ikke visst?
Doesn't he know?	Didn't he know?	Hasn't (hadn't) he known?

English negative continuous forms are translated:

You are not writing.	Du skriver ikke.
Aren't you writing?	Skriver du ikke?
You were not writing.	Du skrev ikke.
Weren't you writing?	Skrev du ikke?

The imperative:

don't be afraid	vær ikke redd! or ikke vær redd!
don't do it	gjør det ikke! or ikke gjør det!
don't laugh	le ikke! or ikke le!

Reflexive:

don't strain yourself	overanstreng deg ikke! or ikke overanstreng deg!
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Answering Words in Norwegian

93. These are: **ja** yes, but after a negative **jo**. (cf. German: *ja* and *doch*; French: *oui* and *si*.) **nei** = no.

Examples: *Heter du Per?* **Ja** (*jeg heter Per*).
Is your name Per? Yes (my name is Per).
but *Heter du ikke Per?* **Jo** (*jeg heter Per*).
Isn't your name Per? Yes (my name is Per).
Er hun ikke søt? **Jo**.
Isn't she sweet? Yes.

94. Note also these answers where the pronoun 'det' (that) is added.

Have you a car? *Har du (en) bil?* Yes, I have. **Ja, det har jeg**.
Do you know him? *Kjenner du ham?* No, I don't. **Nei, det gjør jeg ikke**.
Did you get the tickets? *Fikk du billettene?* Yes, I did. **Ja, det gjorde jeg**.
Aren't you English? *Er De ikke engelsk?* Yes, I am. **Jo, det er jeg**.

Place of 'ikke' in Subordinate Clauses

95. In a subordinate clause **ikke** is normally placed before the verb. Note the divergence from English. This peculiarity also applies to other adverbs.

Examples: *Han sa at det ikke var sant*. He said that it was not true. *Du må skynde deg hvis du ikke skal komme for sent til toget*. You must hurry up if you are not to miss the train. *Da de ikke kom, måtte vi avlyse møtet*. As they did not come, we had to cancel the meeting. *Det er (fins) folk som ikke vil arbeide*. There are people who will not work.

For order of words in Norwegian (see page 165).

Vocabulary

å gå på ski to ski	på én dag in one day
så—som as—as	øvelse c. practice
lett easy, -ly	mester c. master
stiv stiff	det lønner seg [døˈlønneɕei] it pays
ordentlig [ˈɔːntli] properly	uforsiktig [ˈʊ:fɔʃikti] careless
redd afraid	naturligvis [naˈtuːˈliʋi(:)s] of course
med godt humør n. good-humouredly	tåpelig silly

Exercise 15a

Translation:

Å lære å gå på ski er ikke så lett som en tror. Har du prøvd? Nei, jeg tør ikke. Du må ikke være stiv. Glem ikke å binde skiene ordentlig på (deg). Vær ikke redd. Ta det med godt humør. Tro ikke at du kan lære det på en dag. Øvelse gjør mester. Brekker en ikke ofte benene? Nei, det hender ikke ofte. Det lønner seg ikke å være uforsiktig, naturligvis. Det er tåpelig.

Exercise 15b

tid [tiːd] c. time divan [diˈvɑːn] c. divan
ypperlig [ˈyppəˈli] splendid

Didn't you know that I was coming? (use simple past tense). No, you haven't written. I didn't get time. Don't you like to see me? Of course, but I don't know where I can find a bed for (til) you. I can sleep in a chair. I don't need a bed

to sleep in. Don't be silly. You can sleep on a divan. Yes, many thanks, that¹ is splendid. I have done that¹ very often (transl. many times).

CHAPTER VIII

THE PASSIVE VOICE

96. The passive is expressed in two ways in Norwegian, first of all by the auxiliary **å bli -ble -blitt** (become, get) with the past participle of the main verb.

Inf.	Present	Past	Perfect
<i>å bli rost</i>	<i>han blir rost</i>	<i>han ble rost</i>	<i>han er (har) blitt rost</i>
to be praised	he is praised	he was praised	he has been praised

For 'he was caught' English can also say 'he got caught' and then comes very near the Norwegian construction.

97. But Norwegian like the other Scandinavian languages also has passive forms ending in **-s**.

Inf.	Present	Past
<i>å rose</i>	<i>han roses</i>	<i>han rostes</i>
to be praised	he is praised	he was praised

This **-s** is actually a remnant of the Old Norse reflexive **sik**, in modern Norwegian **seg** (see page III), which in course of time was reduced to **-s** when tacked on to the verb.

98. In most cases the **s**-forms can be changed into expressions with **bli**, *han kastes* (he is thrown) into *han blir kastet*. Sometimes, however, there is a slight nuance between the two formations.

(a) The **s**-form has a more general meaning and is often used about customary and repeated actions. They are often met with in public notices and in announcements and advertisements.

¹ = **det** [de:] (stressed) dem. pron. n.

Eksamen (sg.) *holdes hvert år*. Examinations are held every year. *Publikum anmodes om ikke å røke*. The audience are requested not to smoke.

(b) Constructions with **bli** are often used to denote isolated and limited actions. *Huset blir bygd*.

99. But on the whole the **s**-forms have a rather restricted use. They are quite common in the present tense and in the passive infinitive after the so-called modal auxiliaries. (See para. 161.)

Examples:

Noe må gjøres. Something has to be done. *Det kan ikke beskrives, det må oppleves*. It cannot be described, it must be experienced. *Det kan lett se(e)s* [ˈsɛəs, 'sɛs]. It can easily be seen.

In the past tense it is rare, let alone the perfect tenses: *kjøptes* was bought, *betaltes* was paid, but when it comes to verbs of the first conjugation (the **-et** class) we get such clumsy forms as *kastedes* which belong to a bygone period. You may find them in the works of Ibsen, Bjørnson, Lie and Kielland, etc.

The **s**-form is hardly ever used in the past tense of strong verbs either.

100. In forcible narrative style, which is closely related to everyday speech, the active voice is generally used in preference to the passive. Sentences like: *Det sies* [ˈsɪəs] can be rendered by: *Folk sier*, or *man sier*. One says.

Passive in English—Indicative in Norwegian

101. In some instances English uses the passive voice where Norwegian would employ the indicative, e.g. *Han druknet*. He was drowned, but: They drowned the cat in Norwegian is *De druknet katten*. *Huset brant ned*. The house was burnt down. *Han skal gifte seg*. He is going to be (get) married. *Du tar helt feil der*. You are quite mistaken there. *Hun var ingensteds å se* (å finne). She was nowhere to be seen (to be found). *Det er å håpe*. It is to be hoped.

102. Sometimes a passive construction can be rendered by an active one in Norwegian with the indefinite pronouns **man**, **en** or **de** as subject, i.e. He was thought to be dead. *Man trodde at han var død.* It is believed that . . . *Man tror at . . .* It is said . . . *Man sier* or *Det sies at . . .* What is to be done? *Hva er å gjøre?* or better: *Hva skal man gjøre?*

Further Remarks on the s-Forms

103. It should be observed that the student will meet with several **s**-forms, in writing as well as in ordinary conversation, which have no strictly passive meaning at all, and which cannot therefore be replaced by the auxiliary *bli*. In some instances the **s**-form has a slightly different meaning from the original verb, as will be seen from the examples below. Most of them are not used in the perfect tenses.

høres = sound. *Det høres rart (ut).* It sounds strange. *Det høres (ut) som fiolinmusikk.* It sounds like violin music. *Det hørt (ut) som om han hadde gitt opp alt håp.* It sounded as if he had given up all hope. But: *Dine ord hørt (ble hørt).* Your words were heard.

kjennes = be noticed, be felt. *Det kjennes på farten når Grane (navnet på en hest) legger i vei.* (Fra Ibsens: Peer Gynt.) You can tell by the speed when Grane (the name of a horse) starts off. (From Ibsen's 'Peer Gynt'.) *Det kjentes (ut) som om hele hånden var frosset til is.* It was as if the whole hand was frozen to ice.

føles = be felt, means more or less the same as *kjennes*. *Hvordan føles (or kjennes) det å være fri?* What does it feel like to be free? Past tense: *Det føltes.*

merkes = be noticeable. *Det merkes når han har vært her.* You can (always) tell when he has been here. *Det merkes ikke.* Nobody will notice it. Past tense: *Det merktes . . .*

behøves, trenges = be necessary. *Skal jeg hjelpe? Nei, takk, det behøves ikke.* Shall I help? No, thank you, it isn't necessary. Past tense: *det behøvedes (trengtes) ikke.*

undres = wonder, has reflexive meaning. *Jeg undres (på) om han kommer.* I wonder if he is coming?

synes = be apparent, noticeable. *Det synes ikke.* It doesn't show. *Det synes på deg at du har løpt.* One can see that you have been running. But to express personal opinion: *Jeg synes* = I think—an expression of very high frequency. *Jeg synes hun er vakker.* I think she is beautiful. *Det synes ikke jeg.* I don't think so. See page 40.

skilles = part. *De skiltes som gode venner.* They parted as good friends. *De skal skilles.* They are getting divorced.

104. A few other **s**-forms have reciprocal meanings:

Infinitive Present	Past Tense	Past Participle	
<i>slåss</i>	<i>sloss [sløss]</i>	<i>slåss</i>	fight each other

Spillerne sloss om ballen. The players fought for the ball.

Vi sees i morgen. We will see each other tomorrow. Past tense: *såes.*

Further examples are: *møtes* or *treffes* meet each other. *Vi møttes første gang på en dans.* We met the first time at a dance.

105. Finally there are some verbs of this type which have not passive, but active meaning such as:

Lykkes succeed, which also has a past participle form (= inf.).

Infinitive Present	Past Tense	Past Participle
<i>lykkes</i>	<i>lyktes</i>	<i>lykkes</i>

Det lyktes meg ikke å stoppe ham. I did not succeed in stopping him.

Remember, never *Jeg lyktes*, but always *Det lyktes meg*.

Minnes remember, recall. *Jeg minnes min barndom.* I remember my childhood. Past tense: *minnes*. The plain verb *minne* means 'remind'.

Infinitive Present

Finnes (or *finns*) exist, be*Det fantes ikke mat i huset.* There was no food in the house.

Infinitive Present

trives thrive, be comfortable, feel at home*Han trivdes ikke i store byer.* He did not feel at home in large cities.

Past Tense

fant^s

Past Tense

triv^s*des***Preposition 'av' = by**

106. The preposition used in connection with the passive is *av* in Norwegian, corresponding to *by* in English. *De ble angrepet av fienden.* They were attacked by the enemy. *Maten lages av kokken.* The food is prepared by the cook.

Vocabulary

ro'man c. novel

helt c. hero

narre (-et) lure

drepe (-te) kill

forræder [fɔ're:dər] c. traitor

fange (-et) capture

straffe (-et) punish

om noen få dager in a few days

oppdage (-et) discover, detect

likevel [ˈli:kəvəl] nevertheless

ugjerning [ˈu:jærˈɲɪŋ] c. crime,

evil deed

død [dø:d] c. death

føre (-te) lead, take

Exercise 16a

Translation:

Jeg leste i dag en roman. Helten narres ut i skogen, og drepes av en forræder. Ingen ser det. Men om noen få dager oppdages likevel ugjerningen. Forræderen fanges og straffes med døden (*by death*).

Rewrite the above sentences using the auxiliary **bli** instead of the **s**-form.

Vocabulary

historie [hi'sto:riə] c. story

prinsesse [prin'sessə] princess

redde (-et) save

fattig [ˈfatti] poor

slott [ʃlɔtt] n. castle

be'lønne (-et) reward

gjøre til konge make someone

king

lykkelig happily

Exercise 16bUse the **s**-forms first and then the auxiliary **bli**.

The story is read by many children. The princess is saved by the hero, who is only a poor man. He is taken to the castle to be rewarded. He is made king, and they live happily ever after (*for resten av livet*).

Comments on Passive

107. An English-speaking person may be in doubt sometimes how to translate sentences like: The house was painted. He was punished. It is said, etc. Is he to translate: *Huset var* or *ble malt*? *Han var* or *ble straffet*? *Det er* or *blir sagt*? Similarly: He is loved—*han er* or *blir elsket*?

Rule: When **bli** is used the stress is laid on the action. When **være** is used stress is laid on the result attained. If the verb 'get' or the continuous form can be used then **bli** is the correct auxiliary. If **he was caught** is identical with **he got caught** then the correct translation is **Han ble fanget**.

Exercise 17Insert the correct forms of **være** or **bli** in these sentences.

- Hennes bror — drept i siste krig. Her brother was killed in the last war.
- Jeg — så forbauset da jeg hørte det. I was so surprised when I heard it.
- Da vi kom, — døren låst. When we arrived the door was locked.
- Tele'grammet — sendt i går. The telegram was sent yesterday.
- Vi — gift i går. We were married yesterday.
- Jeg håper dere vil — lykkelige. I hope you will be happy.
- Det tror jeg vi skal —. I think we shall.
- Han — elsket av sine venner. He was loved by his friends.
- Fant du pengene? Nei, de — stjålet. Did you find the money? No, it was stolen.
- Det så ut som om han — — stukket av en veps. It looked as if he had been stung by a wasp.

Vocabulary

barber [bar'ber] c. barber	tomat [to'ma:t] c. tomato
hos bar'beren at the barber's	suppe c. soup
fri'sør hairdresser	til middag c. for dinner
bar'bersalong barber's shop	forbauset [for'bøuset] aston- ished
få (irr.) av seg get rid of	fiskesuppe c. fish soup
skjegg n. beard	biff c. beef
kunde ['kundə] c. customer	syltetøy n. jam
tur c. here: turn	løk c. onion
vær så god here: please	pudding c. pudding
som vanlig as usual	saus c. sauce
klippe (-et) cut	til dessert [də'sær] c. for dessert
bar'bere (-te) shave	frukt c. fruit
stund c. while, time	salat [sa'la:t] c. salad
svært [svæ:'t] adv. very	merkelig ['mærkəli] strange
nærsynt ['næ:fy:nt] short- sighted	likevel adv. after all

Exercise 18

Hos barberen/frisøren

En mann gikk inn i en barbersalong for å få av seg skjegget. Da (As) det var en fire-fem kunder før ham, måtte han vente på tur. Så roper barberen: 'Vær så god neste!' Vår mann setter seg opp i stolen, og barberen spør som vanlig: 'Klippes eller barberes—?' 'Barberes,' svarer mannen.

Etter en stund sier barberen, som er svært nærsynt: 'Har De spist tomatsuppe til middag i dag—?' 'Nei,' svarer kunden forbausset, 'jeg har spist fiskesuppe.' 'Og etterpå—?' 'Biff.' 'Med syltetøy til?' 'Nei, med løk.' 'Har De spist pudding med rød saus til dessert?' 'Nei, fruktsalat.' 'Det var merkelig! Da må jeg ha skåret Dem likevel.'

'det er' = it is, there is

108. *Det er* corresponds both to: (a) *it is*, and (b) *there is* (*are*), in English, since the old form *der* has been almost entirely superseded by *det*.

(a) *Det er ikke salt, det er sukker.* It is not salt, it is sugar. *Det er meget sannsynlig* [sann'symli]. It is very likely. Note the difference in construction between Norwegian: *Det er sannsynlig at han kommer*, and English: He is likely to come.

(b) *Det var mange dengang som trodde at det var helt umulig* [u'murli]. There were many at that time who thought that

it was absolutely impossible. *Er det noe blekk i blekkhuset* ['blekk(h)usə]? Is there any ink in the inkstand?

There is and *there was* can in a good many cases be rendered by: *Det finnes* (or *fins*) and *Det fantes*. See page 60.

Dengang fantes det ingen biler. There were no cars in those days.

(c) *Det* is further used in impersonal expressions like: *Det regner* ['reiner]. It is raining. *Det snør.* It is snowing, etc.

CHAPTER IX

THE ADJECTIVE

109. You will already have come across adjectives scattered here and there in the book. But you have not learned to decline them as yet. The declension of adjectives in Norwegian is not very complicated, but it requires some practice.

In English, where there are no genders in the nouns, the adjective remains unchanged. In Norwegian, however, as in French and German, the adjective agrees with the noun both in gender and number. There are two declensions which must be learned: (a) the Indefinite Declension and (b) the Definite Declension.

The Indefinite Declension

	c.	n.	pl.
110. stor big		stort	store

Examples:

stor gutt big boy

stort hus big house

store gutter, hus big boys, houses

This type of declension is used when the adjective stands alone or isolated before the noun as in the examples above, or is preceded by the indefinite article **en**, **et**, or the indefinite adjectives. The latter you have not met yet, so you had better be introduced to them. Those in question are:

	c.	n.	pl.
111.	<i>noen</i> [ˈnoːən] some, any <i>ingen</i> no (en) <i>hver</i> [væ:r] every, each	<i>noe</i> <i>intet</i> (et) <i>hvert</i>	<i>noen</i> <i>ingen</i> —

112. Note *ingen* is equivalent to *ikke noen* (not any), and *intet* (rarely used in everyday language) to *ikke noe*, and the plural *ingen* to *ikke noen*.

Examples:

en vakker dag, et langt brev, noen lange brev.
Han er ingen fin mann = ikke noen fin mann.
hver fri mann = every free man.
hvert grønt blad = every green leaf.

113. Note: The adjective also takes the same endings when used predicatively. *Gutten er stor, Huset er stort, Guttene, husene er store.*

Det blir mørkt. It is getting dark.
De må være røde. They must be red.
Vinduet er åpent. The window is open.
Vinduene er åpne. The windows are open.

Exercise 19

Insert the correct forms of *stor* (big) and the article, where required, in the following examples:

<i>e- — bok.</i>	<i>e- — barn.</i>	<i>e- — båt.</i>
<i>noen — skip.</i>	<i>— epler.</i>	<i>— menn.</i>

The adjective *lang* (long): *e- — vei. — film. e- — ord. — båter.*

Predicatively: *Veien er —. Ordet var —. Skoene var —.*

The adjective *høy* (high, tall); *e- — tre. — trær. ingen — fjell.*

Predicatively: *Mannen er —. Huset er —. Prisene er for (too) —. Trærne var blitt —.*

The Definite Declension

114. This declension is very easy to master, as the adjective here has the same ending throughout, viz. *-e*, i.e. the same ending as the indefinite declension in the plural.

	c.	n.	pl.
	<i>store</i> big	<i>store</i>	<i>store</i>

115. This pattern is used when the adjective is preceded by (a) *den* (c.), *det* (n.), pl. *de* (= English the), which in Norwegian grammar is termed the definite article of the adjective.

Examples:

Den store by(en) = The big town, *det store hus(et)*, plural: *de store byer* (or *byene*), *de store hus(ene)*.

(b) The demonstrative adjective:

	c.	n.	pl.
	<i>denne</i> this	<i>dette</i> this	<i>disse</i> these

Examples:

<i>denne vakre park(en)</i>	this beautiful park
<i>dette grønne blad(et)</i>	this green leaf
<i>disse grønne trær(ne)</i>	these green trees

The student will have observed from the parentheses that even the definite article of the noun can be used in these cases. We call that double definition (lit. the big the town, this green the leaf). This construction is very frequent in colloquial style.

(c) Possessive adjectives:

	c.	n.	pl.	
	<i>min</i> my	<i>mitt</i>	<i>mine</i>	<i>hans</i> his
	<i>din</i> your	<i>ditt</i>	<i>dine</i>	<i>hennes</i> her
	<i>vår</i> our	<i>vårt</i>	<i>våre</i>	

These are fully treated on page 113.

<i>min nye hatt</i>	my new hat
<i>vårt lille hus</i>	our little house
<i>hans fine hund</i>	his fine dog

In colloquial speech the possessive adjective is very often placed after the noun with the latter in the definite form, *den nye hatten min* (cf. English, the new hat of mine), *det lille huset vårt, den fine hunden hans*.

(d) the **s**-genitive.

Min kones nye hatt. My wife's new hat. *Desember er årets mørke måned.* December is the dark month of the year.

Note especially:

In some cases the definite declension is used without any preceding determinative, e.g.:

(e) When the adjective forms part of a proper name, adding to the characterization of the latter, e.g.: *Gamle Norge* old Norway, *vesle Hans* little Hans, *Vestre Aker* (district near Oslo), *Unge fru Pedersen* The young Mrs. P., *Lille Eyolf* (play by Ibsen). These often contract into one word: *Lillegutt* little boy (pet name), *gamlemor* grandma.

(f) In exclamations and expressions of address:

Store Gud, du store min, du store verden! (All meaning: Good gracious!) Further: *arme mann!* poor man! *Hallo, gamle venn!* Hallo, old friend! In letters: *Kjære venn!* Dear friend.

(g) In a number of expressions the definite article is omitted after a preposition; the definite declension is still retained.

Examples: *på rette måten* in the right manner, *i hele mitt liv* in all my life, *i hele dag* all day. Note: *hele dagen*; *hele huset*; *halve riket* half the kingdom; *midt på lyse dagen* in broad daylight.

As the definite form of the adjective is identical with the strong form in the plural, what is said in the following paragraphs about the latter also applies to the former.

Some Details on Adjectives (for later study)

116. 1. Double consonants are reduced to single before the ending **-t** in the neuter:

c.	n.	pl.
styggy ugly	stygt	stygge
grønn green	grønt	grønne
vill wild	vilt	ville

Exceptions: *full* full *-fullt*, *viss* certain *-visst*, to avoid confusion with other words with only one consonant in the common gender.

2. Adjectives ending in unstressed **-el**, **-en** or **-er** drop the **-e** in the plural and in the definite form. If this **-e** is preceded by a double consonant the latter will be reduced to single.

c.	n.	pl. and def. form
<i>travel</i> ['travøl] busy	' <i>travelt</i>	˘ <i>travle</i>
<i>sulten</i> hungry	<i>sultent</i>	<i>sultne</i>
<i>doven</i> [˘dovøn] lazy	<i>dovent</i>	<i>dovne</i>

With reduction of double consonant in the pl.

' <i>bitter</i> bitter	' <i>bittert</i>	˘ <i>bitre</i>
' <i>vakker</i> pretty	' <i>vakkert</i>	˘ <i>vakre</i>
<i>gammel</i> old	<i>gammelt</i>	<i>gamle</i>

Examples: *travle tider* busy times, *den sultne ulv* the hungry wolf, *vakre piker* beautiful girls, *i gamle dager* in olden days.

117. Special attention should be paid to the two adjectives *liten* little, small, and *egen* own.

c.	n.	pl.
<i>liten</i>	<i>lite</i>	<i>små</i>
<i>en liten mann</i>	<i>et lite hus</i>	<i>små menn, hus</i>

The definite form singular is *lille* (*den lille mann*) (coll. also *vesle*) pl. *små* (*de små menn*).

<i>egen</i>	<i>eget</i>	<i>egne</i>
-------------	-------------	-------------

This is the only adjective that keeps the indefinite form in the singular when preceded by a possessive.

sg.		pl.
<i>min egen sønn</i> my own son	But	<i>mine egne sønner</i>
<i>mitt eget barn</i> my own child		<i>mine egne barn</i>

118. Adjectives without **-t** in the neuter

(a) A number of adjectives do not add any **-t** before a neuter noun:

First of all, adjectives which already end in **-t**, preceded by a consonant, e.g. *svart* black, *lett* easy; *et svart hus*, *et lett arbeid* work. To this class belong the past participles of weak verbs: *et elsket barn*; *en elsket mor*. In the plural the parti-

ciples of Class I change the *-t* into *-d* before the plural *-e*: *elskede fedre*. When used predicatively, participles remain unchanged: *Barna var elsket*.

(b) Adjectives ending in *-ig* and *-lig* (*g* not pronounced): *riktig* correct, *ferdig* finished, *lykkelig* happy.

Example: *et riktig svar*, plural *riktige svar*. *Huset er ferdig*. *ferdige hus*, *et ferdig arbeid*, *et lykkelig par* a happy pair, couple.

(c) Further, some words which end in *-sk*, often denoting nationality: *et norsk ord* [o:r], *et engelsk skip*, *et krigersk folk* a warlike people.

Exceptions: *fersk* [fæ:ʃk] fresh, and *frisk* healthy, also fresh, *falsk* false, *rask* quick.

(d) Furthermore, some adjectives ending in *-d* such as: *glad* [glɑ:] glad, happy, and *redd* frightened, *solid* [so'li:d] solid, strong, *fremmed* unfamiliar.

Example: *et glad barn*. *Barnet er redd*. *et solid hus*. *et fremmed ansikt* an unfamiliar face.

(e) Those ending in *-s*: *dagligdags* [˘da:glidaks] daily, every-day, *gammeldags* old-fashioned, *tilfreds* [til'frets] contented. Example: *et tilfreds folk* a contented people. Plural: *tilfredse borgere*¹ contented citizens, *et gammeldags hus*. Plural: *gammeldagse møbler* old-fashioned furniture.

Shortening of the vowel before the neuter *-t*

119. The following adjectives are affected by this shortening:

(a) Some adjectives ending in a stressed vowel.

The neuter *t* is doubled to show that the preceding vowel is short.

blå blue—neuter *blått*, *grå* grey—neuter *grått*, *rå* raw, also brutal—neuter *rått*, *fri* free—neuter *fritt*, *ny* new—neuter *nytt*, *stø* steady—neuter *støtt*. The *-e* in the plural is often lacking in some of these adjectives.

Examples: *blå himmel* blue sky—n. *blått hus*—plural: *blå(e) hus*; n. *grått hår* grey hair—plural: *grå hår*; *rå frukt*

¹ *borger* [˘borger] c. citizen.

fresh fruit—n. *rått klima* ['kli:ma] raw climate, *et rått overfall* a brutal attack, plural: *rå(e) poteter* [po'tetər] raw potatoes.

(b) Adjectives ending in a *-t* or a mute *-d* preceded by a long vowel.

Examples: *bløt* soft—n. *bløtt*, plural *bløte*. Further: *hvit* white—n. *hvitt*, plural *hvite*, *søt* sweet—n. *søtt*. *hvit snø*, *hvitt papir* [pa'pi:r] white paper. Exceptions: *lat* lazy—n. *lat*; *kåt* wild, wanton—n. *kåt*.

With *d* (mute).

rød red—*rødt*, plural *røde*.

død dead—*dødt*, plural *døde* (*d* pronounced in solemn speech).

Note: *god* [go:] but n. *godt* [gott], plural *gode* [˘go:ə].

Indeclinable Adjectives

120. Adjectives of two or more syllables ending in an unstressed *-e* remain unchanged in every position. They are *indeclinable*.

stille quiet

bange frightened

øde desolate

moderne [mo'dær:nə] modern

These include the present participles of verbs: *spennende* exciting. (See page 136.)

The same thing applies to some monosyllables ending in *-a*, *-o* and *-u*, e.g.: *bra* fine, excellent, *sta* stubborn, *tro* faithful, *slu* cunning, *edru* [˘e:dru] sober. To these can be added *kry* proud. But most of these may sometimes be seen with *-e* in the plural.

Finally the following adjectives with the ending *-s* are also indeclinable: *felles* common, *stakkars* poor, used in exclamations.

Exercise 20a

Fill in the blank spaces in the following examples:

The adjective: *lang* long, *d*. ... *veien*. *d*. ... *veiene*. *d*. ... *bordet*. *d*. ... *stykket*.

The adjective: *vakker*, *d*. ... *haven*. *d*. ... *pikene*. *d*. ... *huset*.

Exercise 20b

Questions: What is the form of *denne* in the neuter and the plural? Insert the correct form of this pronoun as well as the correct form of the adjective in the above examples.

Using the Adjective as a Noun

121. In English the adjective can serve as a noun only when used in a general sense: **the good** meaning either (a) everything that is good, goodness = Norwegian *det gode*, or (b) the good people = Norwegian *de gode*; further examples: the dead *de døde*, the poor *de fattige*.

But if individual persons or things are meant, a noun must be added or the prop-word *one*: the old man, the sick person, the little one. This is not necessary in Norwegian owing to the genders, so we get *den gamle*, *den syke*, *den lille* (*vesle*), *de fire store* the four big ones.

Which apple do you prefer? I prefer the red one. In Norwegian: *Hvilket eple foretrekker du (vil du helst ha)? Jeg foretrekker (vil helst ha) det røde.*

Vi ga den fattige noen penger. We gave the poor man some money. *Det første jeg så, var en gris.* The first thing I saw was a pig. *Det eneste jeg husker, er at jeg var veldig redd.* The only thing I remember is that I was terribly frightened.

The adjectives used in this way may also take **-s** in the genitive: *De gamles juleaften.* The old people's Christmas Eve.

Vocabulary

den syttende [ˈsøtt(ə)nə] **mai**
the seventeenth of May
nasjo'naldag c. independence
day
glede c. joy
tog [tɔ:g] n. train, here: pro-
cession
marsjere [ma'ʃɛrə] (-te) march
gjennom [ˈjennəm] through
flagg n. flag
kledd i dressed in
klær pl. clothes
anledning [an'le:dnɪŋ] c. occa-
sion

særlig especially
drøy adj. here: long, or 'good'
time c. hour
se på look at
hver [væ:r] every, each
musikk-korps n. band
marsj [maʃʃ] c. march
sang c. song
tone [ˈto:nə] c. sound, tune
på avstand c. at a distance
nasjo'naldrakt c. national cos-
tume
fargerik richly coloured, pic-
turesque

bue c. curve, bend
'avholdt past part. beloved,
popular
al'tan c. balcony
hilse (-te) greet
juble (-et) cheer
hals c. neck, here: throat
'nedover down(wards)
så adv. then
'mot towards
'munter adj. gay, cheerful
farge c. colour
over'alt everywhere
nord [no:r] north
sør south
'munterhet c. gaiety

Exercise 21a

Norges nasjonaldag

Den syttende mai er Norges nasjonaldag, og det er stor glede over hele landet den dagen. Det er en fest (*a delight*) å se det lange toget med alle de glade barna som marsjerer gjennom gatene. Alle bærer små, vakre norske flagg i hånden, og de er kledd i sine (*their*) beste klær for anledningen.

I Oslo er barnetoget særlig langt. Du kan stå i (*for*) to drøye timer og se på det.

Hver skole har sitt eget musikk-korps, som hele tiden spiller nasjonale marsjer og sanger. Du kan høre de friske tonene på lang avstand. Guttene er kledd i fine røde, hvite og blå drakter (here: *uniforms*), og småpikene i fine nasjonaldrakter. Det fargerike toget marsjerer så i en stor bue opp til det vakre slottet.

Nordmennenes avholdte konge, Olav den femte, står på altanen og hilser de små barna, og disse jubler av full hals (*for all they are worth, at the top of their voices*).

Toget går så videre (*on*) nedover mot den muntre byen. Du ser norske flagg og norske farger overalt, og du møter smilende ansikter og hører vennlige ord. Alle er i godt humør, det vi på (*in*) norsk kaller: 'perlehumør' (perle c. = *pearl*).

I alle Norges byer fra nord til sør finner vi den samme glede og munterhet.

Exercise 21b

1. Have you seen his new house?
2. He did not like to live in big cities.
3. We had no money.
4. Do you like *The Merry Widow*? (merry = *glad*, widow = *enke*).
5. Do you know the white lady?
6. Lillehammer is only a small town.
7. The little girl had no home to go to (= *til*).
8. That was a

nice little girl. 9. These Norwegian apples are too small. 10. We bought some very fine strawberries in the town (strawberry = *jordbær* ['jorbæ⁽³⁾r] n.). 11. The weather was fine. 12. That was a fine word for it. 13. This brown hat was very expensive (expensive = *dyr*, cf. dear). 14. She wrote a long letter to her (= *sin*) father. 15. The prices have become too high (price = *pris* c.). 16. I saw some big ships in (tr. *på* = on) the harbour (harbour = *havn* c.). 17. He gave a foolish answer (foolish = *dum*, *tåpelig*). 18. The big egg was bad (here = *råtten*). 19. I can't see any red house. 20. Is that clear?

CHAPTER X

COMPARISON OF ADJECTIVES

122. Most Norwegian adjectives form the comparative by adding **-ere** [-əɾə] and the superlative by adding **-est** [-əst] to the form of the positive.

	Positive	Comparative	Superlative
(1)	<i>rik</i> rich	✓ <i>rikere</i>	' <i>rikest</i>
(2)	<i>dum</i> stupid	✓ <i>dummere</i>	' <i>dummost</i>
(3)	<i>stille</i> still, quiet	✓ <i>stillere</i>	' <i>stillest</i>

(2) *m* is always doubled before **-ere** and **-est**.

(3) If the adjective ends in an unstressed *e* no new *e* is added.

Intonation: Whereas the comparative takes double tone the superlative takes the single, except when inflected, see para. 128.

123. When comparing we use the word **enn** corresponding to English than.

Han er rikere enn kongen. He is richer than the king.

124. To emphasize the comparative, the adverb **mye** (or **meget**) = English **much** is used. *Det er mye bedre.*

To emphasize the superlative, the adverb **aller** ['allər] is used—*aller best* the very best, best of all.

Some Irregularities in the Comparison

125. (1) Adjectives ending in **-ig** (**-lig**), where the *g* is not pronounced except in the superlative, have **-ere** in the comparative, but only **-st** in the superlative.

Examples:

<i>billig</i> cheap	<i>billigere</i>	' <i>billigst</i>
<i>lykkelig</i> happy	<i>lykkeligere</i>	' <i>lykkeligst</i>

The same thing applies to adjectives in **-som**, where the *m* is doubled before the vowel in the comparative:

<i>virksom</i> active	<i>virksommere</i>	<i>virksomst</i>
<i>langsom</i> slow	<i>langsommere</i>	<i>langsomst</i>

(2) Adjectives ending in an unstressed **-el**, **-en** or **-er** drop the *e*, as we should expect, before the comparative and superlative endings.

Example:

	d. tone	s. tone
' <i>travel</i> busy	<i>travlere</i>	<i>travlest</i>
<i>doven</i> ['dɔrvən] lazy	<i>downere</i>	<i>downest</i>
' <i>sikker</i> sure, safe	<i>sikrere</i>	<i>sikrest</i>
' <i>tapper</i> brave	<i>taprere</i>	<i>taprest</i>

(For the reduction of double consonants in the last two comparatives and superlatives, see page 67.)

(3) A group of adjectives which undergo 'mutation' in the comparative and superlative (*a* > *e*, *o* > *ø*, *u* > *y*, *å* > *æ*) take just **-re** in the comparative and **-st** in the superlative.

Note single tone throughout.

<i>lang</i> long	' <i>lengre</i>	<i>lengst</i>
<i>ung</i> young	' <i>yngre</i>	<i>yngst</i>
<i>tung</i> heavy	' <i>tyngre</i> , also regular	<i>tyngst</i> , also
	✓ <i>tungere</i>	' <i>tungest</i>
<i>stor</i> big	' <i>større</i>	<i>størst</i>

With **-est** in the superlative:

<i>få</i> few	' <i>færre</i>	' <i>færrest</i>
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(4) The following adjectives form their comparatives and superlatives from an entirely different stem. English has the same peculiarity:

<i>gammel</i> old	'eldre	<i>eldst</i>
<i>god</i> good, fine	'bedre	<i>best</i>
<i>ond, vond</i> bad	'verre	<i>verst</i>
<i>liten</i> little	'mindre	<i>minst</i>

Besides:

<i>mye</i> or <i>meget</i> much	<i>mer</i>	<i>mest</i>
<i>mange</i> pl. many	<i>flere</i> ['fleirə]	<i>flerest</i> most

which also can be used in adjectival function.

(5) Finally there are a number of comparatives and superlatives with no corresponding form in the positive. We must replace the missing form by an adverb.

		Adverbs
<i>bakre</i> rear	'bakerst	<i>bak</i> behind
<i>bortre</i> farther	'bortest	<i>bort</i> away
<i>fremre</i> 'anterior'	'fremst	<i>fram</i> forward
<i>indre</i> inner	'innerst	<i>inne</i> within
<i>ytre</i> outer	'ytterst	<i>ute</i> out
<i>øvre</i> upper	'øverst	<i>over</i> above
<i>nedre</i> lower	'nederst	<i>nede</i> down
<i>midtre</i> centre	'midterst	<i>midt</i> middle

126. The following are only used in the comparative:

nordre [ˈnordrə] northern of *nord* north, *søndre* or *søre* southern of *sør*, *syd* south, *østre* eastern of *øst* east, *vestre* western of *vest* west.

127. Only in the superlative:

nest next, *først* first, *sist* last, *forrest* ['fɔrrɛst] foremost, *ypperst* ['yppɛst] supreme, *mellomst* in the middle.

Note: *nær* near has the comparative: *nærmere*, the superlative: 'nærmest.

Example: *I (den) ˈnærmeste fremtid*. In the near future.

128. Intonation: The superlatives usually change from single tone to double tone when they are inflected.

Examples: 'vakrest most beautiful, has single tone, but the inflected form *den ˈvakreste* double tone. 'forrest foremost, single tone, but *den ˈforreste* double tone.

Vocabulary

'Afrika Africa	<i>hvordan</i> ['voˈdan] how
<i>besøk</i> [bɛˈsøk] n. visit	<i>jo</i> adv. here = well
<i>hjemland</i> n. homeland	<i>fyre</i> (-te) heat, burn
<i>slekting</i> c. relative	<i>ovn</i> [ɔvn] c. stove
Idiom: <i>Jeg ville gjerne</i> [ˈjæːnə]	
<i>vite</i> I should like to know	

Exercise 22a

Den grønne vinteren var verst

En mann fra Afrika hadde vært på besøk i Norge, og da han kom tilbake til sitt hjemland, ville hans slektninger og venner gjerne vite hvordan det var deroppe i det høye nord. 'Jo,' sa han, 'det var to vintrer, en grønn vinter og en hvit vinter. Men den grønne var verst, for da fyrte de ikke i ovnene.'

Exercise 22b

Write the complete answers to these questions in Norwegian:

1. What country was the man from?
2. What had he done in Norway?
3. What would his relatives and friends like to know?
4. What did he mean by (tr. *med*) green winter and white winter?
5. Why was the green winter worst?

En tvilsom kompliment [kɔmpliˈmanŋ]
(A doubtful compliment)

like vakker som just as beautiful as
litt adv. a little, slightly

Hun: Er jeg ikke like vakker som den dagen vi ble gift? (*got married*).

Han: Jo da, kjæreste, men nå tar det bare litt lengre tid.

Idiomatic expression: *Det er ikke så verst* [vɛst]. It is not too bad.

Vocabulary

kanskje [ˈkɑnsjə] perhaps
 kjekk nice, square
 dyr expensive, dear
 jo—desto conj. the—the
 tørst [tøst] thirsty
 forsiktig [fɔˈsjikti] careful

to'bakk c. tobacco
 prøve (-de) try
 høy tall
 klasse c. class
 flink clever

Exercise 22c

You are perhaps rich, but your father was richer. Sissel is the nicest girl in the whole town and the happiest too. Oslo is much bigger than Bergen, but much smaller than London. England has bigger towns than Norway. It is more expensive to live in a town than in (= *på*) the country. I am two years older than my brother. I was much stronger in my younger days. The more he drank, the thirstier he became. Be more careful next time (*gang* c.). That is the very best tobacco I have tried. Svein is the tallest boy in the class, but not the cleverest.

Comparison by 'mer' and 'mest'

129. Quite a few adjectives, especially of two or more syllables, form their comparative and superlative with the help of **mer** and **mest** (corresponding to English **more** and **most**) when for purely phonetic reasons it may sometimes be impossible or inconvenient to add any ending **-ere** or **-est**.

This is the case with:

(1) Adjectives of two or more syllables ending in:

(a) *-(i)sk*: 'krigersk warlike, *mer krigersk, mest krigersk*.

Further examples are: *bar'barisk* barbaric, 'kritisk critical, *hys'terisk* hysterical.

(b) *-et(e)* (= full of): *steinet* stony, *bakket* hilly.

(c) *-en*, generally derived from nouns: *ullen* woollen, *gyllen* golden, *våken* awake.

(2) The adjectives: *fremmed* unfamiliar, foreign, and *verdt* [væʔt] or *verd* [værd] worth.

Verdt (*verd*) is only used predicatively: 'tomten (the site) *er mer verd enn huset*.

(3) Participles: The past participle and the present participle.

Example: *Han er mer fryktet* (feared) *enn elsket*. *Hans unge kone 'derimot* (on the other hand) *har et mer vinnende 'vesen* (a more charming nature).

Use of the Comparative and Superlative

130. The comparative form is indeclinable.

Example: *Hans hus er større enn mitt*.

The superlatives have *-e* in the definite declension and also in the plural of the indefinite declension, but otherwise they take no ending.

Hvem er størst av dere to? We could also say: *Hvem er den største av dere to*, the definite declension being required after *den*.

131. Sometimes the comparative can be used to express a fairly high degree without any idea of actual comparison:

e.g. *en eldre dame* an elderly lady
en yngre dame a youngish lady
en bedre middag quite a good dinner
en lengre tur a rather long walk (longish)
en større bestilling a considerable order
noen mindre de'taljer some minor details

Mindre can also be used as a negative understatement:
mindre bra not so good.

Vocabulary

dyp deep
 dal c. valley
 stri persistent, swift-flowing (of rivers)
 'sørover southward
 munne (-et) ut i flow into
 fa'brikk c. factory
 fart [fa'tt] c. speed
 den ene—den annen one—the other
 foss c. waterfall
 rik på rich in
 tu'rist c. tourist

laks c. salmon
 kyst c. coast
 helt til as far as
 sjøfarende seafaring
 nasjon [na'fo:n] c. nation
 'handelsflåte c. merchant navy
 verden [ˈværdn] c. world
 'verdenshav n. ocean
 vaie (-et) wave
 havn c. harbour
 fjord c. fjord
 stykke n. (1) piece; (2) distance
 utenlandsk foreign

beundre (-et) admire
nordover [no(:)rover] north-wards
smal narrow
kilometer (km.) kilometer (about $\frac{1}{5}$ of a mile)
grense c. border, frontier
svenskegrensen the Swedish frontier
bred [brø:] broad, wide
område n. area
fjellpar'ti n. (pl. -er) mountain range, area

over havet above sea-level
likeså stor som as big as
omtrent almost, about
for ek'sempel n. (abbr. f. eks.) for example
sjøfart c. shipping
sjøfartsby c. shipping town
hi'storie c. history
det samme gjelder the same applies to, or can be said about
høre til belong to, be amongst

Exercise 23a

Norges geografi [geogra'fir]

I Norge finner en høye fjell, dype daler og strie elver. Den lengste elva heter Glomma. Den kommer fra Aursundsjøen, og renner sørover og munner ut i havet ved byen Frédrikstad, en av de mest kjente fabrikkbyer i Norge.

De norske elvene har stor fart, og den ene store fossen følger etter den andre. De er også rike på fisk, og engelske turister fisker laks i mange av våre elver.

Norge har en lang kyst, og nordmennene begynte tidlig å seile på sjøen. De hadde da ikke så store skip som vi har nå. Dere har sikkert (*surely*) hørt om de vakre vikingskipene.

Med disse små skipene seilte de helt til England og Frankrike. I moderne tid er nordmennene velkjent som en sjøfrende nasjon. Landet har en meget stor handelsflåte, en av de største i verden, og en kan møte norske skip på alle verdenshav. Det norske flagget vaier i hver større havn.

Norge har mange dype og lange fjorder. Den lengste er den kjente Sognefjorden, som går et langt stykke inn i landet med høye fjell på begge (*both*) sider. Den er meget vakker, og de utenlandske turister beundrer den svært.

Etter hvert som (*as*) man kommer lengre nordover, blir landet¹ smalere og smalere. På det smaleste stedet, ved byen Narvik, er det bare omtrent 8 km til svenskegrensen. På det bredeste stedet er avstanden fra vestkysten til Sverige omtrent 450 km.

¹ For change of word order see pages 42 and 166.

I den midtre del av dette brede området ligger Norges høyeste fjellpartier: Jotunheimen og Rondane. Den aller høyeste fjelltoppen heter Galdhøpiggen. Den er 2468 meter over havet og ligger i det ville fjellpartiet Jotunheimen.

Norges hovedstad heter Oslo, og er den største byen i landet. Den er omtrent like så stor som den engelske kullbyen Newcastle. Andre større byer er f. eks. Bergen og Trondheim. Bergen er kjent som en livlig sjøfartsby med en interessant historie.

Det samme gjelder Trondheim. De hører begge til Norges aller eldste byer.

Vocabulary

sjøby c. seaside town
tre three
fire four
sju (syv) seven
lys here: fair
veldig exceedingly
hissig hot-tempered
hver gang c. every time
rette (-et) v. quarrel
bakke c. hill
utsikt c. view
under ['unnær] below
kai c. quay

passasjer [passa'fær] passenger
passasjerbåt liner
straks immediately
ukjent unknown
mennesker people, folk
svenske Swede
'tysker German
danske Dane
'engelskmann Englishman
vanskelig difficult
de fleste av dem most of them
stille quiet

Exercise 23b

Translate into Norwegian:

Life in a seaside town (tr. *The life*)

I have two brothers and three sisters. My eldest brother is called Per. He is three years older than I. My youngest brother is four years younger than I, but much taller. All my sisters are very young. The eldest is only seven years old. All have fair hair and are very pretty. They are exceedingly fond of playing. (See page 152.)

My two brothers are very strong and like to fight. They are both hot-tempered, but they quickly become good friends again every time they have quarrelled. Our house stands (lies) on the top of a hill, and we therefore have a fine view over the sea below. We can see all the big ships coming (which come) into (*inn på*) the harbour.

Some (*noen*) are white, others (*andre*) are red or black. It is very busy on the quay when a big liner comes in. The little town is immediately full of new, unknown people: Swedes, Danes, Germans and Englishmen. If you can speak foreign languages you can have many interesting conversations with these people. The Swedes and the Danes understand our own language. Next morning the fine boat has disappeared, and the town is as quiet as it was before.

CHAPTER XI NUMERALS

Here and there we have already come across numerals, but now we must learn the whole list.

132. The numerals are divided into Cardinals (1, 2, 3, etc.) and Ordinals (first, second, third, etc.).

Cardinals	Ordinals
0 <i>null</i>	(den, det) <i>nulte</i>
1 <i>en</i> (n. <i>ett</i>)	„ <i>første</i>
2 <i>to</i>	„ <i>den annen</i> [ˈɑɲ] <i>det annet</i> [ˈɑɲt] pl. <i>andre</i> , see notes
3 <i>tre</i>	(den, det) <i>tredje</i>
4 <i>fire</i>	„ <i>fjerde</i> [ˈfjæɾə]
5 <i>fem</i>	„ <i>femte</i>
6 <i>seks</i>	„ <i>sjette</i>
7 <i>ʔsju</i> [ˈʃuː], <i>syv</i>	„ <i>sjuende</i> , <i>syvende</i>
8 <i>åtte</i>	„ <i>åttende</i>
9 <i>ni</i>	„ <i>niende</i>
10 <i>ti</i>	„ <i>tiende</i>
11 <i>elleve</i> [ˈelvə]	„ <i>ellefte</i> [ˈelləftə]
12 <i>tolv</i> [ˈtɔll]	„ <i>tolvte</i> [ˈtɔltə]
13 <i>tretten</i>	„ <i>trettende</i>
14 <i>fjorten</i> [ˈfjɔˈtɲ]	„ <i>fjortende</i>
15 <i>femten</i>	„ <i>femtende</i>
16 <i>seksten</i> [ˈseistɲ]	„ <i>sekstende</i> [ˈseistnə]

17 <i>sytten</i> [ˈsøttɲ]	(den, det)	<i>syttende</i>
18 <i>atten</i>	„	<i>åttende</i>
19 <i>nittien</i>	„	<i>nittende</i>
20 ¹ <i>tjue</i> [ˈtʃuə], <i>tyve</i>	„	<i>tjuende</i> , <i>tyvende</i>
21 ² <i>tjuen</i> , <i>enogtjue</i> (<i>tyve</i>)	„	<i>tjueførste</i> , <i>enogtyvende</i>
22 <i>tjueto</i> , <i>toogtjue</i>	„	<i>tjuemandre</i> , <i>toogtyvende</i>
30 <i>tretti</i> , ^ˋ <i>tredeve</i>	„	<i>trettiende</i> , <i>tredeverte</i> [ˈtreðftə]
31 <i>tretti'en</i> , <i>enogtredeve</i>	„	<i>tretti' første</i> , <i>enogtredeverte</i>
40 <i>førti</i>	„	<i>førtiende</i>
41 <i>førti'en</i> , <i>enogførti</i>	„	<i>førti' første</i> , <i>enogførtiende</i>
50 <i>femti</i>	„	<i>femtiende</i>
51 <i>femti'en</i> , <i>enogfemti</i>	„	<i>femti' første</i> , <i>enogfemtiende</i>
60 <i>seksti</i>	„	<i>sekstiende</i>
61 <i>seksti'en</i> , <i>enogseksti</i>	„	<i>seksti' første</i> , <i>enogsekstiende</i>
70 <i>sytti</i> [ˈsøtti]	„	<i>syttiende</i>
80 <i>åtti</i>	„	<i>åttiende</i>
90 <i>nitti</i>	„	<i>nittiende</i>
100 ³ (<i>ett</i>) <i>hundre</i>	„	<i>hundrede</i>
101 <i>hundreogen</i> (n. <i>ett</i>)	„	<i>hundreog' første</i>
129 (<i>ett</i>) <i>hundreogtjue'ni</i> , <i>hundreogniogtyve</i>	„	<i>hundreogtjue' niende</i> , <i>hundreogniogtyvende</i>
200 <i>to hundre</i>	„	<i>tohundrede</i>
1,000 (<i>ett</i>) <i>tusen</i>	„	<i>tusende</i>
2,000 ³ <i>to tusen</i>	„	<i>totusende</i>
500,000 <i>femhundre tusen</i> <i>en halv million</i>	„	<i>femhundretusende</i>
1,000,000 <i>en million</i>	„	<i>milli' onte</i>
		[ˈmilli'ɔɲ]
1,579,365 <i>en million femhundreog syttinitusen trehundreogsekstifem</i> , or usual form: <i>en million femhundreogniogsyttitusen trehundreogfemogseksti</i>		

Comments on the Cardinals

133. The cardinals remain unchanged except **en** which has **ett** in the neuter (double t so as to distinguish it from the indefinite article neuter). It has also a definite form **ene**,

e.g. **den ene** (the one), and even a superlative **eneste** single (the only one).

1. The forms *sju* [ʃu:] = 7 and *tjue* [tʃu:ə] = 20 instead of *syv* and *tyve* were introduced in the spelling reform of 1938, but to many people they are still unfamiliar.

2. A new counting method was officially introduced in 1951. From 21 and upwards the 'tens' are mentioned before the units as in English. According to the older system which is still in full use, the units were mentioned first.

3. As will be seen *hundre* and *tusen* have no plural ending—2500—to *tusenfemhundre*—but if they are used as nouns the ordinary plural ending **-er** is added:

Hundrer av båter hundreds of boats, *tusener av tilskuere* thousands of spectators. Alternatively the adverbs in **-vis** can be substituted: *hundrevis av*, *tusenvis av*, etc.

million and *milliard* on the other hand are pure nouns having always **-er** in the plural.

Intonation: The two-syllabic numerals from *tretti* (30) to *nitti* (90) inclusive have single tone, so has *tusen*, while *hundre* and the form *tredve* for 30 have double.

Comments on the Ordinals

134. The ordinals up to 6 inclusive are rather irregular, but from then on the ending **-(e)nde** prevails. A few have **-te**. Thus common to them all is the ending **-e**.

Intonation: What is said about the cardinals as regards 'tones' also applies to the ordinals.

135. The ordinals are treated as definite forms of an adjective, except **annen** which has an inflection of its own:

	c.	n.	plural
<i>en</i> }	<i>annen</i>	<i>et</i> }	<i>de andre</i>
<i>den</i> }		<i>det</i> }	

The last form **andre** can be used throughout, but usually it means 'other' and **annen**, **annet** 'second'.

(*den*) *annen mai*. The second of May. *Dronning Elisabet den annen* Queen Elizabeth the Second.

første etasje bottom floor
annen " first "
tredje " second "

Only the form *andre* can take double definition, *den andre gangen* the second time, or just *andre gangen* without the article.

Idioms: *for det første*, *for det annet*—firstly, secondly; *annen* etc. as indefinite pronoun, see para. 208.

Å, Matilde, du er min eneste (my only one).

Akk, kjære Adolf, du er min tjuefjerde (fireogtyvende).

Simple Sums

136. $3 + 3 = 6$ *tre pluss (og) tre er seks*

$3 - 3 = 0$ *tre minus (fra) tre er null*

$3 \times 4 = 12$ *tre ganger fire er tolv* or

tre multiplisert med fire er tolv

$64 : 8 = 8$ *sekstifire dividert med (delt på) åtte er åtte*

Fru X: *I dag er min mann og jeg akkurat sytti år til sammen* (= together). *Kan De gjette* (= guess) *hvor mange år jeg er, og hvor mange år min mann er?*

Herr Y: *Det er lett. De er syv, og Deres mann er . . . null.*

137. In Norway the decimal system is used.

1000 *gram* = *et kilo(gram)* about two pounds

100 *centimeter* = *1 meter* about one yard 4 inches

1000 *meter* = *1 kilometer* = $\frac{5}{8}$ of a mile

10 *kilometer* = *en norsk mil* about six English miles

10 *deciliter* = *en liter* about a quart

138.

Time—(*Tiden*)

time c. hour

klokke f. watch, clock

sekund [sə'kunn] n. second **minutt** [mi'nutt] n. minute

Hvor mange (or mye) er klokka? } What time is it?
Hva er klokka? }

Klokka er tolv

12.0 It is twelve o'clock

fem (minutter) over tolv 12.05 five past twelve

halv ett	12.30 half past twelve
ti over halv ett = tjue	
på ett	12.40 twenty to one
et kvarter [kva'rtær] (kvart)	12.45 a quarter to one
på ett	12.50 ten to one
ti (minutter) på ett	1.15 a quarter past one
et kvarter (kvart) over ett	8.0 eight o'clock sharp
presis [prø'sis] klokka åtte	

Officially the 24-hour system is used.
Note. **klokka fem** At five o'clock

Vocabulary

navn n. på name of
måned [ˈmø:nt] c. month
årstid [ˈå:ftid] c. season
vår c. spring
høst c. autumn
vare (-te) last
gjærne here: generally
slutt c. end

kulde c. cold
slik som such as
mens conj. while
unntagen except
skuddår n. leap-year
vanlig usual(ly)
uke c. week

Exercise 24a

Read aloud:

Navn på måneder og årstider

Året har tolv (12) måneder. Den første måned heter januar, den andre februar, den tredje mars, den fjerde april, den femte mai, den sjette juni, den sjuende juli, den åttende august, den niende september, den tiende oktober [ˈɔk'tø:bær], den ellefte november [no'vembær], den tolvte desember, som er den siste måned i året.

Våren kommer i Norge i april og mai måned, og i juni og juli og august er det sommer. Høsten kommer i september og varer gjerne til slutten av november, da vinteren setter inn med kulde og snø. Noen måneder har 31 dager, slik som januar, mars, mai, juli, august, oktober og desember, mens april, juni, september og november har 30 dager, og februar har bare 28, unntagen hvert fjerde år, da den har 29. Det året heter skuddår. Ett år har vanlig 365 dager, men når det er skuddår, 366. Det er 52 uker i ett år. En uke har 7 dager.

Dagens navn er: 'søndag', 'mandag', 'tirsdag', 'onsdag' [ˈonsda], 'torsdag' [ˈtø:ɟda], 'fredag', 'lørdag'. (g mute as a rule in these words.)

139. Dates are indicated in the following way:

Jeg er født den 28de september, 1910. I was born on the 28th of September 1910. About persons no longer alive one usually says *ble født*. *Ibsen ble født den 20de mars, 1828.* In correspondence full stop is the best way: *den 1. mai, den 2. juni* (instead of *den 1ste mai* and *den 2nen juni*).

Vocabulary

far'vel, ad'jø good-bye
minst at least
med tog n. by train
hvilken dato what date?
det vil si (abbrev. dvs.) that is
med bil by car

for å (in order) to
nøy'aktig exact(ly)
flytte move
om fjorten dager in a fortnight
'altså consequently

Exercise 24b

Write the figures in letters.

Can you tell me what time it is? It is 16 minutes past 11. Then (*Da*) I must say good-bye. My train leaves (tr. goes) at quarter to 12, and it takes at least 20 minutes to the station. What date is it today? It is the 19th of July. How far is it to Lillehammer? By train it is (tr. is it) 185 kilometres, that is about 116 English miles. By car it is 200 kilometres or 125 English miles. An English mile is about 1.6 kilometres, as (*som*) you know. How many hours will it take? 3 hours and 18 minutes to be exact. What is your address in Oslo?—Storgaten 14, but we shall move to Karl Johans gate 27 in a fortnight. How many children have you (got)?—Three boys. They are called Per, Hans, and Ole. How old are they? Ole was born on the 9th of July 1950 and is consequently 16 (years old). Hans was born on the 28th of September 1953 and is consequently 13 (years old). Per was born on the 5th of May 1957 and is consequently only 9 (years old).

Note 1: House numbers come after the name of the street in Norway, e.g. Parkveien 17; Storgaten 25.

Note 2: Don't forget: When an adverb or any other element of the sentence apart from conjunctions precedes the subject, subject and verb change places (Inversion). Then 'must I' . . . By train 'is it' . . .

Vocabulary

gene'ral general
treffende apt
morsom [ˈmoʃfɔm] amusing
bemerkning c. [bəˈmærknɪŋ]
 remark
under prep. about time: during
mili'tær military
øvelse [ˈø:vɛlsə] c. exercise

'oppdage (-et) discover
motorsyk'list motor-cyclist
'tillatt p.p. allowed
'nettopp just
i timen per hour
'anta irr. suppose, think
ryste (-et) shake
om conj. whether

Exercise 25

En anekdote [anəkˈdo:tə]

Den norske general, Helset, var kjent for sine treffende og morsomme bemerkninger. Under en militærøvelse oppdaget han en dag en motorsyklist som kjørte mye fortere enn det var tillatt.

Han stoppet ham og spurte ham hvor gammel han var. 'Jeg er 21, herr general' svarte den unge mannen. 'Hvor fort kjørte du nettopp (just now)?' 'Å, ca. 95 km (i timen), antar jeg.' Generalen rystet på hodet og sa: 'Spørsmålet er nå, min venn, om du vil kjøre 95 og ikke bli mer enn 21 eller kjøre 21 og bli 95.'

Et godt råd: Bedre en fot på bremsen, enn tre fot under jorden.

et råd a piece of advice; **brems** c. brake

Fractions (brøker)

140. These were originally formed by adding the word **del** c. (or sometimes **part** [paʀt] c.) to the ordinals, e.g. $\frac{1}{3}$ *en tredjedel*, $\frac{2}{3}$ *to tredjedeler*, $\frac{1}{4}$ *en fjerdedel* [fjæ:ʀøde(:)l] (also called *en kvart* [kvaʀt]), $\frac{1}{5}$ *en femtedel*, $\frac{5}{6}$ *fem sjattedeler*. This is still the usual way, although the new counting method of 1951 introduced cardinals in the denominator, e.g. $\frac{1}{3}$ *en tredel*, $\frac{2}{3}$ *to tredeler*, $\frac{1}{4}$ *en firedel*, $\frac{1}{5}$ *en femdel*, $\frac{5}{6}$ *fem seksdeler*. Officially the old way is optional in the case of numbers up to twelve.

Note especially: $\frac{1}{2}$ **en halv** [hall], $1\frac{1}{2}$ **en og en halv**, or very often **halvannen** [halˈan]. When **halv** is treated as an adjective, it takes **-t** in the neuter, and **-e** in the plural and in the definite declension.

Examples: *en halv kopp te* half a cup of tea, *et halvt glass vann (øl)* half a glass of water (beer). Plural: *halve flasker* = *halvflasker* half bottles.

The definite article of the adjective is very often omitted. *Prinsessen og halve kongeriket*. The princess and half the kingdom.

Forming compounds: *halvveis* half way, *halvmåne* c. half moon, *halvsirkel* c. semicircle.

Halvdelen } the half.
Halvparten }

Example: *Halvdelen av be'folkningen var' negrer*. Half of the population were Negroes.

kvart can also be used before neuter noun: **et kvart minutt**.

141. Collective Numbers

et par a couple of, a few, a pair of.

Har du noen frystikker

[ˈfɥftikər]? Have you any matches?

Ja, jeg har et par stykker Yes, I have a few.

et snes a score (generally used of eggs).

Jeg kjøpte tre snes egg på torget i dag I bought three scores of eggs at the market today.

et dusin [duˈsim] a dozen

dusin is oddly enough used mostly for counting buttons.

en pro'sent one per cent.

Hva er rentefoten? What is the rate of interest?

Den er 3% pro'anno It is 3 per cent per annum.

Further Notes

142. Difference in number: *I det 19de og 20de århundre* (singular), compared with English: In the 19th and 20th centuries (plural). Further: *To og en halv måned* (singular). English: Two and a half months (plural). *Hvor gammel er du?* How old are you? *Jeg er en og tjue år* (en in spite of år being n.).

CHAPTER XII

THE ADVERB

The adverbs fall into two main categories:

- A. Those formed from adjectives.
B. Independent adverbs.

A. Those formed from Adjectives

143. The neuter form of the adjective (ending in **-t**) serves as adverb as well. Refer back to para. 118, paying special attention to when the **-t** is omitted.

Adjectives	Adverbs
<i>pen</i> nice	<i>pent</i>
<i>lang</i> long, far	<i>langt</i>
<i>stygg</i> ugly, bad	<i>stygt</i> (see para. 116)
<i>sen</i> slow, late	<i>sent</i>
<i>lykkelig</i> happy	<i>lykkelig</i> (see para. 118 (b))

Examples:

Det var svært pent gjort. That was very nicely done. *Det var stygt gjort.* That was badly done. *Vi har gått langt i dag.* We have walked far today. *Du kommer sent som vanlig.* You are coming late as usual. *Hun var lykkelig gift.* She was happily married.

Vocabulary

nabo c. neighbour
gal wrong, incorrect

flue f. fly
sveive (-et) inn wind in

En h' storie (story)

En dame som hadde vært på fisketur sammen med sin mann, forteller naboen om turen: 'Jeg gjorde allting *galt*. Jeg snakket for *høyt*, jeg brukte *gal flue*, jeg sveivet inn for *fort*, og det verste av alt—jeg fikk mer fisk enn han.'

Comparison of Adverbs

144. Adverbs derived from adjectives form their comparative and superlative in the same way as the corresponding adjectives.

<i>pent</i> nicely	<i>penere</i>	<i>penest</i>
<i>Per skriver pent, men søsteren skriver enda</i> (still) <i>penere.</i>		
<i>stygt</i> badly	<i>styggere</i>	<i>styggest</i>
<i>lykkelig</i> happily	<i>lykkeligere</i>	<i>lykkeligst</i>
Irregular:		
<i>godt, vel</i> well	<i>'bedre</i>	<i>best</i>
opposite to:		
<i>vondt</i> } painfully	<i>'verre</i>	<i>verst</i>
<i>dårlig</i> } badly, ill		
<i>ille</i> } badly		
<i>langt</i> } far	<i>'lenger</i>	<i>lengst</i>
<i>lenge</i> } long, long time		

N.B.—The corresponding adjective has the form *'lengre* in the comparative (see para. 125 (3)).

145. A few adverbs that are not derived from adjectives can also have degrees of comparison.

<i>ofte</i> [ˈɔftə] often	<i>oftere</i> oftener	<i>'oftest</i> oftenest
<i>gjærne</i> [ˈjærˌnə]	<i>'heller</i> rather	<i>helst</i> preferable
willingly		

fort [foˈt] quick(ly), has the same form both as adjective and as adverb. It is compared *fort—fortere—fortest*.

Hos tannlegen. At the dentist

Idiom: *stort lenger*¹ = much longer.

Tannlegen: Gjør det vondt? Does it hurt?

Pasi' enten: Å ja, det gjør ikke noe godt akkurat. Well, it isn't exactly pleasant.

T. Hvordan er det nå? How is it now?

P. Ærlig talt, jeg synes det blir verre og verre jo lenger De holder på. Honestly, I feel it is getting worse and worse the longer you are carrying on.

T. Det skal ikke vare lenge nå. It won't last long now.

P. Vær det stort lenger, skriker jeg høyt. If it is going to last much longer, I will shriek loudly.

T. De burde gå oftere til tannlegen. You ought to go more often to the dentist.

¹ After a negation and in if-clauses.

P. Ja, jeg vet det meget godt, men det er lettere sagt enn gjort.
Yes, I know it very well, but it is more easily said than done.

B. Independent Adverbs

146. These form a large and varied group of words which may be divided according to their different meanings. You are not supposed to memorize them all at once. Pick out a few which you actually need and then go back for more.

147. Degree—to express a fairly high degree the following are used:

ganske quite, *ganske bra* quite good, *ganske riktig* quite right.

temmelig rather, *temmelig kaldt* rather cold.

'nokså fairly, rather. *Hvordan har du det?* How is life. *Jo, takk, nokså bra.* Not too bad, thank you.

riktig quite, almost very, and thus a little stronger than the ones above. *Det var riktig fint.* That was quite fine.

To express a high degree:

for = too. *En er for liten og en er for stor.* One is too small and one is too big. Still stronger:

'altfor = far too, much too; *altfor stor* far too big.

svært and **meget** = very. *Han er meget farlig.* He is very dangerous. *Det blir svært vanskelig.* That will be very difficult. Higher still:

over'måte exceedingly, **ytterst**, **overordentlig** [ɔvər-^ɔɲtli] extremely, **used'vanlig** unusually. In colloquial speech **veldig** is widely used. *Hun er overmåte popu'lær.* She is extremely popular, common: *veldig popu'lær.*

Besides there are:

aldeles [al'deləs], **helt**, **full'stendig** completely, entirely. *Er du aldeles (helt, fullstendig) gal?* Are you completely mad?

Finally we have a lot of nonsensical intensifiers like:

for'ferdelig = awfully, **fryktelig** = frightfully, **skrekkelig** = terribly. *Hun er skrekkelig søt* (sweet), *forferdelig pen, fryktelig stor*, etc.

148. Time. da—then. Here lurks a pitfall. 'Then' has two different meanings in English: (1) at that time, where it corresponds to Norwegian **da**; (2) after that, afterwards, subsequently, where it corresponds to Norwegian **så**.

Examples: *Jeg var meget ung da* (= *den gang*). I was very young then (= at that time). *Først spiste vi middag, og så gikk vi en tur.* First we had dinner and **then** (= afterwards) we went for a walk. Get this point quite clear:

Then, i.e. at that time = **da**.

Then, i.e. after that = **så**.

enda, ennå still, yet. *Han er ennå i byen.* He is still in town. *Jeg er ikke ferdig ennå.* I am not ready yet. **enda** is used to strengthen the comparative: *enda verre* still worse. *Han vil ha enda mer.* He wants still more. Cf. page 89.

før earlier, before. *Vi har ikke sett ham før.* We have not seen him before. *like før* just before, *ikke før—før* no sooner—than. *Ikke før hadde han sagt dette, før han falt død om.* No sooner had he said this than he fell to the ground dead.

først first. *Han kom først.* He came first. *Den som kommer først til mølla, får malt først* (mølle f.=mill, male=grind). Corresponding to English: First come first served.

Note specially: *Først i går fikk jeg vite at du var kommet.* Not till (only) yesterday did I hear that you had arrived.

'nettopp, akku'rat just, exactly. *Var det Hansen du stod og snakket med?* Was it Hansen you were talking with? *Ja, nettopp (akkurat).* Yes, exactly. *Min bror har nettopp vært i London.* My brother has just been to London. *Han er nettopp gått.* He has just gone.

straks at once. *Jeg kommer straks.* I am coming at once (directly, right away) = *med en gang* = *med det samme*.

plutselig, brått suddenly. *Det kommer så plutselig (brått).* It comes so suddenly.

ofte often. Like its English counterpart this adverb can be compared: comp. *oftere*, sup. *oftest*. The superlative can have the meaning of 'as a rule, usually'. *Oftest går jeg på kino.* As a rule I go to the cinema.

sjelden (comp. *sjeldnere*, sup. *sjeldnest*) seldom. *Jeg går meget sjelden på restaurant.* I very seldom go to a restaurant.

lenge long, a long time. *Vær ikke lenge!* Don't be long! *For lenge siden.* Long time ago, but *Det er lenge siden.* That is a long time ago. About distance the form **langt** is used = far. *Er det langt å gå?* Is it far to go?

siden later, since then (also conj., see pages 160 and 161). *Vent til siden!* Wait till later! *Har du hørt noe fra ham siden?* Have you heard from him since? *Vi fikk ett brev. Siden har vi ikke hørt noe.* Since then we haven't heard anything.

aldri never. *Du skal aldri si aldri.* You ought never to say never. *aldri i livet* never in my life, *aldri på en søndag* never on a Sunday.

under'tiden, stundom [˘stundom], **somme tider, av og til** occasionally, sometimes. *Somme tider spiller vi kort.* Sometimes we play cards. *Røker De? Ja, av og til.* Do you smoke? Yes, occasionally.

etterpå afterwards, **så** then (see page 91), **deretter** after that, **derpå** thereupon: *Og så var det dans etterpå.* Afterwards there was dancing (a slangish saying). *Først kom Kongen, så Kronprinsen, derpå Statsministeren, og så en lang rekke (med) fine folk, og så til slutt (til sist) kom stakkars lille jeg.*

nå now. *Skal jeg gjøre det nå?* (see also para. 156(3)).
'**alltid, be' standig, stødt (og stadig)** always, constantly. *Han klager alltid, bestandig, stødt.* He is always complaining.
alle' rede already.

nylig, nyss recently, lately.

snart soon. *Jeg kommer snart.* I am coming soon, I'll soon be there.

fremdeles [frem'de:ləs] still. *Fremdeles unghar* still a bachelor.

noensinne, noen gang ever. *Har du noensinne (noen gang) vært sjøsyk?* Have you ever been seasick?

igjen (1) again. *Kom igjen.* Come again. (2) left. *Jeg har ingenting igjen.* Nothing left.

imidlertid however, but. *Imidlertid kom taleren for sent.* However, the speaker came too late.

149. Uncertainty and supposition:

kanskje perhaps, **kan hende** maybe, **muligens** possibly, **sannsynligvis** probably, **visstnok** it is true, I dare say.

150. *Admission:*

riktignok it is true, I admit, admittedly. *Han er riktignok en god venn av meg, men likevel.* He is admittedly a good friend of mine, but all the same . . .

151. *Manner:*

så so, slik such, **således** like that, **hvorledes** how, **annerledes** differently. In addition come all the adverbs derived from adjectives. *Han kjører langsomt.* He drives slowly.

152. *Negation:*

ikke, ei not. **Ei** is used only in a few fixed phrases: *enten du vil eller ei*, willy nilly.

neppe, knapt hardly, scarcely, *Jeg tror neppe han kommer.* I hardly believe he will come.

lite as a negative has no equivalent in English. *Han er lite interessert i saken.* He is **not very much** interested in the matter, while **litt** means a little. *litt interessert* a little interested.

153. *Place:*

her here, **der** there, **where** hvor, **'derfra** from there, whence, **herfra** from here, hence.

'derfra og dit from here to there.

unna away, in expressions like: *hold deg unna* keep away. *Tyven kom seg unna.* The thief escaped.

154. *Contrast:*

ellers ['elləʃ] otherwise, or else. . . . *ellers har jeg det bra.* Otherwise I am all right. In threats: *Gjør som jeg sier, ellers.* Do as I tell you, or else. *Noe ellers?* Anything else? *Det samme som ellers.* The same as usual.

Adverbs with Double Forms

155. Some very common adverbs of place have two forms, a short one signifying direction (*ut, inn*), and one with a final *-e* (*ute, inne*) expressing rest.

hjem—hjemme

Jeg bilte hjem.
Det var ingen hjemme.

I motored home.
There was nobody at home.

bort—borte

Han er reist bort (= bortreist).
Han er borte.

He has gone away.
He is away.

ut—ute

Onkel har gått ut i haven.

Uncle has gone out into the garden.

Vi skal spise middag ute i dag.

We are dining out today.

inn—inne

Gjestene gikk inn i spisestuen.

The guests went into the dining-room.

Mor satt inne i stuen.

Mother was sitting in the drawing-room.

Er Per inne?

Is Per in?

opp—oppe

Han ble kastet høyt opp i luften.

He was thrown high up in the air.

Ørnen svevde høyt oppe i luften.

The eagle was soaring high up in the air.

ned—nede

Skipet gikk ned.
Bonden bor nede i dalen.

The ship went down.
The farmer lives down in the valley.

fram—framme

Vi kom fram (frem) til sist.
Er vi snart framme
(= fremme).

We got there in the end.
Shall we soon be there?—
viz., at our destination.

hen—henne

De gikk hen (or bort) til ham.
Skapet står henne i hjørnet.

They went up to him.
The cupboard stands over in the corner.

Instead of **hen—henne**, **bort—borte** is more common.

Note:

Kom hit! Come here! (to the speaker).

Gå dit! Go (over) there! (from the speaker).

Compare *hit* og *dit* with English 'hither and thither'.

Expressions: *Jeg har lett både oppe og nede.* I have searched both high and low. *Hva han sier, går inn av (ad) det ene øret og ut av det andre.* What he says goes in at one ear and out at the other. *Hun visste hverken ut eller inn.* Meaning: She was at her wits' end. *Borte er godt, men hjemme er best.*

Some Adverbs as Sentence Modifiers

156. Certain very common adverbs serve to modify a statement in various ways, and so have a meaning often very different from their original one. In these cases they are all unstressed.

The main ones are:

1. **da**, 2. **vel**, 3. **nå**, 4. **nok**, 5. **visst**, 6. **jo**.

(1) **da** almost = after all.

Han har da en del erfaring. After all he has some experience
Det var da rart. That was indeed strange.

(2) (a) **vel** denotes hesitant supposition.

Det er vel ikke meg du sikter til? It is not me you are referring to, I suppose? *Du har vel tatt med deg nøkkelen?* You have taken the key with you, I hope?

(b) Also in cautious asking: *Jeg kunne vel ikke få låne sykkelens din?* Do you think I could borrow your bike?

(c) Both **vel** and **da** together: *Det er da vel ikke livet om å gjøre?* It is not a matter of life and death, surely?

(3) **nå** almost identical with **da**, with which it can be combined. *Han har nå en slags eksamen (da).* After all he has an examination of some sort. *Det er nå engang slik.* It is like that, you know.

(4) **nok** modifies a command or an assurance.

Du får nok gjøre som jeg sier. You had better do as I tell you.
Er det sant? Ja, det er nok det dessverre. Is it true? Yes, it is, I am afraid. *Du forstår meg nok.* I am sure you understand me. *Det går nok bra.* That will come out all right, I am sure.

(5) **visst** = apparently, it seems . . .

Han er visst syk. He is ill apparently. *Vi har visst truffet hverandre før.* We have met before, I think.

(6) **jo** almost = as you know.

Klokka er jo alt fem. It is already five o'clock, you know.

For place of adverbs see page 166.

Inversion caused by Adverbs

157. When an adverb comes before the subject the result is inverted word order.

Examples: *Likevel liker jeg det.*

Still I like it.

Vocabulary

foreldre [fo'reldrə] parents

for-siden ago

dere ['dɛ:rə] you pl.

linje c. line

i all hast c. all in a hurry

især especially

kaffe ['kaffə] c. coffee

røke (-te) smoke

sigarett [siga'rett] c. cigarette

anta ['anta(ɔ)] suppose (conjugated as: ta)

hjertelig ['jært(ə)li] or ['jærtli] hearty, cordial

skuespill n. play

konsert (pl. **-er**) [kon'sæ't] c. concert

fottur c. walking tour

slutte (-et) close, end

Exercise 26a

Holmenkollen, den 28. juli, 1966.

Kjære foreldre!

Takk for brevet. Jeg fikk det akkurat for en time siden og sender dere noen få linjer i all hast. Jeg har det aldeles utmerket, især når det gjelder (*as regards*) mat og frisk luft.

I går var hele familien ute på Bygdøy og badet. Solen skinte som vanlig. Det regner visst aldri her.

Det var fullt av folk overalt, unge og gamle, som badet og lå i solen etterpå. Vannet var temmelig varmt. Ellers ville nok ikke jeg ha våget å gå uti (*in*).

Etterpå drakk vi kaffe på stranden og røkte en sigarett eller to.

Jeg har ikke fått noe (*any*) brev fra Ola enda, men han skriver nok snart, *antar* jeg.

Hjertelig hilsen

Rolf.

Exercise 26b

Oslo, 25th August, 1966.

Dear friend,

Thank you for your last letter which I got exactly a week ago. I must tell you that this will be (*bli*) just a short letter. You ask me what I have seen in Oslo. I have seen many interesting things recently, several films and plays, and have also heard some good concerts. I can now tell you that next month *I am going* (translate: *skal jeg reise*) back to England again. Therefore, *I try* to see as much of Norway as I can.

I have also recently been on a long walking tour in the 'Nordmarka'. It was a little too long for me, so I was rather tired when I reached the town. But still *I liked* it. You get plenty of fresh air. You can hardly find anything (*noe*) which is better for you, can you? Well, I must close now.

Hope to see you again soon.

Best wishes,

Gunnar.

CHAPTER XIII

COMPOUND VERBS

158. There are in Norwegian a number of particles—mostly prepositions and adverbs—that are used to form the so-called *compound verbs*. The most important are:

av of, '**avta** decrease, abate; **etter** after, **etterligne** imitate; **fra** from, '**frata** take from, deprive of; **frem/fram** forward, '**frembringe** produce; **inn** in, '**innhente** catch up with (on the road); **ut** out, '**utgi** give out, edit, publish; **opp** up, '**oppstå** arise; **ned** down, '**nedlegge** close down; **om** about, '**omtale** mention; **med** with, **meddele** ['mɛ:ɔɔ:lə] inform;

over ['ɔrvər] over, [˘]overta take over; 'under under, [˘]underholde entertain; til to, 'tilhøre belong to.

Cf. English uphold, undertake, overtake, offset, etc.

Intonation: When the first element is one-syllabic the compound gets single tone', see examples above.

159. A great many of the compound verbs may be split up without changing the meaning; e.g. [˘]overta = [˘]ta over, 'oppgi = [˘]gi opp, 'avfyre fire a shot = [˘]fyre av, 'tilhøre = [˘]høre til. *Jegeren avfyrte et skudd* or *Jegeren fyrte av et skudd*. The hunter fired (off) a shot. You may hear both: *Forfatteren utgav en roman*, and: *Forfatteren gav ut en roman*. The author published a novel. Others cannot be split up at all. The compound forms have generally a more formal or literary flavour than the split forms which are therefore gaining ground in everyday speech. This tendency can, however, lead to comic results at times.

In other instances there is a clear distinction between the separable and inseparable forms, the latter being often used in a more specific, figurative sense, the former in a more direct and concrete sense. Compare *Fienden er blitt avskåret*. The enemy has been cut off, with *Legen skar av benet* (or *benet av*). Lit. The surgeon cut the leg off.

Further examples:

<i>Han stod opp tidlig</i> [˘ti:li].	He got up early.
but: <i>Det oppstod en trette.</i>	A quarrel arose.
<i>Unnskyld at jeg avbrøt Dem.</i>	Excuse my interrupting you.
but: <i>Hun brøt av en gren.</i>	She broke off a branch.
<i>å oppdra barn</i>	to bring up children
but: <i>å dra opp en fisk</i>	to pull up a fish
<i>å oversette en bok</i>	to translate a book
but: <i>å sette over en elv</i>	to cross a river
<i>å innhente</i>	to catch up with (on the road)
but: <i>å hente inn</i>	to fetch in
<i>å opplyse (om)</i>	to inform (of, about)
but: <i>å lyss opp</i>	to light up, illuminate

<i>å utløpe (om tid)</i>	to expire
but: <i>å løpe ut</i>	to run out
<i>å avta (om storm)</i>	to decrease, abate
but: <i>å ta av</i>	to lose weight
<i>å nedkomme</i>	to give birth to a child
but: <i>å komme ned</i>	to come down
<i>å overdrive</i>	to overdo, exaggerate
but: <i>å drive over (om skyer f. eks.)</i>	to pass, drift over (about clouds for instance).

Cf. English to overtake, but to take over.

160. Finally there is also a special group of compound verbs consisting of noun + verb and adjective + verb.

Examples: *delta* [˘dɛlta] *i* partake in = *ta del i* take part in; '*fastspenne* strap = *spenne* 'fast.

Note: On the rare occasions where the past or present participles of the separable compounds are used as adjectives, they are not split: *de fastspente skiene* the strapped skis.

CHAPTER XIV

MODAL AUXILIARIES

The Future Tenses

161. In addition to the three well-known auxiliary verbs *være* (to be), *ha* (to have), and *bli* (to become, get), there are also the so-called *Modal Auxiliaries*, which have a rather irregular conjugation. Most of them have their counterparts in English, although expressing slightly different shades of meaning at times.

Of special interest are those which represent one way of expressing future in Norwegian.

162. In common with English the modal auxiliaries *skal* (shall) and *vil* (will) + the infinitive can be used. These two verbs have, however, complete inflected forms in Norwegian:

Inf.	Present	Past	Perfect
skulle	skal	skulle	skullet
vilde	vil	vilde	villet

skal/vil covers shall/will, but also other ways of expressing future in English, which can be graphically illustrated as follows:

skal	(a) shall	{ Jeg skal reise i morgen. I shall go tomorrow.
	(b) am/is/are going to	{ Jeg skal kjøpe bil. I am going to buy a car.
	(c) am/is/are + -ing form of verb	{ Jeg skal dra i morgen. I am leaving tomorrow.
	(d) am/is/are (supposed) to	{ Jeg skal være der kl. åtte. I am (supposed) to be there at eight o'clock.

163. As in English there is a tendency to use **skal** in the first person and **vil** in the second and third, but there are no rigid rules. Apart from the future **skal** has also an element of determination and promise in it. *Jeg skal komme i morgen.* *Hun skal se 'Peer Gynt' i kveld.*

164. **Vil** is used to a great extent with non-personal subjects. *Det vil ta lang tid før han blir frisk igjen.* It will take a long time before he gets well again. *Det vil koste ham mange penger.* It will cost him a lot of money. *Det vil bli vanskelig for meg å få tid til det.* It will be difficult for me to find time for it. With personal subjects: *Du vil snart merke det.* You will soon notice that. *Gå forsiktig [fɔ'ʃiktɪ] over isen, ellers vil du falle igjennom.* Step carefully over the ice, or you will fall through. In these examples **vil** implies that something is likely to happen.

165. A peculiarity about the Scandinavian languages is that when the direction is sufficiently expressed by an adverb of place or a preposition, the verb of motion is often left out after the verbs *skulle*, *vilde* and *måtte* (to have to).¹

¹ Cf. Shakespeare: 'Wit, whither wilt?'

Examples: *Hvor skal du hen?* Where are you going? *Jeg skal på stasjonen.* I am going to the station. *Han vil ut.* He wants to get out. *Jeg må av sted.* I must be off. *Vi må hjem.* We must get home.

166. **Present tense** is often the best way of expressing future action in Norwegian, especially if an adverb of time clearly indicates future tense. Cf. English I leave tomorrow = Norwegian *Jeg reiser i morgen.*

Jeg kommer
er } *snart tilbake.* I will soon be back.
Det blir vanskelig. That will be difficult.

167. **Shall/will be** correspond to **vil bli** or just **blir** when the expression points to the future. If you say **skal/vil være** the situation becomes static. Compare: *Vi skal bli lykkelige* (future) with *Vi skal være lykkelige* = We shall stay happy. We shall always be happy.

Exception: When **være** is identical with **be present**. *Når vil han være her?* When will he be here?

Note specially: When will he be coming? which in Norwegian translation will run: *Når vil han komme?* or *Når kommer han?*

168. Future can also be excellently indicated by the idiom **komme til å** (in the infinitive and present). Example: *Jeg kommer til å reise bort i morgen,* instead of *Jeg skal reise.* *Det kommer til å koste en god del.* It is going to cost a good deal. It is used even in combination with **vil**. *Det vil komme til å koste en god del.*

Future Perfect

skal/will ha lest shall/will have read

169. *Jeg skal (or vil) ha lest boken når du kommer tilbake.* I shall have read the book by the time you are back. *Du vil ha glemt det når jeg reist.* You will have forgotten it when I have left.

Future in the Past

skulle/ville lese
skulle/ville ha lest

should/would read
should/would have read

170. *Han skulle (reise) til London.* He was going to London. In English **should** would have a widely different meaning here.

As shown by the parentheses, the verb of motion can be omitted.

In conditional sentences, however, English and Norwegian do correspond. *Hvis du skulle treffe ham, (så) hils ham fra meg, er du snill.* If you should see (meet) him, give him my best regards, please. *Det ville ha vært bedre om du hadde fortalt meg det på forhånd.* It would have been better if you had told me (it) beforehand. *Hadde jeg vinger, (så) ville jeg fly.* If I had wings I would have flown.

With subjunctive meaning, 'I wish I were you'—'Jeg skulle ønske jeg var deg'.

171. In colloquial speech *skulle/ville ha vært* is often shortened to *skulle/ville vært*.

Han skulle (ha) vært her allerede i går, men ble antakelig forhindret fra å komme. He should have been here already yesterday, but was probably prevented from coming. *Det ville (ha) vært bedre om du kunne ha kommet i morgen.* It would have been better if you could have come tomorrow.

172. When two events synchronize, the expression used is: **skulle til å** be about to, going to. *Jeg skulle nettopp til å legge meg da telefonen ringte.* I was just about to go to bed when the telephone rang.

More on 'skal/skulle', 'vil/ville'

173. Besides denoting future these two auxiliaries also express other meanings and nuances.

skal often expresses:

(1) A command: *Du skal ikke stjele.* Thou shalt not steal. *Du skal ikke spise med kniven.* Do not eat with the knife.

(2) Determination and promise: *Det skal aldri skje.* It shall never happen. *Du skal få juling.* You shall have a good hiding.

(3) A supposition = is supposed to be, is said to. Examples: *Han skal være rik.* He is supposed to be rich. Cf. German: **Er soll reich sein.**

(4) An agreed arrangement: *Vi skal møtes klokka 12 på stasjonen.* We are to meet at twelve at the station.

(5) Hopelessness as in sentences like: *Hva skal jeg gjøre?* What shall I do? or What am I to do?

skulle corresponds to English 'should' when expressing a moral obligation = ought to. *Du skulle venne deg til å tåle andre folks meninger.* You should (or ought to) accustom yourself to tolerate other people's opinions.

In case of an agreed arrangement Norwegian **skulle** corresponds to English: was, were to. Cf. (4) *Vi skulle møtes på stasjonen. Toget skulle gå klokka ti over tolv (12.10). Vi skulle dra på fisketur.* (Cf. (d) on the diagram in para. 162.)

174. **vil** generally suggests volition or a personal desire. English: will, be willing to, want to, like to, wish.

vil ha often corresponds to: want, (would) like. *Vil De ha te eller kaffe?* Would you like tea or coffee? *Jeg vil helst ha kaffe, takk.* I would rather have coffee, please. *Jeg vil ikke (= jeg har ikke lyst til å) gå hjem enda.* I don't want to go home yet. *Gjør som du vil.* Do as you like (or please). *Ta hva du vil.* Take what you like.

Idiom: *Jeg vil(le) gjerne* = I should like to. Cf. German **Ich möchte gern.**

The shop expression corresponding to English **want** is **skulle ha**. *Jeg skulle ha et par sko, et par hansker (gloves), en pakke sigaretter, etc.*

175. The infinitive construction **I want you to come** does not exist in Norwegian. In such cases two clauses have to be used. *Jeg vil at du skal komme.* I expect you to say yes. *Jeg venter at du skal si ja.* Similarly with an infinitive after an interrogative pronoun or adverb. I don't know what to do = *Jeg vet ikke hva jeg skal gjøre.* He didn't know when to stop = *Han visste ikke når han skulle stoppe.*

Other Auxiliaries

176.	Infinitive	Present	Past Tense	Past Participle
(1)	<i>kunne</i> be able to	<i>kan</i> can	<i>kunne</i> could	<i>kunnet</i> been able to

The Norwegian **jeg kan** usually covers the English: I can, I am able to, and sometimes: I may.

Examples: *Du kan synge meget pent hvis du virkelig vil.* You can sing very beautifully, if you really want to. *Kan De snakke norsk?* Can you speak Norwegian? In the last sentence 'snakke' can be omitted: *Kan De norsk?* **Kan** in this special case is equivalent to English 'know'.

Asking for permission, English: may, *Kan jeg (få) låne pennen din et øyeblikk?* May (or can, as in Norwegian) I borrow your pen for a moment?

	Infinitive	Present	Past Tense	Past Participle
(2)	<i>måtte</i> to have to	<i>må</i> must	<i>måtte</i> had to	<i>måttet</i> have had to

Vi må hjelpe ham. We must help him. *Noe må gjøres.* Something has to be done. Past tense: *Jeg måtte gå for forestillingen [fɔ̃rɛstɪllɪŋən] var slutt for å nå toget.* I had to go before the performance was finished to catch the train. *Jeg har måttet gjøre det = Jeg er blitt nødt til å gjøre det.* I have had to do it.

In polite questions = may, might: *Må jeg (få lov til å) komme inn?* May I come in?

	Infinitive	Present	Past Tense	Past Participle
(3)	<i>burde</i> [˘burdɛ]	<i>bør</i> (ought to)	<i>burde</i>	<i>burdet</i>

This verb denotes what is the most proper and suitable thing to do. *Man bør gå tidlig til sengs.* One ought to go to bed early. *Jeg synes du burde be ham om unnskyldning.* I think you ought to ask his pardon.

	Infinitive	Present	Past Tense	Past Participle
(4)	<i>tore</i> (dare)	<i>tør</i> [tørr]	<i>torde</i> [˘toɪrɛ]	<i>tort</i> [to:rʔ]

Hun tør ikke gå alene i mørket. She dare not walk alone in the darkness. *Han torde ikke påstå at det var sant.* He dared not maintain that it was true. Sometimes *tore* also indicates a vague possibility: *Det torde være vanskelig.* It might be difficult. *Tør jeg spørre hvem De er?* May I ask who you are?

(5) *få get—fikk—fått* is used in many connections and with various meanings:

(a) A vaguely expressed compulsion 'had better': *Du får nok gjøre som jeg sier.* You had better do as I say.

(b) Asking or granting permission=may, or might: *Får jeg komme inn?* May I come in?—also *Får jeg lov [loɪv] å komme inn?* *Kan jeg få snakke med sjefen?* Can I see the manager? Lit.: speak with. *Du får gjøre som du vil.* You may do as you like.

(c) To manage, be able, get a chance to: *Jeg fikk ikke sove i natt.* I couldn't sleep last night. *Å få begge endene til å møtes* = to make both ends meet. *Å få en til å le, gråte,* etc., to make one laugh, weep, etc. It is frequently used in conjunction with past participle of the main verb. Example: *Jeg fikk kjøpt noen få epler i går.* I managed to buy a few apples yesterday. Useful idioms: *få til* = manage, succeed in doing; *jeg får det ikke til* I can't manage (because I am too clumsy perhaps). *få se* catch sight of; *få høre, vite* learn, get to know. *Fikk du se ham?* Did you catch sight of him? *Jeg fikk ikke vite noenting.* I didn't get to know anything. *Jeg fikk høre (vite) at han hadde reist.* I heard (or learned) that he had left.

(d) To express futurity in expressions like: *Vi får se.* We shall see. *Den som lever, får se.* Lit. He who lives, will see.

(6) *la let—lot—latt:* *La ham gå.* Let him go.

Note: Common to all the verbs of this type is the lack of 'å' before the following infinitive.

Vocabulary

på restaurant [restu'raŋg] c. at
 a restaurant
 kelner c. waiter
 ordne ['ordnə] arrange, fix
 hjørne ['jɔ:'nə] n. corner
 passe (-et) suit
 spisekart n. menu, bill of fare
 meny [me'ny:] c. menu
 biff c. beef
 ørret c. trout
 steke (-te) fry
 vinkart n. wine list

rødvin ['rø:vim] c. red wine
 hvitvin ['vi:tvim] c. white wine
 likør [li'kø:r] c. liqueur
 velge, valgte, valgt choose,
 select
 dessert [de'sær] c. dessert,
 sweet
 is c. ice cream
 varme c. warmth, heat
 regning ['reiniŋ] c. bill, account
 øyeblikk n. moment

Exercise 27a

På restaurant

Kelneren. God aften. Hva ønsker De?

Herr N. Vi skulle gjerne ha et hyggelig bord for tre personer.
 K. Det skal vi straks ordne. De kan få det bordet i hjørnet
 der borte.

Herr N. Takk, det passer fint. Kan jeg få se spisekartet
 (menyen)?

K. Vær så god.

Herr N. Hva vil De anbefale i dag?

K. Biffen er meget god, og så har vi fin-fin ørret.

Fru N. Jeg vil gjerne ha en biff.

Herr N. Og du, min datter?

Frøken N. Jeg vil heller (rather) ha fisk, stekt ørret for
 eksempel.

Herr N. Jeg tror jeg vil prøve biffen, jeg også. Vel kelner,
 det blir to biff og en stekt ørret.

K. Det skal bli. Skal det være noe å drikke til?

Herr N. Ja, kunne jeg få se vinkartet? Jeg tror et glass
 rødvin vil passe bra til biffen, men du unge dame, som har
 valgt fisk, burde vel helst ha et glass hvitvin, ikke sant.

Frøken N. Nei, jeg vil ikke ha noe å drikke til maten, Jeg vil
 heller ha et glass likør til kaffen.

Herr N. Som du vil.

* * *

Herr N. Hva skal vi så velge til dessert? Hva sier dere om
 (to) is?

Begge damene: Det vil smake godt i denne varmen.

* * *

Herr N. Kunne jeg få regningen, takk.
 K. Et øyeblikk. Vær så god.

Vocabulary

sint på angry with
 femtoget the five o'clock train
 luft c. air
 hefte (-et) detain
 hilse (-et) noen give s.o. one's
 best regards

Exercise 27b

Translate:

Where are you going? I can't talk with you now. I am to meet my wife at the station and I don't dare to come too late. She will get very angry with me if I do (that). Is she coming by the five o'clock train? Yes. You ought to take a taxi. That would be much better. Oh no, you must not say that. Then I would not get any (noe) fresh air. I understand. I shan't detain you. Will you and your wife be at home tonight? Yes, I think so. I will ring you later. Good-bye and don't forget to give my best regards to your wife. I shan't forget (it).

Vocabulary

i all hast in a hurry
 dessuten [de'sutn] besides
 overraskelse c. surprise
 underrette (-et) inform
 Jeg håper endelig ['endəli] I
 do hope

Exercise 27c

I wouldn't have gone away if I had known that you were in (the) town. Why didn't you tell me that you were coming? I had to leave in a hurry and didn't get time to write. Besides, it was (supposed) to be a surprise. I do hope you will inform us next time you are coming. I promise (transl. det lover jeg).

Vocabulary

politi [poli'ti:] n. police
 bonde pl. bønder farmer
 tvile (-te) på doubt
 alvorlig [all'vø:'li] serious
 følge ['følgə] c. consequence
 permisjon [pærmij'jɔ:n] c. leave,
 furlough
 sjåfør [ʃɔ'fø:r] c. driver
 reparere [repa're:rə] (-te) to
 repair

Exercise 27d

Connect the following sentence pairs, making the necessary changes.

- | | |
|----------------------------------|--------------------------------------|
| 1. Jeg spurte om ... | 1. Han skal reise i morgen. |
| 2. Politiet fortalte at ... | 2. Det vil få alvorlige følger. |
| 3. Bonden tvilte på at ... | 3. Det vil lønne seg (<i>pay</i>). |
| 4. Per mente (=trodde)
at ... | 4. Han vil få permisjon. |
| 5. Sjåføren sa at ... | 5. Bilen må repareres. |

CHAPTER XV

PRONOUNS AND PRONOMINAL
ADJECTIVES

Personal Pronouns

177. The personal pronouns may be arranged in the following way:

	1st person	2nd person	Singular			
			3rd person ¹			
					c.	n.
Nominative: jeg I		du you	han he,	hun she	den	det it
Object form: meg me		deg you	ham him,	henne her	den	det it
			Plural			
	1st person	2nd person	3rd person (all genders)			
Nominative: vi we		dere you	de they			
Object form: oss us		dere you	dem them			

¹ Note: The third person singular also has a genitive form *hans* his, *hennes* her, *dens* and *dets* its, and similarly the second and third person plural: *deres* your, their. But all these are used as possessives, and are consequently mentioned under that paragraph.

178. As regards the forms *du* and *deg*, these are only used between members of the same family and between intimate friends or acquaintances; in other words, if you are what the Norwegians call '*dus*' with the person. If not, you had better use the more polite forms (with a capital D). Nominative: *De* (originally third person plural) and object form: *Dem*, with the corresponding possessive adjective: *Deres*.

For the use of *du* and *De* it may be good to compare with French *tu* and *vous*. But it takes less time to become '*dus*' in Norway than in France.

Furthermore young people far more rapidly drop the polite and formal forms among themselves than the older generation, who observe the rules of etiquette more strictly.

Examples: *Vil De ikke sette Dem? De har glemt hatten Deres.* In commercial correspondence: *Vi har mottatt Deres brev av 15. januar.*

179. A much-debated point in Norwegian, as in English, is whether one should say: *Det er meg* or *det er jeg*. *Han er eldre enn meg* or *jeg*. *Han er like så gammel som meg* or *jeg*. Common usage would in most cases prefer the object form *meg*, at least when the pronoun is stressed: *Meg var det ikke*. If the expression is followed by a relative clause the subject form *jeg* is often preferred. *Det var jeg som gjorde det*.

Vocabulary

i det siste lately	grunn c. ground, reason
på flere uker for several weeks	ringe (-te) (til) en phone (up) somebody
reise (-te) bort leave, go away	God dag Hallo
nevne (-te) mention	så snart (som) as soon as
gå på skole go to school	utmerket adj. splendid, grand
ja da oh, yes	hils ham så mye fra oss give him our best regards
rart n. of rar adj. strange	
kan kanskje may	

Exercise 28a

Practise reading and then translate:

Olav: Si meg, har du sett Per i det siste? Odd: Nei, jeg har ikke sett ham på flere uker. Olav: Tror du han er reist bort?

Odd: Han nevnte at han ville reise til Oslo for å gå på skole. Har du hørt noe om (*about*) det? Olav: Nei, ikke et ord. Odd: Kjente du ham godt? Olav: Ja da, vi var 'dus', og svært gode venner. Odd: Da er det (*it is*) rart han ikke har fortalt oss at han skulle reise. Han hadde kanskje ikke tid til å besøke oss før han dro.

Olav: Det kan kanskje være grunnen. Jeg vil ringe til hans søster og spørre henne om hun vet noe. Men der kommer jo hans bror. Broren: God dag, dere vet kanskje at Per er reist, eller har han ikke fortalt dere det? Olav og Odd: Nei, vi vet absolutt ingenting. Broren: Han sa han skulle skrive til dere så snart han kom til Oslo.

Olav og Odd: Det er utmerket. Hils ham så mye fra oss begge to (lit. from both of us).

Vocabulary

gå for'bi pass (by)
en fremmed a stranger
mann (here) husband
i ettermiddag this afternoon
etterpå afterwards

spille (-te) kort [kɔ'ʔ] n. play
cards
skitur ['ʃi:tʉr] ski-ing trip
ikke—på lenge
not—for a long time
 morsom funny (comical)

Exercise 28b

Translate:

1. Do you (polite form) know him? No, I have never seen him before. None of us know him. He must be a stranger in our town. He passed me yesterday in (*på*) the street. Mrs Olsen certainly knows (tr. knows certainly) what he is called (use the correct form of *hete*). I will ask her. She knows everything (*alt*). She and her husband are coming to us for (*til*) coffee this afternoon. Afterwards we are going to play cards. I didn't know that you (pl.) played cards. Oh yes, we do (it) occasionally (see adv. page 92). Do you (polite form) play cards? No, never.

Where are the boys? They are on (a) ski-ing trip. I haven't seen them for a long time. Have you sold your house? No, I

haven't sold it yet. My children are too fond of it. Will you hear a good story? Yes, if it is good and funny.

'heller—ikke neither—nor

2. Who (*hvem*) did it? It was not I. Nor I either. Was it you who did it? No, it was not he. He is bigger than you. He is almost (*nesten*) as big as you.

The Reflexive Pronoun 'seg' [sei]—Reflexive Verbs

180. Special attention should be paid to the reflexive pronoun **seg** in Norwegian, as there is no equivalent in English (cf. German **sich**, French **se**). This **seg** always refers back to the subject in the clause where it occurs, but is only used when the subject is in the third person singular or plural. Thus it corresponds to English oneself, himself, herself, itself, themselves. *Han hengte seg*. He hanged himself, *Slo hun seg?* Did she hurt herself? In the first and second persons the ordinary object forms of the personal pronouns are used. *Slo du deg?* Did you hurt yourself?

The complete paradigm of a so-called reflexive verb will then be:

Infinitive: å *more seg* to enjoy oneself, to have a good time.

<i>jeg morer meg</i> ..	..	..	I enjoy myself.
<i>du morer deg</i> ..	..	..	you enjoy yourself.
<i>De morer Dem</i>	..	..	" " " "
<i>vi morer oss</i> ..	..	..	we enjoy ourselves.
<i>dere morer dere</i>	..	..	you enjoy yourselves.

Seg—3rd person, singular and plural:

han morer seg ..	..	..	he enjoys himself.
hun morer seg ..	..	..	she enjoys herself.
det (barnet) morer seg	..	..	it (the child) enjoys itself.
den (katten) morer seg	..	..	it (the cat) enjoys itself.
de morer seg ..	..	..	they enjoy themselves.

181. When the English forms **myself**, **yourself**, etc., are used in an emphatic role, they correspond to Norwegian **selv** [sell]. Examples: I did it myself = *Jeg gjorde det selv*.

You saw it yourself = *Du så det selv*. Thus *Jeg vil vaske meg selv* would mean: I will wash myself myself.

The Reflexive Verbs

182. The reflexive verbs have a much wider application in Norwegian than in English. Many verbs also have a reflexive form beside them, very often with idiomatic meaning, e.g. **å komme** = to come, but **å komme seg** means to recover, improve.

Here is a list of some very useful examples:

bar'bere seg shave
be'stemme seg make up one's mind
bry seg om care about
finne seg i put up with
for'andre seg change
for'sove seg oversleep
føle seg feel
gifte seg marry
glede seg be glad
glede seg til look forward to
hvile seg rest
'innbille seg imagine
kjede seg be bored
klippe seg have a haircut
kle på seg dress
kle av seg undress
legge seg lie down, go to bed
legge på seg put on weight
like seg like it, feel comfortable

liste seg steal, slink
lønne seg be of advantage, pay
more seg have a good time
nærme seg approach
'oppføre seg behave
reise seg rise, get up
røre seg move
se seg omkring have a look round
sette seg sit down, be seated
skaffe seg get oneself, procure
skamme seg be ashamed of oneself
skynde seg hurry up
slå seg hurt oneself, get hurt
ta på seg put on } about
ta av seg take off } clothes
tenke seg imagine
vise seg (1) appear, (2) prove to be, (3) show off

Vocabulary

såpe c. soap
prest c. minister, parson
preken c. sermon

foretrekke [ˈfɔ:rɛtrɛkkə] prefer,
 conjugated like **trekke** irr.

Exercise 29a

For translation

Examples of the use of the reflexive pronoun:

- Han satte seg i en stol.
- Jeg legger meg klokka elleve om (in) kvelden.
- Hun føler seg vel.
- Gutten brente seg.
- Mannen falt og slo seg.
- Jeg vasket meg med såpen.
- Piken skar seg i fingeren (cut her finger).
- Hun brydde

seg ikke¹ om det. **9.** Soldatene reiste seg (rose to their feet). **10.** Jeg kunne tenke meg det (so). **11.** Vi tenkte oss at han gjerne ville komme (that he would like to come). **12.** Døren åpnet seg, og en katt listet seg inn. **13.** Da de hadde satt seg, begynte presten prekenen.

The command *Sit down!* may be translated either reflexively *Sett deg!*, politely *Sett Dem!*, or like English *sitt ned!* The same applies to *Lie down!*, *Legg deg (Dem)!* or *Ligg ned!*

Exercise 29b

Translate into Norwegian: **peis** c. open fireplace **kniv** c. knife

1. She married for money. **2.** They felt happy. **3.** I feel better now. **4.** You must not sit down. **5.** The old people preferred to go to bed. **6.** I do not care what he says. **7.** He burnt himself. **8.** I have a wash every morning. **9.** I could not imagine that he was there. **10.** He got up and went out of the room. **11.** He sat down near (ved) the fireplace to (for å) warm himself. **12.** I cut my finger with a knife. **13.** You have not changed much.

183. After a preposition **seg** corresponds to the personal pronouns in English.

Example: *Han tok henne med seg.* He took her with him. *Han hadde ikke noen penger på seg.* He had no money on him. *De delte eplet mellom seg.* They shared the apple between them.

The Possessives

The Possessive Adjectives

184. We have already mentioned the possessive adjectives in connection with the declension of the ordinary adjectives. But a few further points remain to be explained. We discovered that these adjectives followed the strong declension, and our paradigm will therefore be as follows:

	Common	Neuter	Plural
my	<i>min stol</i>	<i>mitt bord</i>	<i>mine stoler, mine bord</i>
your	<i>din stol</i>	<i>ditt bord</i>	<i>dine stoler, dine bord</i>
our	<i>vår stol</i>	<i>vårt bord</i>	<i>våre stoler, våre bord</i>

¹ The negative **ikke** is always placed after the reflexive pronoun in principal clauses. Cf. page 55.

The spelling reform of 1938 has also permitted fem. forms such as *mi*, *di* which are placed after the fem. noun: *boka mi* (never *boka min*).

185. In addition to these we have the indeclinable possessives which are actually the genitive of the personal pronouns (see note, page 108): *hans* his, *hennes* her, *dens*, *dets* its, and finally: *deres* your, plural, also their, and the polite form *Deres* your, singular.

186. As regards the use of these adjectives, it should be noted that there is a growing tendency to place them after the noun, with the latter in its definite form. Thus nearly always in colloquial speech, e.g. *stolen min*, *bordet mitt*, plural *stolene mine*, *bordene mine*, *boken* (or *boka*) *hans*, *boken min* (or *boka mi*), plural: *bøkene hans*, *bøkene mine*. (Cf. page 65.)

In colloquial speech: *min nye hatt* sounds rather formal and literary, so we should generally put the definite article of the adjective in front: *den nye hatten min*, and in the plural: *de nye hattene mine*. To begin with, however, the English student is advised to put the possessive adjectives in front in conformity with his own language.

Exercise 30

Drill in the use of the possessive adjectives:

Mitt hus er nytt

Instead of *hus*, insert in turn the following nouns:

frakk c. coat *bord* [bo:r] n. table *lampe* c. lamp

Change them into the plural afterwards.

Din nye hatt er pen.

Replace *hatt* by: *bilde* n. picture, *bil*, *hest*. Afterwards in the plural.

Unlike English, Norwegian uses the possessive adjectives in front of nouns for abusive purpose:

din tosk you fool!, *din idi'ot* you idiot!, *din slyngel*, *din kjeltring* you rascal!

Vocabulary

tilstand c. condition
snipp c. collar of a shirt
skitten dirty

tur c. here: turn
sjanse [ˈʃɑːsə] c. chance

Exercise 31a

1. Hans hår var grått. 2. Jeg tviler på hans ord. 3. Hennes tilstand er alvorlig. 4. Din far har kjøpt vårt hus. 5. Mitt land er større enn ditt (N.B.). 6. Hvorfor er din snipp så skitten? Kan du ikke låne en av mine? 7. Hvem har fortalt deg at boken er hans? 8. Når går ditt tog? 9. Nå er det din tur. 10. Mine sjanser er små.

From example No. 5 it will be seen that the pronoun has the same form whether used adjectivally or as a pronoun proper.

Example: *Dette er ditt eple*. English: your apple. *Eplet er ditt*. English: yours.

Vocabulary

dyr expensive
vente (-et) på wait for
interesse interest
stolthet c. pride

gris c. pig
sau c. sheep
ku f. cow

Exercise 31b

Translate into Norwegian:

1. It is not my turn. 2. My books are more expensive than yours. 3. Your brother is waiting for you. He has your hat and coat. 4. My mother's greatest interest is to work in our garden. 5. Her son is her greatest pride. 6. Have you seen their farm, their pigs, their sheep and cows? 7. Which (*hvem*) of his sons do you like best?

The Reflexive Possessive

187.

Common	Neuter	Plural
<i>sin</i>	<i>sitt</i>	<i>sine</i>
= his, her(s), its,		
one's, their(s)		

(there is also a feminine form *si*—but rare. Cf. note, page 114.)

The reflexive pronoun 'seg' [sei] and the so-called *reflexive possessive* 'sin' (declined as *min* and *din*) should really be treated together, as what has been said about the former also applies to the latter.

The English has no equivalent to this pronoun; you should therefore devote special attention to it.

In English the possessive adjective 'his' is used in both these sentences: (1) *His* watch is expensive. (2) He took *his* watch. Actually the last statement implies an ambiguity, as 'his' may mean: his own watch, or somebody else's. The context will throw light upon the matter, so that possibilities of misunderstanding are usually rare.

Let us now translate the two sentences into Norwegian: (1) *Hans klokke* (or: *Klokka hans*) er dyr. (2) *Han tok hans klokke*, or: *Han tok sin klokke*. If we used the first version, of sentence No. 2: *hans klokke*, it would not be his own watch. If that were the case, we should have to use: *sin*. Thus the rule is:

If the possessive adjective refers back to a subject in the third person (N.B.), singular or plural, we use the reflexive possessive *sin* for English: one's, his, her, hers, its, their or theirs. (Cf. *seg* in para. 180 c.) It is never used in the nominative case.

Here is the complete paradigm:

Singular:

jeg tok min hatt .. I took my hat
du tok din hatt .. you took your hat

Polite:

De tok Deres hatt .. you took your hat

Third person, singular:

han tok sin hatt .. he took his hat, i.e. his own
hun tok sin hatt .. she took her hat, i.e. her own
barnet tok sin hatt .. the child took its hat, i.e. its own

Plural:

vi tok våre hatter .. we took our hats
dere tok deres hatter .. you took your hats

Third person, plural:

de tok sine hatter .. they took their hats, i.e. their own
gjestene tok sine hatter the guests took their hats, i.e. their own

188. Again: 'seg' and 'sin' always refer back to the subject when this is a noun or pronoun in the third person, either singular or plural.

Note: In the following example the reflexive possessive refers to the logical subject:

Jeg bad ham om å trekke sin søknad tilbake. I asked him to withdraw his application.

Exercise 32

Practice in using *sin* (*sitt*, *sine*)

1. After the war he will go back to his country.
2. Can't you see his face, or is it too dark?
3. The little boy had eaten all his (own) food.
- 4a. The men had forgotten to take their (own) money with them.
- 4b. Do you believe it was their money?
- 4c. Do you believe the money was theirs?
5. The English never lose their good spirits (*hu'mør* n.).
6. Ole and his brother had always been good friends.
7. The watch was not his. It was mine.
8. Wessel in one of his amusing poems tells the story about 'the Smith¹ and the Baker'.
9. The father saw two men speaking to his daughter.
10. 'Where is the money?' 'I took my part of it and they took theirs.'
11. The soldiers rode through his garden.

Demonstratives

189. There are two chief demonstratives, which are inflected in gender and in number as follows:

¹ a smith = *en smed* [sme:].

	Common	Neuter	Plural
Nom. Obj.:	<i>denne</i> this	<i>dette</i>	<i>disse</i> these
Poss.:	<i>dennes</i>	<i>dettes</i>	<i>disses</i>
Nom. Obj.:	<i>den</i> that	<i>det</i>	Nom.: <i>de</i> those
Poss.:	<i>dens</i> its	<i>dets</i>	<i>deres</i> yours
			Obj.: <i>dem</i> those

(a) **Denne**, n. **dette**, pl. **disse** indicate like English 'this, pl. these' that the thing or person in question is quite near, while **den**, n. **det**, pl. **de** give the idea of remoteness 'that one, those'.

Examples:

Denne blyanten er mye bedre enn den. This pencil is much better than that one. *Dette huset er større enn det.* This house is bigger than that one.

To make the situation still clearer **her** (here) is usually added to **denne**, **dette**, **disse** and **der** (there) to **den**, **det**, **de**. *Denne blyanten her er mye bedre enn den der* (or *den der borte* = over there). *Det brevet her er mitt, men det der (borte) er ditt.* You will notice that after all these demonstratives the noun generally appears in its definite form ('double definition').

(b) You will also see that the demonstrative **den**, **det**, **de**, **dem** is in form identical with the personal pronoun (English 'it') and the so-called 'definite article' of the adjective (English 'the') except that the article has no objective form **dem**. *The difference is indicated by stress.*

Illustrations

	Personal Pronoun	Demonstrative
<i>hunden</i> the dog	<i>den er stor</i> it is big	but <i>den er stor</i> that one is big
<i>huset</i> the house	<i>det er stort</i> it is big	but <i>det er stort</i> that one is big
In the plural:	<i>de er store</i> they are big	but <i>de er store</i> those are big

<i>hunden er stor</i> the dog is big	but den <i>hunden er stor</i> that dog is big
<i>hundene er store</i> the dogs are big	but de <i>hundene er store</i> those dogs are big

In the phrase: *den* (unstressed) *lange veien* the long road, we have the article, but if extra stress is put on *den* we get the demonstrative **DEN** *lange veien* **THAT** long road.

(c) The possessive form **dennes** is hardly ever used, except in business letters: *Jeg har mottatt Deres brev av 15. dennes* (abbreviated **ds.**). I have received your letter of 15th inst.

(d) Note specially: Where English uses **this—these, that—those** as subject of the verb 'to be' with a following noun (sg. or pl.) in the predicate Norwegian always uses the neuter singular form, **dette er/var, det er/var . . .** Cf. para. 55.

Examples:

dette er en bok this is a book, *dette er bøker* these are books, *det er en blyant* ['bly:ant] that is a pencil, *det er blyanter* those are pencils.

(e) For expressions like **den som** = he who, **de som** = those who, see relative pronouns. Note: *den boken du kjøpte i går, har jeg lest.* **The** book you bought yesterday I have read.

(f) Another difference from English is the use of the genitive form of the noun instead of the demonstrative pronoun plus a preposition as in English in sentences like: *Norges handelsflåte er større enn Sveriges* ['sværjəs]. Norway's merchant-fleet is bigger than *that of* Sweden.

190. There are also some other words generally classed among the demonstratives. These are:

c.	n.	pl.
<i>slik</i> [ʃlik] such	<i>slikt</i>	<i>slike</i>
the synonym: <i>sådan</i>	<i>sådannt</i>	<i>sådanne</i>
colloquially shortened to: <i>sånn</i>	<i>sånt</i>	<i>sånne</i> (also permissible in writing)

191. Finally some indeclinable words:
begge both, *samme* the same, *selv*¹ self.

Note on *selv* [sell].

selv takes the ending *-e* when used adjectivally before a noun, *selve* [ˈselvə] *kongen*. The king himself. *I selve London*. In London proper. It even has a superlative, *selveste paven*. The Pope himself, in person. *selv* emphasizes a pronoun or a noun. (English myself, yourself, etc.) *Jeg skal gjøre det selv*. *Han så det selv*. Cf. reflexive verbs, para. 181.

selv can also have adverbial function meaning *even*, and is then always placed in front. *Selv et barn vet det*. Even a child knows that.

Exercise 33

Insert the correct form of

Den. 1. *Hva kaller du . . . gaten?* **2.** *Har du malt . . . bildet selv?* **3.** . . . *bøkene der er ikke mine, så du kan ikke ta . . .* (emphatic).

Denne. 1. . . . *huset er gult.* **2.** . . . *bildene er gode.* **3.** . . . *snøen er bløt.* **4.** . . . *er en vakker dal.* **5.** . . . *er ikke mine brev.*

Slik or Sånn. 1. . . . *folk er hyggelige* (pleasant). **2.** *Han likte ikke . . . arbeid.* **3.** *Har du sett en . . . tosk.*

¹ Another form permitted by the New Spelling Reform is 'sjøl', identical with the form used in the dialects and familiar speech.

Vocabulary

selskap n. party	jeg synes it seems to me
'engelsk English	pigg c. spike, here: peak
etter after	rundt omkring round about
veldig great, terrible	se ut look like
slit n. toil, hard work	'synsbedrag n. optical illusion
topp c. top, summit, peak	tine bort (-te) melt away
hvile (-te) ut rest	for'retningsmann c. business man
'anstrengende strenuous	deilig lovely, nice
klatre (-et) climb	slå seg ned settle down
klatring c. climbing	hytte f. hut
fører c. guide,	fjellmann mountaineer
forskjellig [fo'jelli] different,	materiale [mat(ə)ri'a:lə] n. material
various	hit there, hither
vann n. 1, water; 2, lake	rygg c. back
lengst farthest	'sannelig really, indeed
'venstre left	'nedstiging c. descent
'nettopp just, exactly	fjellkjede c. mountain range
tind (tinn) c. peak	
likeså—som quite as—as	

Exercise 34a

På Galdhøppiggen

Et selskap med (of) engelske turister hadde etter et veldig slit nådd toppen av Galdhøppiggen, som er det høyeste fjellet i Norge. De hvilte først godt ut etter den anstrengende klatringen, men så begynte de å spørre føreren om navnene på de forskjellige toppene dalene og vannene som de så rundt omkring seg.

En ung dame spurte: 'Hva heter det fjellet der?' Føreren: 'Mener De det lengst til venstre.' Damen: 'Ja, nettopp.' Føreren: 'Den fjelltoppen De ser der, er den berømte Glitretind, som er omtrent likeså høy som denne her.' En eldre dame sa: 'Jeg synes at alle disse toppene rundt omkring oss er høyere enn selve Galdhøppiggen.' Føreren: 'Det kan kanskje se slik ut, men det er bare synsbedrag.' Damen: 'Men den snøen vi ser på Glitretinden, tiner den aldri bort?' Føreren: 'Den ligger året rundt.' Tredje turist, en ung forretningsmann fra Manchester: 'Dette er et deilig sted. Her tror jeg vi slår oss ned for godt. Men, si meg, hvem har bygd denne vesle hytta her. Føreren: 'Det er den kjente fjellmannen Knut Vole. Han bar alle materialene opp hit på sin rygg.' Turisten: 'Det må sannelig ha vært et anstren-

gende arbeid. Jeg synes det er mer enn nok når en bærer seg selv oppover. Men før vi begynner på nedstigningen, må De enda en gang (*once more*) fortelle meg hva hele denne fjellkjeden heter.' Føreren: 'Jotunheimen.' 'Ja visst (*Yes, of course*). Jeg glemmer alltid det navnet.'

The Reciprocal Pronouns

192. There are only two: **Hverandre** [værˈandrə] and **Hinannen** [hiˈnann] (each other), the former being the one more frequently heard. *Hinannen* is mainly a 'bookish' word, and was originally used of two persons as is still the practice with some people.

Example: *De hadde ikke sett hverandre på mange år.* They had not seen each other for many years. *De elsket hverandre.* They loved each other. These pronouns can also take a genitive ending as in English: *De lånte hverandres bøker.* They borrowed each other's books. *De leser hverandres brev.* They read each other's letters.

Vocabulary

nevne (-et) mention
'sammen together
grunn c. reason
på samme tid = samtidig
at the same time
i det hele (tatt) on the whole
skjønt conj. although
sint på angry with
ganske or temmelig quite
ge'mytt n. nature, temperament

syn n. på view(s) on
optimistisk optimistic
tro c. på belief in
'derimot or på den annen
side on the other hand
tvil (-te) på to doubt
tvil c. doubt
evne c. faculty
skildre (-et) describe
verker pl. works (i.e. books)

Exercise 34b

Translate:

Ibsen and Bjørnson

Ibsen and Bjørnson are very often mentioned together. The reason is that they lived at the same time, and knew each other well. They wrote to each other for (i) many years, and were on the whole good friends although they were often angry with each other. They had quite different natures, and quite different views (*use singular*) on many things. Bjørnson was more optimistic than Ibsen, and had a

strong belief in himself. Ibsen, on the other hand, was always doubting his own faculties and this doubt he described in many of his works.

The Interrogative Pronouns

The interrogative pronouns are:

Hvem who, whom, **Hva** what, **Hvilken** which, n. **Hvilket**, plural **Hvilke**.

193. **Hvem** relates only to persons and is not used adjectivally. It has the same form whether used as subject or object.

Example: Subject—*Hvem er du?* Who are you? Object—*Hvem traff du i går?* Whom did you meet yesterday?

A preposition is usually put at the end of the sentence.

Example: *Hvem talte du med?* Whom did you speak to? *Hvem har du fått den gaven av?* From whom have you got that gift?

194. The genitive form of this pronoun is **Hvis** [viss] whose. *Hvis hatt er dette!* Whose hat is this? This **hvis**, however, is very often avoided in the spoken language. In the example quoted above, we should say: *Hvem eier denne hatten?*

Note: Whereas the English language would use *Which* (= *hvilken*) in a sentence like: Which of the two brothers did you meet? Norwegian more often uses: *hvem*. *Hvem av de to brødrene møtte du?* *Hvem av søstrene giftet han seg med?* Which of the sisters did he marry?

195. **Hva** on the other hand refers to inanimate objects. It also differs from *hvem* in that it is sometimes used adjectivally.

As subject: *Hva er det?* What is it? As object: *Hva sier du?* What do you say? With a preposition: *Hva tenker du på?* What are you thinking of?

The use of **Hva** as an adjective is very restricted.

Example: *Hva nytte kan du ha av det?* What benefit can you

draw from that; Of what advantage can that be to you? *Hva tid kom du?* What time did you come? *Hva nytt?* What's the news?

196. Hvilken, hvilket, plural hvilke (used both about persons and things) corresponds to English *what* and sometimes to *which* or *which one*.

Example: *Hvilken by kommer du fra?* What town do you come from? *Her er to bilder. Hvilket foretrekker du?* Here are two pictures. Which do you prefer?

This interrogative, however, has a somewhat literary flavour, and in the spoken language it is often replaced by *hva for en*, n. *hva for et*, plural *hva for (noen)*. *Hva for en by mener du?* *Hva for et bilde foretrekker du?* *Hva for en gate er dette?* or more frequently: *Hva er dette for en gate?* What street is this? *Hva er dette for (noen) bøker?* What books are these? (Note the use of *dette* in both questions, cf. para. 189(d)). *Hva for noen venner har du invitert?* What friends have you invited? *Hva for noen fjell er det vi ser der?* What mountains are those which we see there?

Note also the common expression: *Hva slags*, or *hva for slags* (what kind of). *Hva slags mennesker er det?*¹ What kind of people are they? *Hva slags tre er det?* What sort of tree is it?

197. Finally it must be added that **Hvilken** is frequently used in exclamations corresponding to English *what*.

Example: *Hvilken tosk jeg har vært!* What a fool I have been! *Hvilken skandale!* What a scandal! *Hvilken skam!* What a shame!

Instead of *hvilken* the spoken language would mostly use *for en* (n. *et*), plural *for noen*. *For en tosk.* What a fool! *For et syn!* What a sight! Plural: *For noen rare dyr.* What strange beasts. *For noe tøys!* What nonsense!

If you have not quite heard what a person has said to you, and you want him to repeat it, you could say either: *Hvilket?* *Hva behager?* I beg your pardon, or among intimate friends: *Hva sa du?* What did you say? or just the very informal: *Hva?* What?

¹ Here Norwegian uses the impersonal pronoun *det* (it), whilst English employs the personal pronoun.

Vocabulary

renn n. race, competition
skje (-dde) happen, occur
mangel ['mæŋgel] c. lack
gidde (gadd-giddet) care, bother
virkelig indeed
idrett c. sport
stjerne ['stjæ:nə] c. star
prestere (-te) perform, achieve
premie ['pre:mjə] c. prize
rekord [rø'kørd] c. record
skøyte c. skate
uvesentlig unimportant
apropos (ap'ro'po:] by the way

spansk Spanish
journalist [jo'na'list] c. journalist
skildre give an account of, describe
inntrykk n. impression
gal here: mad
planke c. board
bratt steep
stup n. precipice
flakse flap
slå seg i hjel kill oneself
utrolig incredible

Exercise 35a

Hvilken bok er det du har der.—Å, det et *Hvem er hvem*. Hvem var det du skulle lese om?—Det var en stor skikkonge. Jeg har glemt hvilke renn han vant, og hvilket år det skjedde.—Kan det være så viktig?—Hva er det du sier? Hvilken (= *For en*) mangel på interesse du viser for vår nasjonalsport.—Jeg gidder da virkelig ikke å huske hva alle disse idrettsstjernene har prestert, hvem som har vunnet første premie i Holmenkollen hvert år f. eks. og hvem som har verdensrekorden på 500 meter på skøyter. Slike ting er da ganske uvesentlige. Apropos, har du hørt historien om den spanske journalisten som så hopprennet i Holmenkollen for første gang.—Nei, hva sa han?—Jo, han skildret sine inntrykk på følgende måte: 'Nordmennene er helt gale. De binder noen treplanker om bena, og så setter de utfor bratte stup, flasker i luften som fugler og kommer ned igjen uten å slå seg i hjel. Helt utrolig.'—Jeg synes ikke den historien var så veldig morsom.—Hvilken mangel på humoristisk sans!

Vocabulary

stoy c. noise

rot n. mess (muddle)

Exercise 35b

- Whom did you give the letter?
Whose car is that?
Who told you that?

2. What do you want (What will you have)?
 What is the best hotel in Oslo?
 What books have you read?
 What friends did you meet?
 What newspapers do you generally read? (use *pleie*).
 What did you (pl.) talk about?
 I did not know what to do.
3. Which glass do you prefer?
 Which of the boys is the cleverest?
 I did not know which way to go (tr. which way I should go).
4. What a noise. What a mess.
 What a fool I have been not seeing that (tr. who did not see that).

198. Compare:

Interrogative *Hva er hendt?* What has happened?
 Indef. relative *Jeg vet ikke hva som er hendt.* I don't know what has happened.

Interrogative *Hvem gjorde det?* Who did it?
 Indef. relative *Jeg så ikke hvem som gjorde det.* I didn't see who did it.

Rule: When the interrogatives **hva** (what) and **hvem** (who) are subjects in the subordinate clause they are generally followed by the relative pronoun **som**.

The Relative Pronouns

199. (1) **som** [sømm] is strictly speaking the only relative pronoun the foreigner need bother about. It is invariable and corresponds to English **who**, **whom**, **which**, and **that**, when these are used as relative pronouns.

som may stand:

- (a) as subject, e.g. *Hun hadde en bror som snakket norsk.*
 (b) as object, often omitted as in English. *Her gir jeg tilbake brødet (som) jeg lånte av deg.* Here I am giving back the loaf (which) I borrowed from you.
 (c) with a preposition, which must always follow at the end of the sentence. It can also be omitted here as in English.

Den piken (som) du danset med, var min søster. The girl you danced with was my sister. *Porten (som) de kjørte gjennom, var meget smal.* The gate (which) they drove through was very narrow.

(d) **som** has no genitive form. **Hvis** (genitive of *hvem*) may sometimes be used instead, but it should be remembered that this word is not colloquial.

Example: *Jeg møtte en mann, hvis navn jeg har glemt.* Whose name I have forgotten. But it is better to say: . . . *en mann som jeg har glemt navnet på.*

(2) **hva** can be used as a relative pronoun after **alt** (all, everything), but it can also very well be left out. *Hun fikk alt (hva) hun bad om.* She got everything she asked for. *Jeg gjorde alt (hva) jeg kunne for henne.* I did everything I could for her.

Other Relative Pronouns

200. For the sake of the written language we should perhaps also note a few other relative pronouns, which, however, are constantly losing ground in everyday conversation.

(1) **der** is scarcely ever heard in modern speech. It can only be used as a subject, in order to avoid the clash of two 'som's'.

(2) **hvilken** as relative pronoun is still used by some people. This pronoun can take a preposition in front of it.

Example: *Porten, gjennom hvilken (through which) vi kjørte.* It may sometimes refer to the contents of a whole sentence. *Han sa han hadde gjort det, hvilket (which) ikke var sant.*

(3) **hva** can also have this last function: *Han trodde han husket det, hva (which) han slett ikke gjorde.* *Han kalte seg ingeniør [in(ə)n'jœr] (engineer), hva (which) han slett ikke var.* (slett ikke = not at all.) The colloquial language very often uses: *noe (som)* in this connection. *Han holdt en tale, noe (som) han aldri hadde gjort før.* Something (that) he had never done before.

(4) The indefinite relatives: *den som* = he who; plural: *de som* = those who. *Den som ler sist, ler best; det som, or hva som (som is very often omitted) = that which, what.* *Mente du det du sa (or: hva du sa)?* Did you mean what you said?

Vocabulary

kamerat [kama'ra:t] c. comrade,
friend
en gang once
være ute å gå be (out) walking
få øye på catch sight of
smette irr. v. slip
bli stående igjen be left stand-
ing
bjørn c. bear
snuse (-te) } sniff, smell
lukte (-et) }
snute c. snout
pust c. breath
tegn [tein] n. til sign of

rusle (-et) jog, slouch
krabbe (-et) crawl
hviske (-et) whisper
nøyе adj. and adv. here: exactly,
quite
livløs lifeless
sige (irr. v. ei -e) over ende
drop to the ground
som om as if
ransake (-et) ransack, examine
alt sammen all of it
fare c. danger, emergency
stund c. time, while
prøve (-de) test

Exercise 36

De to kameratene og bjørnen

To gode venner var en gang ute og gikk på en vei. Rett som det var (*all of a sudden*), fikk den ene øye på en bjørn, og han smatt opp i et tre uten å si et ord til kameraten sin. Som vel var (*fortunately*), hadde den gutten som ble stående igjen¹ på veien, hørt folk si at bjørnen aldri rører en livløs. Derfor seig han over ende og lå som om han var død.

Bjørnen ransaket ham både vel og lenge, snuste og luktet og stakk snuten inn i øret hans. Men gutten holdt pusten og lå ganske stille. Da bjørnen ikke så noe tegn til liv, ruslet han til skogs igjen.¹

Da all fare var over, krabbet den andre gutten ned fra treet, og de to vennene gikk sammen som før.

'Si meg en ting,' sa gutten som hadde sittet i treet, 'hva var det bjørnen hvisket i øret på deg?' (*in your ear?*). 'Å, jeg husker ikke så nøyе alt sammen,' sa den andre. 'Men én ting minnes jeg godt han sa. Jeg skulle aldri stole på en venn jeg ikke hadde prøvd i farens stund.'

Ordspråk. I nøden skal en kjenne sine venner. Hva er det tilsvarende ordspråk på engelsk?

¹ Note on **igjen**. *Igjen* may correspond to English: (1) again; (2) back; (3) left.

Examples: (1) When shall we meet again? *Når skal vi møtes igjen?*
(2) He shall have it back. *Han skal få det igjen.*
(3) I have no money left. *Jeg har ingen penger igjen.*

Useful idiom: *legge* (or *glemme*) *igjen* leave, or leave behind.

The Indefinite Pronouns and Adjectives

201. The indefinite pronouns can be divided into two categories: (1) Those that are used as pronouns only, and (2) those used both adjectivally and as true pronouns.

As Pronouns only

202. **man** is only used as subject. There is no real equivalent to this pronoun in the English language. It may be rendered either by: one, you, they, or by passive forms. (See para. 102.)

Example: *Man sier*. They say, people say, or better: It is said. *Man vet hva man har, men ikke hva man får*. You know what you have, but not what you are going to get. *Man vet aldri hva som kan hende*. There's no knowing what may happen.

203. **en** may replace **man** as subject.

Example: *En vet aldri*. One never knows, or you never know. It should be observed that **en** also may be used in the object case and has, moreover, a genitive form **ens**.

Object case: *Man vet aldri hva som kan hende en*. One never knows what may happen to one(self). Genitive case: *I slike stunder går ens tanker tilbake til hjemlandet*. On such occasions one's thoughts go back to the home country.

Vocabulary

bad n. 1, bath, 2, bathroom
kjenne seg som feel like
dusj c. shower
herde [ˈhærdə] seg harden one-
self

riktig here = virkelig really
sunt adv. healthily
dusj c. shower
gymnastikk [gymna'stikk] c.
gymnastics, exercise
like etter at just after

Exercise 37 on en (man)

Read and translate:

Det er godt (*nice*) med et bad om morgenen. En kjenner seg som et nytt menneske, særlig hvis en tar en dusj etterpå. En bør alltid ta en kald vask etter det varme badet for å herde seg. Hvis en riktig vil leve sunt, skal en ta morgengymnastikk like etter at en har stått opp, og så gå inn i badet.

As Pronouns and Adjectives

But most of the indefinite pronouns can be used adjectivally as well, just as in English. Here are the most common ones:

Common	Neuter	Plural
<i>noen</i> some, any, somebody, anybody	<i>noe</i>	<i>noen</i>

204. (a) In affirmative sentences **noen** corresponds to some, somebody, neuter **noe** to some, something. *Noen sier hun er død.* Some (or somebody) say(s) she is dead. *Noen mennesker er luvrere enn andre.* Some people are smarter than others. *Det må være noe i det.* There must be something in it.

(b) In negative and interrogative sentences **noen** corresponds to English: any or anybody, neuter **noe** to any or anything.

Example: *Kjenner De noen norske sanger?* Do you know any Norwegian songs? *Ja, men jeg kan ikke noen utenat.* Yes, but I do not know any by heart. *Han fikk ikke noe svar.* He did not get any (or an) answer. Instead of neuter *noe*, an enlarged form *noenting* may be used: *Har du hørt noenting hjemmefra?* Have you heard anything from home?

205. The neuter form **noe** can also be put in front of collective and material nouns whatever the gender, meaning: **something (anything) of**, which is originally a partitive genitive.

Example: *Har du fått noe mat?* (*mat* is c. gender). English: Have you got some (any) food? *Vi har ikke fått noe melk i dag.* We haven't had any milk today.

206. Finally **noe** serves to modify an adjective, corresponding to English: 'somewhat'.

Det kan synes noe vanskelig. It may seem somewhat difficult. *Jeg har en engelsk bok her, men den er noe tung å lese.* I have an English book here, but it is somewhat heavy reading. Lit.: somewhat heavy to read.

noe in these sentences means the same as: '*litt*' (a little, a bit).

Vocabulary

penger N.B. pl. money	poesi [pø'si:] c. poetry
bank c. bank	smak c. taste
om conj. if	drama ['dra:ma]n.; pl. dramaer
bryte irr. seg inn break into	slik som like

Exercise 38a

Fill in the correct forms of *noen*, *noe*, and translate afterwards:

Har du n.. penger? Nei, kan du låne meg n..? Jeg kan fortelle deg n.. nytt, n.. riktig (*really*) spennende. N.. tyver har brutt seg inn i banken og stjålet n.. hundre tusen kroner.

Har du lest n.. av Bjørnson? Jeg har lest n.. få skuespill og et par dikt. Han har skrevet n.. fine dikt som du må lese. Du vet kanskje at n.. av hans skuespill har vært spilt i England? Jeg liker n.. av Ibsens verker bedre. Ja, n.. liker Ibsen, andre liker Bjørnson. Det ville ikke være bra om alle hadde (*the*) samme smak.

Men jeg har ikke funnet n.. som kan bygge opp et drama slik som Ibsen. Å gå på teater er n.. av det morsomste jeg vet.

Vocabulary

få tak i get hold of	for—siden ago
kjøtt n. meat	

Exercise 38b

Some believe there are people on the moon. I have bought some flowers for (*til*) you. I didn't think you could get hold of any today. They had some left. Have you got any meat? Yes, I got some, but it was very difficult. Did you see the car? No, I did not see any car. Some friends arrived an hour ago, some of our very (*aller*) best friends from Drammen.

c. n. pl.
207. *ingen* no, nobody, none; *intet*, *ingen*.

ingen is the direct opposite of **noen**, and therefore the expression: '**ikke noen**,' as we have already seen, often replaces **ingen**, especially in colloquial speech. The neuter

intet is now almost invariably a paper word, so when speaking we use either **ingenting**, which is always treated as a noun, or **ikke noe**, which, as we know, can be used adjectivally as well.

Example: Pronominally—*Ingen visste noe om det*. Nobody knew anything about it. *Jeg kjenner ingen her i byen*. I know nobody in this town. *Han visste ingenting* (or *ikke noe*). He knew nothing.

Proverb: *Det skjer intet nytt under solen*. There is nothing new under the sun. *Noe er bedre enn ingenting*. Something is better than nothing. *Det er ikke noe rart*. That is nothing strange.

Adjectivally: *Jeg har ingen anelse* [ʎan(ə)lsə] *om det*. I have no idea about it. *Det gir ingen mening*. It does not make sense. *Småguttene hadde ikke noe hjem*. The youngsters had no home. *Vi hadde ingen* (or *ikke noen*) *penger*. We had no money.

Note the following example, where the noun is omitted in the second sentence: *Du har noen penger, men jeg har ingen*. You have some money, but I have none.

c. n. pl.
208. *annen* [ʎan] other, else; *annet* [ʎant] *andre*.

=another, some other. *Vent til en annen dag*. Wait till another day. *En annen gang*. Another time. *Det er en annen historie*. That is another story. *Den ene—den andre*, one—the other: *den ene dagen etter den andre gikk*. One day after the other passed.

209. Note: The Norwegian **annen** does not have the meaning of 'additional' which **another** can have, e.g. Could I have another cup of coffee, please? *Kunne jeg få en kopp kaffe til?* **En annen kopp** means a **different cup**, which would imply that you were not satisfied with the first one. I need another ten kroner. *Jeg trenger ti kroner til*.

Rule: When 'another' has the meaning of 'additional' it must be translated with **til**.

210. = other. *Jeg har annet* (or *andre ting*) *å gjøre*. I have other things to do. *Er det noen andre nyheter?* Is there any

other news? *Vær så vennlig og bruk den andre inngangen!* Use the other entrance, please!

Some idioms translated: Somehow or other = *på en eller annen måte*, someone or other = *en eller annen*, the other day = *forleden* [fɔr'ʎɛdn] *dag*, every other day = *hver' annen dag*.

211. = else. *Vil De ha noe annet i stedet?* Will you have something else instead? *Ingen annen* = no one else. *Ingen annen enn du vet om det*. No one but you knows about it. = different. *Det er no ganske annet*. That is something quite different. Cf. para. 209.

c. n. pl.
212. *all* all; *alt, alle*.

Before material words: *All maten ble spist*. *All makt i denne sal* (i.e. *Stortinget*). All power in this room. *Kjemp for alt hva du har kjært*. (First line of a well-known song.) Fight for all/everything that is dear to you. *Alt eller intet*. All or nothing, *alt = allting*. *Når enden er god, er allting godt*. All is well that ends well. *Alle de andre*. All the others. *Det er noe alle vet*. Everybody knows that. *Vi vet alle at . . .* We all know that . . . (note place of **alle**). Very often **sammen** is added to **alle**. *Vi vet alle sammen at . . .* *God natt alle sammen!* Good night everybody! Idioms: **allslags** all kinds of, **fremfor alt** above all, **Når alt kommer til alt**. After all, **En gang for alle**. Once and for all. **overalt** = everywhere.

c. n.
213. (*en*)*hver* (every, each), (*et*)*hvert*.

Han kom hver dag. Emphatic: *Hver eneste dag*. Every single day. *Hver dag har nok med sin egen plage*. Each day has enough with its own sorrow. *Alle og enhver* each and everybody.

Idiom: *hver for seg* = separately. *Tell dem hver for seg*. Count them separately. *Hver for seg er de ganske hyggelige, men sammen er de fæle*. Individually they are quite nice, but together they are horrible.

c. n. pl.
214. *Mangen* many a; *mangt, mange*.

This word is composed of **mange** and the indefinite article

c. **en**, n. **et**, but the feeling for the article gradually disappeared, which is clearly shown by the fact that it can be added anew.

mangen en, mangt et.

mangen gang many a time, more often *mange ganger*. *Man hører så mangt* (= *så meget*) so much. The comparative of **mange** is **flere**, which can also have a more independent meaning = several. *Jeg har gjort det flere ganger* = several times, but *flere folk enn* . . . = more people than . . . *mange flere* = many more.

Interrogatives as Indefinite Pronouns

215. (1) The interrogative pronouns can also be used as indefinite pronouns in conjunction with the two words **som helst**.

Examples:

Du kan spørre (ask) **hvem som helst**. anybody, whoever you like.

Han kan spille (play) **hva som helst**. anything, whatever it is.

Du kan velge (choose) **hvilken som helst**. whichever you like (with neuter *hvilket* and plural *hvilke*).

(2) Moreover, the same generalizing idea can be expressed by using the word **enn** instead (very often preceded by the adverb **nå** or **så**).

Examples:

Hva du (nå, or så) **enn sier**. whatever you say.
Hvem du (,, ,, ,,) **enn er**. whoever you are.
Hvilken du (,, ,, ,,) **enn tar**. whichever you take.

(3) The same construction can be applied with regard to the adverb **hvor** = (1) where, (2) how (before adj. and adv.), e.g.: **hvor som helst** (anywhere); **hvor du enn går** wherever you go; **hvor flink du enn er** however clever you are.

Learn the following words:

dikter c. poet
humoristisk humorous
være til stede ved be present
 at
komme til å here: happen to
 side c. side
ved siden av beside, by

foretaksom [^fˈɔːrɛtɑːksɔm]
 enterprising
i løpet av in the course of,
 during
videre further
forlovet [fɔ^rˈlɔːvɛt] engaged to
 be married

Exercise 39a

Translate into English:

Fort gjort

Johan Herman Wessel er en kjent norsk dikter som skrev muntre humoristiske vers. Han var en gang til stede ved en stor middag, hvor han kom til å sitte ved siden av en meget foretaksom dame. Denne damen var svært interessert i Wessel, og i løpet av samtalen spurte hun plutselig dikteren: 'Hvorfor er De ikke gift, herr Wessel?' 'Jeg har ikke noen penger,' svarte Wessel. 'Men det har jeg,' sa damen. Historien forteller videre at før de reiste seg fra bordet, var de alt forlovet.

Vocabulary

linje c. line
trett av tired of
elvbredd c. river bank
et par ganger once or twice

kikke (-et) ned i peep into
samtale c. conversation
Hva nytte c. **kan en ha av** . . .
 What is the use of . . .

Exercise 39b

Translate into Norwegian:

The first lines of *Alice in Wonderland*.

Alice was beginning to get very tired of sitting (tr. to sit) by her sister on the bank, and having nothing to do; once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations (in it),¹ 'and what is the use of a book,' thought Alice, 'which has not got¹ any pictures or conversations?'

¹ to be left untranslated.

CHAPTER XVI

THE PRESENT PARTICIPLE

216. The Norwegian Present Participle in **-ende** pron. [(ə)nə] can be used:

(1) As an adjective: *en dansende pike* a dancing girl.

(2) As an adverb: *Han snakket engelsk helt glimrende*. He spoke English quite excellently. *Han har en påfallende pen kone*. He has a strikingly pretty wife.

(3) After the verbs **bli** (= for'bli = remain, stay), **komme**, **finne**: *Bare bli sittende!* Just remain seated! *Han kom gående*. He came walking. *Jeg fant ham liggende i gresset*. I found him lying in the grass.

(4) After the verbs **se** (see) and **høre** (hear) the infinitive is used in Norwegian. *Jeg så ham komme* (or a complete clause: *at han kom* I saw him coming). *Jeg hørte ham spille Beethoven*. I heard him play(ing) Beethoven.

Note: I like to listen (or listening) to the radio. *Jeg liker å høre (på) radio*. He has stopped smoking. *Han har sluttet å røke*.

(5) After certain verbs English uses the present participle. Ex. *She sat reading a novel*. In such cases Norwegian must use co-ordinated verbs. *Hun satt og leste*. Lit. She sat and read. *Hunden lå og sov*. The dog lay sleeping.

217. Very often an English participial construction must be rendered by a whole clause. It may be:

(1) A relative clause: A man going to Norway. *En mann som reiser til Norge*. He sent me a letter telling me about his life. *Han sendte meg et brev hvor han fortalte meg om sitt liv*.

(2) A clause of time: (On) opening the letter, he saw that ... *Da han åpnet brevet, så han at ...* Before leaving he gave me a book. *Før han gikk, ga han meg en bok*. (Before he left ...)

(3) A causal clause: Being too young I did not get in. *Da jeg var for ung, kom jeg ikke inn*. As I was too young ... Cf. page 161.

CHAPTER XVII

PREPOSITIONS

218. In the course of our study we have already learned some prepositions. These are rather tricky in any language, so we ought to devote a little more attention to them. Always look out for them and their uses in the text.

219. **av** (1) (part) of.

Jeg fikk bare en liten del av pengene. I got only a small part of the money.

En venn av meg, oss, etc. A friend of mine, ours, etc.

Hans far er medlem av Stortinget. His father is a member of the Storting (i.e. the Norwegian Parliament).

Måltidet bestod av brød og melk. The meal consisted of bread and milk.

Koppen er laget av tre—or just: Koppen er av tre. The cup is made of wood.

Note expressions like: *en kopp te, et glass vin, en flaske melk, et par sko, ski; et par dager* a couple of days, etc., where English has the preposition 'of', whilst Norwegian places the words in apposition. The same with dates: *den 14. juli, den fjortende juli* the fourteenth of July.

(2) reason, cause.

Jeg dør av spenning. I am dying of suspense.

Han er grønn av misunnelse. He is green with envy.

Hun gråt av glede. She wept for joy.

(3) Denoting the agent = **by**, see para. 106.

Jeg leser et dikt av Bjørnson. I am reading a poem by Bjørnson.

Hun leser en roman av Lie. She is reading a novel by Lie.

220. **bak/bakom** = behind.

Mannen bak disken.

The man behind the counter.

Bak teppet.

Behind the curtain.

På baksiden av huset.

At the back of the house.

221. blant or **iblant** = among.

Han er lystig blant venner. He is merry among friends.
Blant annet. Among others.
 adv. *iblant* occasionally

222. etter (1) = after.

Mannen fulgte etter meg. The man followed (after) me.
Hunden løp etter bilen. The dog ran after the car.
Vi skal gjøre det etter frokost. We shall do it after breakfast.

(2) = in search of, for.
Din mor leter etter deg.

Your mother is looking for you.

Hva er det du ser etter?
Jeg lengter etter sommeren.

What are you looking for?
 I am longing for the summer.

(3) = according to.

Etter loven er dette galt.

According to law this is wrong.

All gikk etter planen.

Everything went according to plan.

Etter hva jeg har hørt . . .

From (according to) what I have heard . . .

223. for = for.

Jeg skal gjøre det for deg. I will do it for you.
Ikke for Dem, mine damer. Not for you, my ladies.
Gjør det for min skyld. Do it for my sake.
For alt jeg vet. For all I know.
Hvor mye ga du for bilen? How much did you pay for the car?

Den er borte for alltid.

It is gone for ever.

Note: *i stedet for* (or *istedenfor*) instead of, *å være redd for* to be afraid of, *for to år siden* two years ago.

English 'for' occasionally corresponds to Norwegian **til** or **om**; see paras. 240(3), 237(2).

Her er et brev til deg. Here is a letter for you.
Be ikke meg om hjelp! Do not ask me for help!

224. foran [ˈfɔrran] = in front of, before. The opposite of **bak**.

Hun satt foran meg på kino. She sat in front of me in the cinema.

Foran og bak. In front and at the back.
Dagbladet er alltid foran. Dagbladet is always ahead.

225. forbi [fɔrˈbi:] past, by.

Han gikk forbi meg uten å hilse. He passed without greeting me.

Kan jeg få komme (slippe) forbi Dem? Can I get (slip) past (by) you?

226. fra and **i fra** = from.

Fra morgen til aften. From morning to night.
Har du hørt fra ham? Have you heard from him?
Gå ikke ifra meg. Do not leave me.
Gutten kom fra Norge. The boy came from Norway.
Fra tid til annen. From time to time.
Fra dag til dag. From day to day.

227. før (1) = before.

Før Kristi fødsel [ˈføtsəl] c. Before Christ.
Før siste krig. Before the last war.

(2) = till, in negative statements.

Jeg så ham ikke før i går. I did not see him till yesterday.

Jeg har aldri forstått deg før i aften. I have never understood you till tonight.

228. gjennom [ˈjennɔm] or **igjennom** = through.

Gjennom tykt og tynt. Through thick and thin.
De kjørte gjennom porten. They drove through the gate.
Jeg lærte ham å kjenne gjennom herr O. I got to know him through Mr O.

229. hos [hoss] (1) = with, in one's company; cf. French **chez**.

- Jeg bor hos min onkel.* I live with my uncle, i.e. at my uncle's.
- Vi gjør ikke det hos oss.* We don't do that in my country (or where I come from).
- Vi skal ha noen kjente hos oss i dag.* We are having some acquaintances at home today.
- (2) = at, in one's house, shop, etc.
- Jeg har vært hos barbereren.* I have been at the barber's.
- Du får kjøpt tøy hos skredderen.* You will be able to buy material at the tailor's.
- 230. i (1) = in.**
- Min bror arbeider i haven.* My brother is working in the garden.
- Andersens bor i Oslo.* The Andersens live in Oslo.
- (2) = at; in connection with smaller towns, streets, etc.
- Min søster bor i Larvik.* My sister lives at Larvik.
- I Kirkeveien 23.* At 23 Church Road.
- = at; time.
- I samme øyeblikk.* At the same moment.
- I begynnelsen.* At the beginning.
- (3) = into; often in conjunction with adverbs like: **inn, ut, ned**, etc.
- Piken falt i vannet.* The girl fell into the water.
- Svømmeren hoppet ut i elva.* The swimmer jumped into the river.
- Ballen trillet ned i hullet.* The ball rolled into the hole.
- (4) = for; denoting length of time, however, often omitted.
- Krigen varte i fem lange år.* The war lasted for five long years.
- Mine foreldre bodde der bare (i) noen få uker.* My parents only stayed there (for) a few weeks.
- (5) = during, in the course of. See **under**.
- I de siste årene av sitt liv bodde han i Sverige.* During the last (latter) years of his life he lived in Sweden.

(6) Useful prepositional phrases of time:

<i>i dag</i> today	<i>i år</i> this year
<i>i morgen</i> tomorrow	<i>i fjor</i> last year
<i>i morges</i> [i 'morrəs] this morning	<i>i vår</i> this spring
<i>i ettermiddag</i> this afternoon	<i>i fjor vår</i> last spring
<i>i kveld, i aften</i> this evening, tonight	<i>i høst</i> this autumn
<i>i natt</i> last night	<i>i fjor høst</i> last autumn
	<i>i sommer</i> this summer
	<i>i vinter</i> this winter

Example: What are you going to do tonight? *Hva skal du gjøre i kveld?*

231. ifølge [i'følgə] = according to.

232. innen = within, about place usually **innenfor**.

Du må betale regningen innen en uke. You must pay the bill within a week.

Innenfor (or innen) rekkevidde. Within reach.

233. inntil/see til = to, close to.

Tett inntil veggen. Close to the wall.

234. med [mɛr] (1) = with, in company with.

Jeg reiste (sammen) med ham til London. I went with him to London.

Jeg har arbeidet sammen med ham i mange år. I have worked with him for many years.

(2) = with, by (the help of); suggesting instrument with which the action is performed.

Han slo meg med stokken. He beat me with the stick.

Det er ikke pent å spise med kniven. It is not nice to eat with the knife.

Reise med tog, fly, bus. Travel by train, air, bus.

Turisten betalte med sjekk. The tourist paid by cheque.

Snakke, tale med noen. Speak with, to (= converse) somebody.

Snakke, tale til noen. Address, accost somebody.

Med største fornøyelse. With the greatest pleasure.

Med stor vanskelighet. With great difficulty.

235. mellom [ˈmɛllom] = between.

Mellom oss sagt. Between us.
Allt mellom himmel og jord. Everything under the sun.

236. mot or imot (1) = towards; direction.

Han kom imot meg. He came towards me.
Mot slutten av uken. Towards the end of the week.
'Mot kveld' av Agathe Backer Grøndahl. 'Towards evening' by A. B. G. (a famous Norwegian composer).

(2) = against.

Vi hadde vinden mot oss. We had the wind against us.
De som ikke er med oss, er mot oss. Those who are not with us are against us.

Hva har De imot meg? What have you against me?
Å kjempe mot fienden. To fight (against) the enemy.

(3) = to, *gjøre mot* = do to.

Gjør mot andre hva du vil at de skal gjøre mot deg. Do to others what you want others to do to you.

Være snill, vennlig mot. Be nice, kind to (towards).

The opposite is:
Være lei or slem mot. Be unkind, nasty to.

237. om [ɔmm] (1) = about, of. In a great number of expressions where 'om' introduces a topic.

å skrive om to write about, *å lese om* to read about, *å høre om*, to hear about, *å snakke, tale om* to talk, speak about, *å tro, mene om* to think about, *å vite om* to know about, *å si om* to say about, *å fortelle om* to tell about, etc.

N.B.—What are we going to do about it? = *Hva skal vi gjøre ved det?*

Fortell meg om det. Tell me about it.
Hva mener du om det (ham)? What do you think about it (him)?

Han sa ikke noe om det. He did not say anything about it.

I går så vi en film om Norge. Yesterday we saw a film about Norway.

Den handlet om Norges fiske'rier. It dealt with (was about) the fisheries of Norway.

Taleren snakket om Irland. The speaker talked about (on) Ireland.

(2) = for, expressing a wish: *be or spørre om* ask for, *tigge om* beg for.

(3) = in, during, on; about a time or season when something usually takes place.

Om sommeren bader vi. In summer we go swimming.
Om vinteren går vi på ski. In winter we go skiing.

Similarly:

om våren in spring
om morgenen in the morning
om formiddagen in the forenoon
om ettermiddagen in the afternoon
om høsten in the autumn
om natten at night, by night
om dagen in the daytime, by day
om aftenen, om kvelden in the evening

Note the following phrases where English lacks preposition: *tre ganger om dagen* three times a day, *to timer om uken* two hours a week.

(4) = in, after a lapse of a certain time: *om fem minutter* in five minutes, *om ti år* in ten years.

Jeg skal være tilbake om ti minutter. I shall be back in ten minutes.

(5) = about, around; denoting place.

Drei om hjørnet. Turn around the corner.
Hun hadde et belte om livet. She had a belt round her waist.

But in this meaning, *omkring* [ɔm'kriŋ] is more used, or combinations like: *rundt (om)* and *rundt omkring*.

Rundt om i verden. Round about the world. *Rundt haven gikk det et gjerde* [ˈjæ̀rə] (= a fence) or *Omkring haven*, etc.

(6) N.B. for 'about', meaning approximately, Norwegian uses: *om'kring*, *om'trent*, 'cirka (ca), en (= some).

Hans er omkring førti år. He is about 40.

238. over ['ɔivər] (ɪ) = over, across, above.

Hun gikk over gaten. She went across the street.
Han svømte over elva. He swam across the river.
Fuglen fløy over taket. The bird flew over the roof.
Det går over min forstand. It is beyond me.

(2) = of, comprising.

Et kart over Oslo. (= et oslokart.) A map of Oslo.

En liste over passasjerene. A list of the passengers.
 (= en passasjerliste.)

(3) = over, more than.

Det er over seks år siden nå. It is more than six years ago now.

(4) With verbs and adjectives:

Klage over complain about (of), *forbausset over* surprised at, *skuffet over* disappointed in, *være klar over* be aware of.

239. på (ɪ) = on, on top of, in.

på bordet on the table, *på scenen* ['sem(ə)n] on the stage, *på fjellet* in the mountains, *på gaten* in the street.

(2) = in, at; in many place-names with *øy* island, *berg* or *fjell* mountain, and smaller inland towns: *på De britiske øyer* in the British Isles, *på Island* in Iceland, *på Lillehammer* at Lillehammer.

Note: *gå på skolen* go to school, *gå på kino* go to the cinema, *gå på apoteket* go to the chemist's.

(3) = of—instead of a genitive.

navnet på gaten the name of the street, *tittelen på boken* the title of the book, *nummeret* ['nomrə] *på billetten* the number of the ticket.

(4) = at, about time.

På den tid. At that time.
På Harald Hårfagres tid. At the time of Harold the Fairhaired.

(5) **På** is very much used in connection with verbs and adjectives: *tenke på* think of, *tvile på* doubt, *stole på* rely on, *skjenne på* scold, *høre på* listen to, *vente på* wait for, *svare på et brev* answer a letter, *minne en på* remind somebody of, *være sint på* be angry with.

Idiom: *På denne måte(n)* = In this way.

240. til (ɪ) = to; denoting the direction.

Vi skal til byen i dag. We are going to town today.
Min sønn kom til Oslo forrige mandag. My son came to Oslo last Monday.

(2) = till, about time limits.

Jeg kan bli til klokka fem. I can stay till 5 o'clock.
Vent til jeg kommer. Wait till I come.
Kontortiden er fra ni til fire. Office hours are from nine to four.

(3) = for, meant for (cf. **for**, para. 223).

Det er brev til deg. There is a letter for you.
Skal De ha egg til frokost. Do you want an egg for (your) breakfast.
Til minne om . . . In memory of . . .
Oversette fra norsk til engelsk. Translate from Norwegian into English.

241. under ['unnər] (ɪ) = under, below, beneath.

Vi rodde under brua. We rowed under the bridge.
Det er intet nytt under solen. There is nothing new under the sun.
Han bor i etåsjen under meg. He lives on the floor just below me.

(2) = during, in the course of a special period.

Jeg besøkte henne under mitt opphold i Bergen. I visited her during my stay in Bergen.
Under krigen tjenestegjorde jeg under oberst K. During the war I served under Colonel K.
I (løpet av) de siste få år. During the last few years.

unntagen [unn'ta:ɣən] = **unntatt** ['unntatt] = except.
Alle vet det, unntagen mor. Everybody knows it, except mother.

242. uten = without.

Uten tvil.

Jeg kan ikke leve uten deg.

Proverb: *Uten mat og drikke du(g)er helten ikke.*

Without doubt.

I can't live without you.

Without food and drink, the hero is not much good.

243. utenfor = outside.

Han bor et stykke utenfor byen.

He lives some way outside the town.

244. ved (1) = by the side of, near, at.

De satt ved bordet og spiste.

Mine foreldre bor like ved stasjonen.

Min svigerfar bor ved sjøen.

They sat at the table eating.

My parents live just near the station.

My father-in-law lives by the sea.

Båten ligger ved brygga (kaien).

Slaget ved Waterloo

Studere ved universitetet.

Vi stanset ved porten.

Stolen står borte ved vinduet.

The boat is alongside the quay.

The Battle of Waterloo

Study at the university.

We stopped at the gate.

The chair is over by the window.

(2) = by, through, by the help of; indicating the means or methods by which the action is performed, often in connection with the infinitive.

Han reddet livet ved å svømme.

Ved hjelp av

Ved egen hjelp

Ved egne midler

Due to: *Ved en misforståelse*

(3) = at, approximate time.

Han ble skutt ved daggry.

Ved farens død reiste han hjemmefra.

He saved his life by swimming.

By the help of, by means of

By one's own effort

By one's own means

By a misunderstanding

He was shot at dawn.

On the death of his father he left home.

Vocabulary

knekke (-te) crack

nøtt f. nut

mark c. worm

markspist worm-eaten

med det samme at the same moment

fanden ['fa:n] the devil

tvinge (irr. a-u) force

knapp c. button

nål f. needle

hull n. hole

knappenålshull n. pin-hole

selvfølgelig [sel'følgeli] of course

ikke før—før no sooner—than

pinne c. peg

stykke n. piece, here distance

smie f. smithy

smed [sme:] c. smith

sund

i'stykker } to pieces

hammer c. hammer

ambolt c. anvil

sint angry

storslegge ['stor:flegge] f.

sledgehammer

bit c. bit, piece

tak n. roof

fly (irr. øy-øy) av fly off

som om as if

brake (-et) make noise

hytte f. hut

ramle (-et) ned tumble down,

collapse

Exercise 40a

Read aloud. Then try to relate it.

*Gutten og fanden**Et norsk folkeeventyr (folk-tale)*

Det var en gang en gutt som gikk på en vei og knekte nøtter. Så fant han en som var markspist, og med det samme møtte han fanden. 'Er det sant,' sa gutten, 'det de sier at fanden kan gjøre seg så liten han vil, og tvinge seg gjennom et knappenålshull?' 'Ja, selvfølgelig,' svarte fanden. 'Å, la meg se deg gjøre det; kryp inn i denne nøtta hvis du kan,' sa gutten. Og fanden gjorde det. Men han var ikke før kommet inn gjennom markhullet, før gutten satte i en liten pinne. 'Nå har jeg deg der,' sa han, og stakk nøtta i lomma.

Da han hadde gått et stykke, kom han til en smie. Der gikk han inn, og bad smeden om han ville slå sund nøtta for ham. 'Ja, det skal være lett gjort,' sa smeden, og tok den minste hammeren han hadde, la nøtta på ambolten og slo til, men den ville ikke i stykker. Så tok han en litt større hammer, men den var ikke stor nok heller. Han tok da en enda større en, men nei,—nøtta ville ikke i stykker. Men så ble smeden sint og tok storslegga. 'Jeg skal vel snart få

deg i stykker,' sa han og slo så hardt til at nøtta gikk i tusen biter, og halve smietaket fløy av, og det brakket som om hytta skulle ramle ned.

'Jeg mener fanden var i nøtta, jeg,' sa smeden.

'Ja, han var så,' sa gutten.

Note: Look carefully at the punctuation of this piece and see if there are any striking differences between English and Norwegian in the use of the various stops.

Vocabulary (gloser)

like ved just by
eie (-de) own
ve'rande c. veranda
neppe or nesten ikke hardly
på grunn av on account of
busk c. bush
alle slags all kinds of
blomst [blomst] c. flower
rose ['roise] c. rose
sti c. (foot)path
føre (-te) lead
plante (-et) plant
hekk c. hedge

hoved ['ho:vəd] main
inngang c. entrance
etasje [ə'ta:ʃə] storey (floor)
pleide or brukte used to
i 'nærheten in the neighbour-
hood
vende (-te) mot v. face
buss c. bus
på vei til on its etc. way to
brygge f. kai c. quay
være interessert i be interested
in
avstand c. distance

Exercise 40b

I have for many years lived just by the Oslofjord in a small town which is called Moss. My parents own a large beautiful house there. In front of it there is a veranda with large windows. One can hardly see our house from the street on account of the garden with all the trees and bushes. In summer it is full of all kinds of flowers and roses. A footpath leads up to the house, and on each side of this path a hedge is planted (tr. is there planted a hedge). If one goes through the garden, one comes to the main entrance. The house consists of three storeys with seven rooms on (tr. in) each floor. Behind the house there is a wood, and here we used to play in the afternoon when (når) we came home from school (tr. the school).

Ten years ago there were no houses in the neighbourhood, but during the last years about a dozen new houses have been built on both sides of the street.

My window faces the street and I can see all the buses and cars which drive past our house. They are on their way either to the quay or the station.

I lived with my parents until I was twenty years old. Later I went to Oslo in order to study languages which I have always been interested in. (Note place of adverb in a subordinate clause.)

I went home in my holidays as the distance between Oslo and Moss is not (note place of adverb here) more than sixty kilometres, or about thirty-seven English miles.

During my stay in Oslo I made (tr. got) many friends from all parts of the country, and I saw and learnt many things which I have never heard of before.

Vocabulary

være ferdig med have finished
høre (på) radio c. listen to
radio
apparat [appa'ra:t] n. apparatus
radioapparat wireless set
hjørne n. corner
skru (-dde) på screw, switch
on
stille (-te) inn på tune in on
kikke (-et) peep, glance
program [pro'gramm]
n. programme
Norsk Rikskringkasting Nor-
wegian State Broadcasting

'utgjøre constitute, make up
spennende thrilling, exciting
fotballkamp c. football match
idrettsstevne n. sports meeting
kringkaste (-et) broadcast
kåseri [kose'ri:] n. short talk
foredrag ['fø:redra:g] n. lecture
aktuell current, topical
emne n. subject, topic
inter'vjue (-et) interview
værmelding c. weather forecast
'nyhet (pl. -er) c. news
post [pɔst] c. here: item

Exercise 40c

Radio

Når jeg er ferdig med dagens arbeid, liker jeg å sitte hjemme og høre radio, især i de lange vinterkveldene. Radioapparatet står i hjørnet av stua, og alt jeg behøver å gjøre, er å skru det på og stille inn på den stasjonen jeg ønsker.

Hver dag kikker jeg i radioprogrammet som Norsk Rikskringkasting sender ut. Her er det noe for enhver smak. Musikken utgjør den største delen av programmet—førti prosent eller kanskje mer. Det spilles både lett musikk og

tyngre klassiske verker. Sanger synges av førsteklases sangere og sangerinner. Det blir sendt skuespill og andre dramatiske arbeider. Spennende historier og fortellinger for barn blir lest i barnetimen hver lørdag ettermiddag. Viktige fotballkamper og idrettsstevner blir kringkastet.

Man får høre kåserier og foredrag om aktuelle emner, og kjente folk blir intervjuet. Den daglige værmeldingen og nyheter (dagsnytt) er populære poster på programmet, og tidssignalet sendes tre ganger om dagen.

Dagens sending avsluttes svært ofte med nasjonalsangen. Og da er det tid til å si God natt.

Revise Passive, page 56.

Første vers [væʃʃ] av *Den norske nasjonalsang*

Ja, vi elsker dette landet
som det stiger¹ frem²
furet,³ værbit⁴ over vannet,
med de tusen hjem,
elsker, elsker det og tenker
på vår far og mor
og den saganatt⁵ som senker⁶
drømme⁷ på vår jord.⁸

¹ (e—e) irr. rise; ² frem = fram forward, forth; ³ furrowed; ⁴ weather-beaten; ⁵ saga—night symbolizing Norway's ancient history; ⁶ (-et) bring down, lower; ⁷ obs. for drømmer dreams; ⁸ earth.

English version, see page 217.

TEKST: BJ. BJØRNSON - TONE: RIKARD NORDRAAK

Tempo di marcia

Ja, vi elsker det-te lan-det som det sti-ger frem fu - ret, vær-bit

o-ver van-net, med de tu-sen hjem, - elsker, elsker det og ten - ker

på vår far og mor og den saga - natt som sen - ker drøm-me på vår

jord, og den sa-ga-natt som sen - ker, senker drøm-me på vår jord!

Chord symbols: H^b, F7 H^b E^b, H^b E^b F7, H^b, Cm, Cm G7, Cm F7, H^b, Cm F7, H^b, Gm, Dm, Gm, H^b, E^b, G7, Cm, F7, H^b, E^b, Cm, Dm, H^b, E^b, F7, H^b, Cm, F7, H^b, F, H^b, E^b, F7, H^b, F7, H^b

Prepositions before the Infinitive

Rendering of the English Gerund

245. One of the first things that is bound to strike an Englishman learning Norwegian is the special use of the infinitive. It has already been mentioned that any kind of preposition can be placed in front of it without affecting the form of the infinitive at all. In other words there is no form corresponding to the English *-ing* form used after prepositions and certain types of verbs.

Examples:

He left **without saying** *Han gikk uten å si farvel.*
good-bye.
After having eaten. **Etter å ha spist.**
I enjoy **ski-ing**. *Jeg liker å gå på ski.*

246. A great many nouns, adjectives and verbs are followed by prepositions plus the infinitive. To find the right preposition here may sometimes be difficult. English may have a preposition plus *-ing* form, or just the infinitive with 'to'. Of the vast number of expressions of this kind a few useful examples will be singled out by way of illustration.

Nouns:

håp n. om å se
sjanse for å få
middel til å finne
forsøk på å gjøre

hope of seeing
chance of getting
means of finding
attempt(s) at making, to
make

Adjectives and Past Participles:

glad i å lese
lei } av å vente
trett }
sikker på å beholde
glad over å se
forbausset over å høre

fond of reading
tired of waiting
sure of keeping
glad to see
surprised to hear (at hearing)
afraid to die
good, clever at drawing

redd for å dø
god, flink til å tegne

Verbs:

anklage (-et) } *en for å* accuse someone of
be'skyldte (-te) } + *-ing* form

Examples:

Naboen vår er blitt beskyldt Our neighbour has been
for å ha stjålet en sekk **accused of having** stolen
pø' teter. a sack of potatoes.

247. One further point should be mentioned, where English 'to' is used for Norwegian: (1) **å**; (2) **for å**; (3) **til å**.

(1) The infinitive with *å* is very frequently used as an object of a verb and also, though far more rarely, as a subject. In many instances English could here employ the *-ing* form, which goes to show that the infinitive is really a noun here.

Examples—As a subject:

Å lære å gå på ski er ikke så **To learn to ski** is not so
lett. easy.
Å være eller ikke være, det er **To be or not to be,** that is
spørsmålet. the question.

As an object:

Jeg lærte å kjøre i fjor. I learnt **to drive** last year.
Hun glemte å svare. She forgot **to answer**.

(2) **for å** is used of purpose = in order to, with the object of. So whenever *to* is equivalent to: *in order to*, use **for å** in Norwegian.

Examples:

Jeg må (gå) på stasjonen for I must go to the station to
å møte ham. meet him.
Jeg har spart penger for å I have saved money to buy
kjøpe en gave til min søster. a present for my sister.

(3) **til å**—'til' is here a preposition in a more concrete sense than 'for' in 'for å'. It is used in certain prepositional expressions in connection with nouns, adjectives and verbs.

Examples—Nouns:

<i>Jeg har ikke tid til å gjøre det.</i>	I haven't time to do it.
<i>Det var grunn til å tro det var sant.</i>	There was reason to believe it was true.
<i>Jeg har stor lyst til å gjøre det.</i>	I have a great mind to do it.
<i>Du har rett til å gjøre det.</i>	You have a right to do it.

Adjectives:

<i>Han var ferdig til å reise.</i>	He was ready to leave.
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Above all when the adjective is used in connection with the adverbs: **for** (too) and **nok** (enough):

<i>Du er for ung til å gå til sjøs.</i>	You are too young to go to sea.
-----------------------------------------	---------------------------------

<i>Det er for godt til å være sant.</i>	It is too good to be true.
<i>Han er dum nok til å gjøre det.</i>	He is stupid enough to do it.

Very often after superlatives where the infinitive does the work of a relative clause:

<i>Han var den første til å le (= som lo).</i>	He was the first to laugh (who laughed).
------------------------------------------------	------------------------------------------

Verbs:

<i>Han ble oppfordret til å synge.</i>	He was called upon to sing.
<i>De tvang meg til å tie.</i>	They forced me to keep quiet.

Note: *til å begynne med* = to begin with.

Infinitive in English rendered by Subordinate Clause in Norwegian

(See also para. 175)

248. The infinitive in English can be used in a more free and elastic way than in Norwegian. After verbs expressing desire and volition English employs the infinitive which, when rendered into Norwegian, must be transformed into a subordinate clause introduced by '*at*' (that). This '*at*', however, is very often omitted, especially in everyday speech, e.g.:

I want you to do it.	<i>Jeg vil (at) du skal gjøre det.</i>
I want you to come.	<i>Jeg vil (at) du skal komme.</i>

Nelson's famous words: 'England expects every man to do his duty,' must in Norwegian be rendered thus: *England venter at hver man gjør sin plikt.*

249. In cases where the infinitive is preceded by the adverbs *how* = *hvordan*, *how* = *hvordan*, *how* = *hvordan*, where = *hvor*, the pronoun what = *hva*, or the conjunction when = *når*, we find examples of the same phenomenon:

Infinitive	Subord. Clause
He showed me how to do it.	<i>Han viste meg hvordan jeg skulle gjøre det.</i>
She did not know where to go.	<i>Hun visste ikke hvor hun skulle gå (hen).</i>
I did not know what to do.	<i>Jeg visste ikke hva jeg skulle gjøre.</i>
He did not know when to say stop.	<i>Han visste ikke når han skulle si stopp.</i>

å omitted

250. Like English 'to', *å* is omitted after the modal auxiliaries and verbs like: *høre* hear, *se* see, *føle* feel.

After: *be* ask and *gidde* care to, some people leave out the *å*, others do not. Examples: *Jeg bad ham (å) komme.* *Han gadd ikke (å) gjøre det.* In the former sentence the preposition *om* (about) may be added, and then *å* cannot be omitted, e.g. *Jeg bad ham om å komme.*

Idioms:

<i>få en til å gjøre en ting</i>	make someone do a thing
<i>jeg kan ikke la vaere å</i>	I cannot help + <i>ing</i> form
<i>jeg har ikke råd til å</i>	I cannot afford to
<i>vaere i stand til å</i>	to be able to
<i>få lov til å</i>	get permission to

forlåte leave—**forlót**—**forlått**.

Exercise 41a

Study carefully and translate these isolated sentences into English:

Piken (here: *the maid*) holder på å lage mat.
 Jeg er ikke i stand til å høre hva du sier.
 Datteren fikk ikke lov til å forlate hjemmet.
 Min onkel er alltid den første til å le når noe går galt.
 Sønnen hadde ikke (noe) lyst til å reise utenlands (= til utlandet).
 Her er det sannelig små sjanser til (*also*: for) å vinne.
 Er du ferdig (*ready*) til å gå? Det var morsomt å se hvor lett han lærte å spille. Jeg kunne ikke la være å le.
 Få meg ikke til å le, er du snill! Kapteinen hadde lite håp om å redde skipet fra å synke. Et drama av Ibsen er vel verdt å se. Jeg har ikke råd til å kjøpe billett.

Idioms:

bli kvitt noe, noen

get rid of something, somebody

ha det travelt med å

be busy (with) + *-ing* form

Vocabulary

forkjølelse [for'çø:lsø] c. cold
enda [ˈɛnda] yet
sannsynlig likely
det er sannsynlig at han vil ...
 he is likely to
slå irr. (slo-slått) beat
skru (-dde) på screw, switch on
sjømann sailor

svømme (-te) swim
prøve (-de), forsøke [fo'ʃø:kə]
 (-te) try
flytte (-et) move
 'praktisk practical
 'plutselig suddenly
kjempe (-et) videre fight on

Exercise 41b

Practice in infinitive

My sister likes to hear music and she herself is (tr. and is herself) clever at playing (the) piano. My brothers like rowing and fishing. To do it now would be both difficult and dangerous. Last year I learned to read and speak Norwegian. Have you time to come to dinner? Our friends had promised to come to the station to say good-bye to us. I am tired of hearing the same story so many times. Haven't you found

any means of getting rid of your cold yet? I was just going to bed when the telephone rang. I am afraid of meeting him as he is likely to beat me. She switched on the wireless to hear the latest news (use plural). The sailors saved their lives (*the life*) by swimming in the cold water. They had tried to save the ship first. The daughter went to the station to meet her father. I am busy moving, but do not know how to do it in the most practical way. Without saying a word he left the room. After having lived there for ten years he suddenly moved. I have (*a*) great mind to talk to him. The King encouraged the people to fight on.

CHAPTER XVIII

USE OF ARTICLES

In most cases the use of articles in Norwegian corresponds with that of English. There are, however, some exceptions.

251. *The indefinite article* is omitted before nouns denoting professions, trade, nationality, etc.:

Hans bror er lege.

His brother is a doctor.

Hun er enke.

She is a widow.

Han er nordmann.

He is a Norwegian.

Som lege må jeg si ...

As a doctor I must say ...

252. *The indefinite article* is sometimes lacking before nouns denoting concrete things used as object of a verb:

Min far har bil.

My father has a car.

Min sønn røker pipe.

My son smokes a pipe.

Hun har fått brev fra sin venn.

She has had a letter from her friend.

Han venter nå på svar.

He is now waiting for an answer.

253. *The definite article* is not used with names of hotels, ships, titles of newspapers:

Vi holder 'Times'.

We take 'The Times'.

Jeg bor på 'Grand' [grɑŋ].

I am staying at the 'Grand'.

254. *Definite article in Norwegian, but not in English.*

(a) Before abstract nouns (life, death, time, etc.):

<i>Livet er kort.</i>	Life is short.
<i>Kast ikke bort tiden.</i>	Do not waste time.
<i>Jeg stoler på lykken.</i>	I trust luck.

(b) Before names of streets:

Jeg bor i Storgaten. I live in High Street.

(c) In some prepositional phrases:

gå i kirken go to church, *gå i byen* go to town, *bo i byen* live in town, *være på skolen* be at school, *but gå på kino* go to the pictures.

CHAPTER XIX CONJUNCTIONS

255. In order to link together sentences, clauses, phrases, or single words we use **conjunctions**. You have already come across a fair number of these words, so this chapter will be more of a review lesson with some additional notes here and there.

For practical purposes we generally divide the conjunctions into two classes: (1) Co-ordinating conjunctions, and (2) Subordinating conjunctions.

I—Co-ordinating Conjunctions

256. These words join together in various ways sentences or words of a similar type.

- | | |
|----------------------------------|------------------------------------------|
| (1) <i>og</i> [ɔɾ] and | (5) <i>enten—eller</i> either—or |
| (2) <i>både—og</i> both—and | (6) <i>'verken—eller</i> neither—
nor |
| (3) <i>så vel som</i> as well as | (7) <i>men</i> [menn] but |
| (4) <i>'eller</i> or | (8) <i>for</i> [fɔrr] for |

Examples:

(1) *Jeg skrev brevet og la det i postkassen.* I wrote the letter and dropped it into the letter-box. *Kvinner og barn.* Women and children. *Unge og gamle.* Young and old.

(2) *Han elsket både sitt land og sitt folk.* He loved both his country and his people.

(3) *Du, så vel som han, bør vite at slikt noe ikke går an.* You, as well as he, ought to know that such things are not done.

(4) *Vil De ha te eller kaffe?* Would you like tea or coffee?

(5) *Du kan få enten en kake eller et stykke brød.* You can have either a cake or a piece of bread.

(6) *Han visste verken ut eller inn* (idiom). He was quite bewildered.

(7) *Jeg ropte til ham, men han hørte meg ikke.* I shouted to him, but he did not hear me.

(8) *Jeg kommer ikke til å kjøpe det, for jeg har ikke råd.* I shan't buy it, for I can't afford it.

II—Subordinating Conjunctions

257. These conjunctions introduce various kinds of subordinate clauses.

The words **at** [att] that, and **om** [omm] if, whether, both introduce noun clauses.

Han fortalte meg at huset var ødelagt. He told me that the house was destroyed. *Jeg spurte ham om han ville komme.* I asked him if he would come.

258. In Norwegian a noun clause (*atsetning*) can be preceded by a preposition.

Example: *Han kom inn uten at jeg merket det.* He entered without my noticing it. *Jeg er redd for at vi ikke greier det.* I am afraid we shall not manage it.

Temporal Conjunctions

259. First of all we must learn to distinguish between **da** and **når** (cf. German **als** and **wenn**), as English does not observe any such distinction, but uses 'when' for both. Here are the rules:

da is used about a single happening in the past.

Examples: *Da vi reiste, kom alle våre norske venner på stasjonen for å si adjø.* When we left, all our Norwegian friends came to the station to say good-bye. *Da jeg kom hjem, fant jeg døren låst* (locked).

når is used:

(1) About happenings in the future. *Når jeg kommer hjem, skal jeg ta meg et bad.* When I get home, I shall have a bath.

(2) For customary or repeated actions (both in the present and in the past).

Examples: *Når det regner på presten, så drypper det på klokkeren.* A common saying: When it rains on the parson, it drips on the sexton (i.e. each time it rains).

260. Other conjunctions of time are: *etter* at after, *før* before, *til* till, *mens* while, *siden* since, *idet* [i'de:] as.

Practice in the correct use of **da** and **når**.

Vocabulary

låse (-te) lock

kjenne (-te) en igjen recognize somebody—by sight, by voice, etc.

Exercise 42

Translate the following sentences into Norwegian applying the above rules. Take good care of the word order!

1. When it is nice weather I play tennis.
2. When I came home there was no food in the house.
3. When the war is over we shall all go home.
4. When we spoke to him he always said: 'I don't know.'
5. I will (*skal*) come when I have eaten.
6. When he went out this morning he forgot to lock the door.
7. I did not recognize him when I saw him on the station.
8. When people become old they get grey hair.
9. When it was five o'clock (tr. when the clock was five) the music began to play.
10. When we reached the top we were all hungry and tired.

Causal Conjunctions

261. **da** is also extensively used as a causal conjunction, corresponding to English: *as*. *Da vannet var for kaldt, kunne vi ikke bade.* As the water was too cold, we could not bathe. We have already come across **fordi** [fɔ'r'di:] because.

Others are: *siden* since, and *ettersom* as.

Example: *Siden jeg var bare åtte år, fikk jeg ikke være med.* Being only eight, I was not allowed to join.

Conditional Conjunctions

262. The two commonest ones are: **hvis** [viss] and **dersom** [dæʃɔm] if, which can be used indifferently. *Vi skal dra på langtur hvis (dersom) været holder.* We are going on a long trip, if the weather holds.

om may also be used in special instances to introduce conditional clauses. *Det ville være trist om det var tilfellet.* It would be sad if that were the case.

Two other conjunctions should be mentioned: **så fremt** and **i fall** in case. They have, however, a somewhat 'bookish' colour.

The English: **unless**, can be rendered with **hvis ikke**, **med' mindre** or very often **uten**.

Example: *Du kommer ikke inn uten du har billett.* You will not get in unless you have a ticket.

The adverb *bare* = only, can act as a conditional conjunction = if only, in instances like: *Bare han kommer, er alt vel.* If he only comes, all is well. *Bare vi hadde penger . . .* If we only had money . . .

263. A condition can also be expressed without any conjunction at all by using the same word order as in a question ('inverted word order'). This is also found in English, but far less frequently than in Norwegian. *Skulle du se ham, be ham komme hjem.* Should you see him, ask him to come home. *Har du lyst, har du lov.* If you feel like it, you may do it. *Hadde jeg vinger, så ville jeg fly.* If I had wings, I would fly. *Skjer det en ulykke, tilkall politiet.* If there should be an accident, call the police.

Concessive Conjunctions

264. Those in frequent use are: *skjønt* [ʃønt] and *enda* [ˈenda], both meaning: though, and *selv om*, meaning: even if.

Skjønt det bare var mars, var det ganske varmt i luften. Although it was only March, it was quite warm in the air.
Selv om jeg hadde visst det, ville jeg ikke ha fortalt deg det. Even if I had known it, I would not have told you.

Final Conjunctions

265. Denote purpose: **for at** = so that, or **så** = that.

Jeg tok på meg en frakk for at jeg ikke skulle fryse. I put an overcoat on so that I should not be cold. Here you might just as well say: **så jeg ikke skulle fryse.**

Consecutive Conjunctions

266. Denote consequence or result: **så at** = so that, or just **så** = so.

Toget går om fem minutter, så det er best du skynder deg. The train will be leaving in five minutes, so you had better make haste. **så at** may be split up just as English: *so that.*
Snoen var så dyp at det var nesten umulig å komme fram. The snow was so deep that it was almost impossible to get through.

Conjunctions of Comparison

267. First of all:

som = as. *Som du vil.* As you wish. Then combinations with **som**:

like, likeså—som = just as—as. *Han er like stor som deg.* He is just as big as you. *Jeg kan like (or likeså) godt fortelle deg alt sammen.* I may just as well tell you all about it.

så—som = as—as. *Han er så stor som deg.* In the following sentence **som** may be omitted. *Han gjør det så godt han kan.* . . . as well as he can.

som om = as if. *Hun lot som om hun ikke visste det.* She made as if she did not know.

enn, used with comparatives: *større enn, rikere enn*, etc., the pronoun 'annen', *ingen annen enn* no other than, and

the derived adverb *annerledes annerledes* differently, in a different way. *Det gikk annerledes enn han hadde tenkt.*

jo—jo, jo—dess (desto) = the—the. *Jo lenger du venter, desto mindre blir sjansene.* The longer you wait, the less the chances. *Jo før jo heller.* The sooner the better.

Supplementary Note on Subordinate Clauses

268. (1) The use of the present participle instead of a complete subordinate clause has no equivalent in Norwegian.

Example: The sentence—Being late, I did not get a seat, must be translated: *Da jeg kom for sent, fikk jeg ingen plass.* As I was late . . . Cf. para. 217.

The same thing applies to shortened 'sentences' like: When a boy I used to ski. *Da jeg var gutt, pleide jeg å gå på ski.* Come, if possible. *Kom hvis det er mulig.*

(2) We already know that if a principal clause is preceded by a subordinate clause subject and predicate change places in the former ('inverted' word order).

Da jeg var gutt, pleide jeg å. I used to.

Vocabulary

modig brave
skipsgutt c. prentice naut.
overraske (-et) surprise
stå på (irr.) here: last
tau n. rope
komme i ugreie get into disorder, entangled
rette (-et) på put right
farlig dangerous
til værs up in the air, aloft
kap'tein c. captain
eneste only
enke c. widow
rå f. yard naut. pl. **rær**
dekk n. deck

bølge c. wave
'derpå then
forsvinne [fɔ'ʃvinnə] irr. (a-u) disappear
fri'modig cheerful, fearless
vant shroud naut.
mast c. mast
levende alive
klatre (-et) climb
ekorn [ˈɛkko'n] n. squirrel
kreng (-et) heel over
tape (-te) lose
mot n. courage
uskadd unscathed, safe
for'nøyd contented

Exercise 43a

Read and translate:

Den modige skipsgutten

Et skip var på vei til Amerika. Midt i Atlanterhavet ble det overrasket av en storm som stod på i fem dager. Da stormen var på det verste (*at its worst*), kom et tau i ugreie på en

av rærne. Dette måtte rettes på. Men det var farlig å gå til værns i slik en storm. Kapteinen sa til en skipsgutt at han skulle gjøre det. Det var en liten gutt, ikke mer enn tretten år gammel, eneste barn til en fattig enke.

Gutten så først opp til råa og så (*then*) ned i bølgen som hele tiden brøt inn over dekket og likesom (*as it were*) strakte armene ut etter ham. Derpå så han på kapteinen og sa: 'Jeg kommer straks.' Han forsvant, men kom straks tilbake og skyndte seg frimodig oppover vantet. Den mann som har fortalt dette, stod på dekket ved masten og fulgte gutten med øynene. Han spurte kapteinen: 'Hvorfor sender du denne vesle gutten opp? Han vil ikke komme levende ned igjen.' Kapteinen svarte: 'Menn faller hvor gutter står, han der klatrer som et ekorn.' Mannen så opp. Nå var gutten høyt oppe. Skuta krenget så sterkt at rærne nesten nådde bølgetoppene. Men gutten tapte ikke motet, og innen (*within*) et kvarter kom han ned igjen, uskadd og fornøyd.

Idioms:

- (1) *Det er ikke min skyld.* It is not my fault.
 (2) *ha skylden for* be responsible for, bear the blame for
 (3) *Det er best du går.* You had better go.

Vocabulary

lang tid or **lengje** a long time
avis [a'vi:s] c. (news)paper
veksle (-et) change (money)
pund [punn] n. pound
'blakk' broke sl.
dyr (use the comparative in -ere) expensive

presang [pre'saŋŋ] c. present (gift)
være i stand til = kunne to be able to
nevne (-te) mention
takket være thanks to
'Golfstrømmen The Gulf Stream

Exercise 43b

- You must see all my books while you are here.
- It is quite a long time since I saw you last.
- We had better buy the papers before we go.
- If you should see him tell him that I am here.
- Can you change a pound? No, I cannot, as I am broke.
- We eat that we may live, but we do not live that we may eat.
- The longer you wait the more expensive it will be. (*bli* or *være*?)

8. Because you have been so kind to (*mot*) me I want to give you a present.

9. Both you and I are able to drive (a) car.

10. As already mentioned we are leaving for Oslo next week.

11. Since you are asking I may just as well tell you.

12. Even if Norway lies far north the summers are quite warm, thanks to the Gulf Stream.

CHAPTER XX

WORD ORDER (Ordstilling)

269. In simple assertive sentences the word order in Norwegian is the same as in English.

Examples:

Det regner i dag.

It is raining today.

Skipet seilte samme aften.

The ship sailed the same evening.

Han kom for en uke siden.

He arrived a week ago.

Inversion

270. If, however, any part of the predicate is placed before the subject, the subject and verb change places. (N.B.—A conjunction is not a part of the predicate.) This change in the normal word order is called **inversion**, a feature which is also found in English, though not to such an extent as in Norwegian.

By way of illustration let us make some alterations to the above sentences:

I dag regner det.

Today it is raining.

Samme aften seilte skipet.

The same evening the ship sailed.

For en uke siden kom han.

A week ago he arrived.

Further examples:

Store er de ikke.

They are not big.

Nå må vi gå.

Now we must go.

Så sa han: . . .

Then he said: . . .

Inversion caused by Subordinate Clauses

271. If a principal clause is preceded by a subordinate clause, we also get inversion, e.g.:

Når jeg kommer hjem, leser jeg avisen. When I get home, I read the newspaper. *Hvis jeg får tid, skal jeg komme.* If I get time, I shall come. Cf. page 42.

Note especially: Skal du bli flink, sa han, må du øve flittig. If you want to become expert, he said, you must practise intensely.

If the principal clause comes first, we get the normal order.

Example: *Jeg leser avisen når jeg kommer hjem.*

Exercise 44a

Begin the following sentences with:

- | | |
|------------------------------|-----------------------------------------|
| 1. <i>da</i> then | Alle begynte å synge. |
| 2. <i>i går</i> yesterday | Sønnen kom hjem fra England. |
| 3. <i>snart</i> soon | Det blir kaldt. |
| 4. <i>engang</i> once | Jeg trodde på julenissen (Santa Claus). |
| 5. <i>likevel</i> yet, still | Han gjorde det. |
| 6. <i>plutselig</i> suddenly | Min søster så en mann gå inn i huset. |
| 7. <i>nå</i> now | Det er nok. |

Place of Adverbs

The problem of placing the adverbs correctly has already been dealt with on various occasions (cf. page 42 and the negative *ikke* on page 53), so this will only be a summing up.

Important rule:

272. In *principal clauses* the adverbs and adverbial phrases are usually placed *after* the verb in simple tenses:

<i>Han kommer alltid sent hjem.</i>	He always comes home late.
<i>Det hender ofte.</i>	It often happens.
<i>Det hender ikke ofte.</i>	It does not often happen.
<i>Jeg møtte også min nabo.</i>	I also met my neighbour.

In compound tenses, however, the adverb generally comes after the auxiliary, as in English.

<i>Du har aldri/ikke forsøkt.</i>	You have never/not tried.
<i>Det vil alltid skje.</i>	That will always happen.

273. In *subordinate clauses* the negative *ikke* and some other adverbs, especially such as denote time, are placed before the verb. Cf. paras. 75(2)(a) and 95.

<i>Jeg visste at han ikke ville komme.</i>	I knew that he would not come.
<i>Min venn sier at han aldri har forsøkt.</i>	My friend says that he has never tried.
<i>Siden De allerede (alt) vet det, behøver jeg ikke si det.</i>	Since you already know it, I need not tell you.

274. Special note on *ikke*.

If in a simple sentence the object is a pronoun, the negative comes after. If on the other hand, the object is a noun the normal word order is preserved.

<i>Jeg så ham ikke.¹</i>	I did not see him.
<i>Jeg kjenner henne ikke.</i>	I do not know her.
<i>Jeg klarer det ikke.</i>	I do not manage it.

But normal order in compound tenses:

<i>Jeg har ikke sett ham.</i>	I have not seen him.
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Normal order with a noun:

<i>Jeg kjente ikke fyren.</i>	I did not know the fellow.
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Vocabulary

kon'tor office	sette stor pris på appreciate
gå på kon'toret go to the office	very much
bære irr. (a—å) carry	slappe (-et) av relax
mappe c. case	nyte irr. (ø—y) enjoy
'høyre, 'venstre right, left	sigaretter c. cigarette
matpakke c. food parcel	disku'tere (-te) discuss
to'bakk c. tobacco	pro'blem n. problem
lunsj [lønʃ] c. lunch	for det meste, mest mostly
pause c. break, pause	sport c. sport

¹ But stressed of course: *Jeg så ikke ham.*

Exercise 44b

When I go to the office in the morning I carry a black case in (my) right hand. If you ask me what I have in the case my answer is: two things only—my food parcel and my tobacco. We have our lunch between 11.30 and 12 o'clock (in letters please). Since this is our only break during the day we appreciate it very much. It is the only time of (*på*) the day when (*da*) we can relax, drink a cup of coffee, enjoy a cigarette and discuss the problems of the day (use the -s genitive). The men at (*på*) the office mostly talk about sport and cars.

Vocabulary

prest c. minister, parson
 klokker c. sexton
 svær big
 kar c. fellow
 hovedvei c. main road
 notis [no'ti:s] c. notice
 opp på siden av alongside
 kappe c. gown
 krage c. collar
 hovmod ['hovmo:d] n. arrogance
 vant til accustomed to
 ha ord for å være supposed to be, considered to be
 ha lyst c. til desire, have a great mind to
 gap c. fool
 klok }
 vis } wise

ja here: well
 i stedet instead
 trapp f. staircase
 krone c. crown
 scepter ['septər] n. scepter
 glitre (-et) glitter
 nå interj. oh
 øst east
 vest west
 jo-ho well
 ja, ja very well
 verdt worth
 Vår herre Our Lord
 verdsette, (verdsatte, verd-
 satt) value, estimate
 sølvpenge c. silver piece
 nå, nå so, so
 Å why
 feil adj. and adv. wrong

Exercise 45

Presten og klokkeren

Det var en gang en prest som mente han var slik en svær kar. Når han så noen komme kjørende mot seg på hovedveien, ropte han så høyt han kunne: 'Av veien, av veien, her kommer selve presten.'

Så hendte det en gang han kom kjørende at han møtte kongen. 'Av veien, av veien,' skrek han langt borte.

Men kongen tok ingen notis av ham og kjørte som vanlig, så denne gangen måtte presten av veien.

Men da kongen kom opp på siden av ham, sa han: 'I morgen skal du møte meg på slottet, og hvis du ikke kan svare på tre spørsmål som jeg vil gi deg, skal du miste både kappe og krage for ditt hovmod.'

Det var noe annet enn det presten var vant til. Rope og skrike, det kunne han, men det var også omtrentt alt. Så reiste han til klokkeren, som hadde ord for å være mye klokere enn presten. Til ham sa presten at han ikke hadde lyst til å reise, for en gap kan spørre mer enn ti vise kan svare, sa han, og så fikk han klokkeren til å reise i stedet. Ja, klokkeren reiste, og kom til slottet med prestens kappe og krage på. Kongen selv møtte ham på trappa med krone og scepter, og var så fin at det glitret lang vei. 'Nå, er du der?' sa kongen. Ja, han var da det, det var sikkert nok. 'Si meg nå først,' sa kongen, 'hvor langt er det fra øst til vest?' 'Det er en dagsreise, det,' sa klokkeren. 'Hvorledes det?' sa kongen. 'Joho, solen står opp i øst og går ned i vest, og den reisen gjør den lett på en dag,' sa klokkeren. 'Ja, ja,' sa kongen. 'Men si meg nå, hvor mye tror du jeg er verdt slik som jeg står foran deg her.' 'Å, Vårherre ble verdsatt til tretti sølvpenge, så jeg kan vel ikke sette deg høyere enn til tjue ni,' sa klokkeren.

'Nå, nå,' sa kongen. 'Siden du er så klok på alle ting, si meg hva det er jeg tenker nå?' 'Å, du tenker sikkert det er presten som står foran deg, men der tenker du feil, for det er klokkeren.'

'Nå, så reis du hjem og vær prest, og la ham bli klokker,' sa kongen, og slik ble det.

In this story, written in a natural narrative style, there are a great many instances of 'inversion'. Go through them all carefully and try to find the reason for their occurrence in each case.

Ordspråk

Hovmod står for fall. Hva er det tilsvarende ordspråk på engelsk?

Vocabulary

samling c. collection
glassmester c. glazier
hode n. head, here: brain
flittig industrious
lese med to coach
gjette (-et) 1, guess, 2, solve
gåte c. riddle
for en stor del for the most part
eksamen [ek'sa:mən] c. examination, degree
studenteksamen matriculation exam.
velstående well-to-do
nabo c. neighbour(ing)
bygd f. country district
'studium n.; pl. **studier** study
lesning c. reading, study
slutt c. finish; and predicatively finished

gjerne 1, willingly, 2, expressing habit—usually
peis c. fireplace, grating
korte ['ko'tə] (-et) shorten, pass away
helt fra right from
hedning ['he:dniŋ] c. heathen
fullt og fast fully and firmly
troll n. troll, gnome
nisse c. goblin
dverg c. dwarf
overtro c. superstition
skap n. cupboard
kiste c. chest, drawer
bli enig om agree to, about
minne n. memory, remembrance
forfedre ['fø:fe:dre] pl. ancestors
trykke (-te) 1, press, 2, print
popu'lær popular

Exercise 46

Chr. Asbjørnsen og 'Jørgen Moe [mo:]

Første del

De to eventyrene vi har lest: Gutten og fanden og Presten og klokkeren, er tatt fra Asbjørnsen og Moes eventyrsamling.

Peter Christen Asbjørnsen ble født i Oslo 1812. Far hans var glassmester. Peter hadde et godt hode, men var ikke særlig flittig på skolen. Så sendte faren ham opp til Norderhov på Ringerike. Der var det en prest som leste med slike karer til studenteksamen.

Jørgen Moe var sønn av en velstående bonde fra nabo-bygda Hole på Ringerike. Han var ett år yngre enn Asbjørnsen. Jørgen Moe skulle også lese til studenteksamen hos presten i Norderhov. Slik kom Asbjørnsen og Moe sammen, og de ble venner for livet. Jørgen Moe var meget interessert i sine studier og var svært flittig. Men Asbjørnsen likte ikke å lese, og det gikk ikke bedre med lesningen her på landet enn i Oslo. Etter et par år tok faren ham hjem igjen. Han ble ikke student før tre år etter Moe.

Annen del

Det var få bøker og aviser den gang. Når arbeidet for dagen var slutt, samlet folk seg gjerne om peisen og kortet tiden med å fortelle historier og eventyr og gjette gåter. Det var for en stor del de samme eventyrene som var blitt fortalt i flere hundre år. Flere av dem var helt fra hedningetiden. Nå trodde de ikke lenger på Odin og Tor. Men de trodde fullt og fast på troll og nisser og dverger, som av og til kom fram og viste seg for menneskene. Vi kaller alt slikt for overtro. Men i gamle dager trodde mange at det var sant det som ble fortalt i disse gamle historiene.

De to unge studentene skjønte at det var med eventyrene som med et gammelt skap eller en gammel kiste. De er minner fra forfedrene. Men snart ville de bli glemt. Derfor ble de enige om å samle alle de eventyr som folk fortalte, og få dem skrevet ned og trykt.

Disse eventyrene kom første gang ut i 1842, og nå er de like populære i Norge som fortellingene om Alice in Wonderland er det i England.

CHAPTER XXI

INTERJECTIONS AND EXCLAMATIONS

275. These words and phrases generally express emotions and reactions on the part of the speaker. Numerous as they are, there will be room for only a relatively small selection of them. Typical of them is also that small tone variations often add different nuances to them.

ah, åh, both express amazement as well as delightful and pleasant surprise:

Ah—det var god tobakk!

Ah—that is good tobacco!

Åh, så stor hun er!

Oh, isn't she big!

Åh said in a wailing tone is a general utterance of pain, often reiterated—heard at the dentist's.

au is also an utterance of pain or regret, but more abrupt.

Au, jeg skar meg i fingeren! Oh, I cut my finger!

akk is more or less a sigh of disappointment or resignation, corresponding to German **Ach**, Eng. 'alas' or 'oh!' In everyday speech mostly used in combination with **ja**. *Akk ja, nå er sommeren forbi for i år.*

276. The answering words **ja**, **jo**, **nei** are frequently used as interjections, alone or with some additions, very often to fill in a pause.

Ja, hva skulle jeg gjøre?
Ja, ja } så et det gjort!
Ja—ha }
Ja vel.

Well, what should I do?

Well, now it is done!

Very well, O.K., all right, acknowledging an order.

The opposite is: *Nei vel.*

Du må handle raskt.
Ja vel!
Ikke si det!
Nei vel.
Ja så?

You must act swiftly.

Very well!

Don't say it!

All right, I won't.

Really! Is that so? You don't say!

Knut har giftet seg.
Nei, ja så?
Ja visst!
Er det sant?
Ja visst.

Knut has got married.

Has he really?

Yes, of course!

Is it true?

Yes, of course.

After a negative: *Jo visst.*

Det er ikke sant.
Jo visst.

It isn't true.

Yes, it is.

nei (**nei**) expresses amazement.

Nei, så flink du er!
Ærlig talt!

I say, how clever you are!

Honestly, frankly!

fy! (**fie**), for shame—shows contempt and disapproval.

Fy, skam deg.
Fy, det var stygt gjort.

Shame on you.

For shame, that was not nice.

pytt—never mind.

Pytt det gjør da ikke noe. That doesn't matter.

huff
huttetu } *det er kaldt i dag!* Ugh, it is cold today!

isj or **æsj** shows irritation and disgust.

Æsj, så kjedelig det var! How annoying!

uff, slight despair and grumble.

Uff, skal vi ha fiskepudding i dag også? Oh, are we going to have fish pudding today too?

hm expresses doubt just as in English.

Order or request:

kom an! Come on! Let's go to it!
hør her! Look here! Listen! I say!
Hør her, gutter, dere må ikke I say, boys, you mustn't
holde sånt leven ['le:vɔ]! make such a noise!
pass deg! Take care!
Pass opp or se opp! Look out!

hei, hallo! (for hailing someone).

Hei, gutter! Hi, boys!
Hallo, er det noen der? Hallo, is anybody there?

In the shop:

Hallo, De glemte noe! I say, you left something!

Expressions of startling surprise:

Du store min! Good gracious!
Bevare meg vel! Good heavens!

Showing sympathy:

Det var synd. That is a pity. That is too bad.
Det var synd at du kom for sent. It is too bad you arrived too late.
Stakkars gutt! Poor boy!

Expressions of approval and enthusiasm:

hurra [hur'ra:]! bravo ['bra:vɔ]!

<i>Lenge leve!</i>	Long live!
<i>Hurra for syttende mai.</i>	Hurrah for the 17th of May!
<i>La oss rope et tre ganger tre hurra for fedrelandet!</i>	Let us give three cheers for our native land!
<i>Bravo, det var fint levert!</i>	Bravo, that was beautifully done!

CHAPTER XXII

CONVENTIONAL PHRASES

These are very important, but not at all easy as they are often tied up with customs and etiquette in the country concerned.

277. (1) When the Norwegians meet in the morning they say: *god morgen* [go'moʀn], less formally just *mor'n* ['moʀn] = good morning.

In the evening: *god aften* or *god kveld* = good evening.

The same expressions are also used when parting.

(2) Other leaving or parting expressions are:

god natt = good night.

adjø [a'djø:] or *farvel* [far'vel] = good-bye.

ha det bra (godt) = best of luck, cheerio.

Du får leve så vel or just *lev vel da* = take care of yourself.

Then we have: *På gjensyn* ['jensy(:)n] corresponding to German **Auf Wiedersehen** and French **Au revoir**.

When taking leave of a friend just before dinner time one generally says: *god middag* (no equivalent in English).

(3) To some of these parting expressions the adverb **da** is added, thus: *god morgen da*, which in colloquial speech is reduced to just *morn'a* ['moʀna], *farvel da* [far'vella], *på gjensyn da*, etc.

(4) When we meet during the day, we may say: *god' dag'* where the English would say: 'good morning', 'good afternoon', 'good evening' depending on the time of the day.

Young people would just say *mor'n* at all hours. To make them more cordial the greetings are often repeated: *mor'n, mor'n; god dag, god dag; adjø, adjø*.

(5) To people going (out) to some form of amusement you may say:

God fornøyelse

[ˈgø: foʀ'nø̯y(ə)lsə].

Have a good time.

(6) When the Norwegians meet again after a party, etc., they say:

Takk for sist.

Lit. Thank you for the last time.

278. A much-used phrase is *vær så god*, lit. be so good/kind, which may be heard in a great variety of situations.

(1) First of all it is used when you are handing something to someone or offering something, corresponding to German: **Bitte** and French **S'il vous plaît**. There is no real equivalent in English. 'Here you are' has not the same degree of politeness.

Vær så god, her hatten Deres. Here is your hat.

A Norwegian speaking English is inclined to insert an incorrect 'please' here.

Asking a favour:

Unnskyld, kan jeg få låne telefonen et øyeblikk?

Excuse me, may I borrow the telephone for a moment?

The answer is:

Ja, vær så god,

Why, certainly. Yes of course.

When you have finished you say:

Takk for lånet!

Lit. Thanks for the loan!

The reply to that is: *Ingen årsak!*

Asking a favour is also expressed by:

Vil De være så vennlig/snill å ...

Would you be so kind as to ...

also *Ville* or *Kunne De*, etc. ...

Ville De være så snill å lukke vinduet?

Would you be so kind as to shut the window?

(2) Quite often *vær så god* corresponds to English 'please'.

Vær så god og sitt ned. Sit down, please.

In the big store:

Vær så god denne vei. This way, please.

At the hairdresser's:

Vær så god neste. Next, please.

Vær så god, det er servert The table is ready.
[sær've:tʃ].

The shop assistant says to the customer:

Vær så god, corresponding to something like: What can I do for you?

When you take the phone, you might say:

Vær så god (Your name first and then *vær så god*) besides 'hallo' as in English.

Used ironically in reply to a sentence like:

Jeg skal melde Dem til politiet. I am going to report you to the police.

Ja, vær så god. Please do. By all means. Go right ahead. Don't let anything stop you.

A command:

Du skal vær så god gjøre som jeg sier. You will please do as I tell you.

279. The words of thanks are:

Takk, takk skal De ha, mange takk, tusen takk, hjertelig (cordial) takk.

Vil De ha en kopp te til? Would you like another cup of tea?

Ja, takk. Yes, please. (The opposite is *nei, takk.*)

After a negation: *Vil De ikke, etc.?* *Jo, takk.*

When you have finished a meal, do not forget to say: *Takk for maten* (Lit. Thanks for the food)! The host or hostess (*verten* ['vært(ə)n], *eller vertinnen* [vær'tinn(ə)n] replies: *Velbekomme* [velbəkommə]. Lit. May it do you good.

280. Inquiring about health etc.:

Hvordan står det til?
Hvordan har du det? } How are you?

Hvordan lever du! How is life?

The answer may be:

Jo takk, bare bra. Very well, thank you.
Just fine, thank you.

281. Apologies:

To 'I am sorry' the Norwegian equivalent is: *Om forlatelse* [ɔmm fo'lat:sə] Lit. I ask for forgiveness. To 'excuse me' the Norwegian equivalent is: *Unnskyld* ['unnʃyll].

Unnskyld, kan De si meg veien til Frognerparken? Excuse me, can you tell me the way to the Frogner Park?

If you are so unfortunate as to tread on somebody's toe, you should say: *Om forlatelse* (I am sorry, I beg your pardon).

The sufferer is likely to reply: *Å, jeg ber* or less formally: *Å, det gjør ikke noe*, or: *Det er ikke så farlig* (It doesn't matter, it's quite all right).

Unnskyld at jeg forstyrrer dem. Excuse my interrupting you.

Unnskyld, De har vel ikke en fyrstikk, vel? Excuse me, you haven't got a match, have you?

Nei, dessverre [dæs'værre]. Unfortunately not. No, I'm sorry.

or slightly more formal: *Beklager* [bəkla:gər], I am sorry. *Jeg beklager at . . .* I regret that . . .

If you have not heard what a person has said to you, the formal expression is: *Hva behager* [bə'ha:gər]? I beg your pardon?

also: *Unnskyld, jeg hørte ikke hva De sa.* Very informal just *Hva?* What?

CHAPTER XXIII
WORD FORMATION

282. By having some knowledge of Norwegian word formation you will be able to grasp the meaning of a lot of derivatives and compounds.

(1) The Norwegian language has a great facility for making compounds, usually written in one word.

stor by—*storby* big city, *storgård* great farm, *småpenger* small change, *reisebyrå* n. travel bureau, *armbåndsur* n. wrist-watch.

(2) Genitive in English, compound in Norwegian:

dameveske lady's bag, *damehatt* lady's hat, *stolrygg* c. back of a chair.

(3) *Connecting links.*

Very often there is a connecting sound (vowel or consonant) between the different elements of the compound.

-e: *barnesko* children's shoes, *barnehave* c. Kindergarten, *gutteoværelse* n. boys' room.

-s (originally the genitive -s): *landsmann* fellow-countryman, *årstid* season.

283. *Prefixes.*

(1) Negative prefixes are first of all **u**, which usually carries the stress *uvenn* enemy, *umoden* immature, *uforsiktig* careless, but *umulig* [u'mu:li] impossible. **mis-** *misforstå*, *mis'unne* envy.

(2) **be-**, **er-**, **for-**, are, as we know, un-accented prefixes (see page 12). **an-** on the other hand is stressed.

be'gynne begin, *er'klære* declare, *'angå* concern, *'ankomme* arrive.

284. *Noun suffixes.*

-**inne**, -**ske** indicate feminine gender: *venn* friend (male), *venninne* friend (girl), *lærer* teacher—*lærerinne* woman teacher, *sykepleier* male nurse—*sykepleierske* nurse.

Abstracts in -**dom** [dømm] 'dom', -**het** 'hood', -**skap** 'ship'.

-**dom** c. *ung* young—*ungdom* youth, *barn* n. child—*barndom* childhood, *vis* wise—*visdom* wisdom.

-**het** c. *falsk* false—*falskhet* falsehood, *dum* stupid, foolish—*dumhet* stupidity, foolishness, *kjærlig* amorous—*kjærlighet*, love.

-**skap** n. or c. *ekteskap* n. marriage, *vennskap* n. friendship, concrete: *landskap* n. landscape.

-**else** c. also denoting abstracts: *friste* tempt—*fristelse* temptation, *lede* lead—*ledelse* leadership, management, *stor* great—*størrelse* size.

-**sel** n., also c., *brenne* burn—*brensel* n. fuel, *lenges etter* long for—*lengsel* c. longing, *fange* capture—*fengsel* n. prison.

-**eri** ('-ry') n., denoting a place where some special activity is going on: *meieri* n. dairy, *vaske* wash—*vaskeri* n. laundry, *trykke* print—*trykkeri* printing press.

-**tøy** n., here in the sense of tool, gear or some other commodity: **verktøy** tool(s), **leketøy** children's toys, **kjøretøy** vehicle, means of transport, **fartøy** vessel, craft, even **syltetøy** jam.

285. *Adjectival suffixes.*

-**aktig** ('-ish'): *grå* grey—*gråaktig* greyish, *narr* fool—*narraktig* foolish, conceited, *fabelaktig*—*fabulous*.

-**full**: *tankefull* thoughtful, *praktfull* glorious, splendid (of *prakt* c. splendour).

-**messig**: ('-like') *regelmessig* regular, *bymessig* urban.

-(l)**ig** ('-ly'): *herlig* [ˈhæ:ɾli] wonderful, *deilig* delicious, *farlig* dangerous, *kraftig* powerful.

-**et(e)**, meaning full of: *støvete* dusty (see para. 129 (b)).

-**løs** (less): *fargeløs* colourless, *arbeidsløs* unemployed, *blodløs* bloodless.

-som is very common: *lang* long—*langsom* slow, *moro* c. fun—*morsom* funny.

-sk to denote nationalities: *fransk*, *engelsk*, *norsk*, *amerikansk*.

-bar ('able'): *holdbar* durable, often with a passive meaning, e.g. *brukbar* usable, i.e. that can be used.

286. Adverbial suffixes.

-vis: *heldig* lucky—*heldigvis* luckily, *par* pair—*parvis* in pairs, *del* part—*delvis* partly, *forhold* relations—*forholdsvis* comparatively.

287. Verbal suffixes.

-e formed from nouns: *land* n. land—*lande* to land; *mann* man—*bemann* man (a ship), *mat* c. food—*mate* feed, *bil* c. car—*bile* to motor.

Quite a large number are formed by mutation of the vowel (umlaut)

sorg c. sorrow—*sørge* to mourn.
kam c. comb—*kjemme* to comb.
kamp c. battle—*kjempe* to battle.
krav n. claim—*kreve* to claim.
tall n. number—*telle* to count.
navn n. mention—*nevne* mention.

From adjectives:

tam tame—*temme* to tame.
lang long—*forleng* to lengthen.
tom empty—*tømme* to empty.

-ne added to adjectives to describe a transition:

sort black—*sortne* darken. Cf. *blacken*.
blek pale—*blekne* become pale (to pale). Cf. *Engl.*
strengthen, *lengthen*.

-ere ['ere] in loan-words *telefo'ner* telephone, *stu'dere* study, *le'vere* deliver, *konfer'ere* confer, etc.

CHAPTER XXIV

PUNCTUATION

The Norwegian rules of punctuation do not differ greatly from those in English.

288. Full stop is used after a complete sentence, but also after abbreviations, e.g. **dvs.** = *det vil si* (that is or i.e.), **jfr.** = *jevnr* (cf.), **kr.** = *kroner*, but here the dot can be omitted, **kl.** = *klokka* (o'clock), **bl. a.** = *blant annet* (among others), **m.m.** = *med mere* and after ordinals **5.** (or **5te**) = *5th*.

Exceptions: In weights and measures the full stop is left out, **mm** = 'millimeter, **cm** = 'centimeter, **dm** = 'desimeter, **m** = meter, **km** = kilometer, **l** = liter, **hl** = hektoliter (100 l), **g** = gram, **kg** = kilogram ['çilogram] or just 'kilo.

289. Colon to introduce information.

Han sa: 'Det er kaldt i dag.'

Semicolon is not used so very much. It is more often than not replaced by a full stop. You may find it, though, before conjunctions like: **men** but, and **for** for, when these are introducing a complete sentence.

The rule is: *Always a stop mark in front of men.*

290. Hyphen is used to divide words and syllables at the end of a line and elsewhere where it is convenient for the sake of clarity.

Note specially: *barne- og ungdomsfilmer* = children and adult films.

291. Apostrophe is little used in Norwegian.—First of all it is used before the genitive **-s** if the noun also ends in **s**, e.g. *Under Paris's hustak*. Under the roofs of Paris. *Hans's kone*. Hans's wife.

292. Accents are mostly found in words of foreign (French) origin: words like: *kafé* café, *idé* idea, *renommé* reputation.

293. Comma is used:

- (1) In enumeration: *sukker, salt og pepper*. N.B.—No comma before *og* here.
- (2) Between two sentences connected by a co-ordinating conjunction:
Vi spiste først, og så badet vi. We ate first and then we went for a swim.
- (3) With appositives (which are in fact non-restrictive clauses):
Oslo, Norges hovedstad, har ca. fire hundre tusen innbyggere. Oslo, Norway's capital, has about four hundred thousand inhabitants.
- (4) By proper names in addresses:
Per, du lyver. Peter, you are lying.
- (5) To set off mild interjections:
Ja, det er sant. Yes, that is true. With stronger interjections the exclamation mark is used.
- (6) To set off a subordinate clause which precedes a principal clause:
Da jeg var gutt, bodde jeg i Arendal. When a boy I lived at Arendal.
- (7) After a subordinate clause which is inserted in a principal clause:
De første mennesker vi traff, var to bønder. The first people we met, were two farmers. If the inserted clause is non-restrictive it is fully set off by commas. *Oslo, som er Norges hovedstad, har fire hundre tusen innbyggere*. Oslo, which is the capital of Norway, has four hundred thousand inhabitants.
- (8) When the subordinate clause comes after the principal clause, a comma is used only if the former is non-restrictive and acts more or less as a parenthesis:
Jeg møtte min venn Per, som hadde vært på julebesøk. I met my friend Per, who had been on a Christmas visit.

ADVANCED READING AND
TRANSLATING EXERCISES

Vocabulary

utlending c. foreigner	skogkledd forest-clad
på besøk n. i on a visit to	ås c. hill
oppdagelse c. discovery	berømt famous
i grunnen really	seilbåt c. sailing boat
betydning c. importance	ferge c. ferry
dagligtale c. everyday speech	passasjer [passa'feir] c. passenger
forkorte (-et) [for'kø'tø] shorten	'tilbringe (-brakte, -brakt) spend (the time)
oppkalle (-te) name	klippe c. cliff
linje c. line	dyrke (-et) cultivate
bane , short for jernbane c. railway	badeliv n. lit. bathing life
Slott [fløtt] n. Royal Castle	glede c. joy, pleasure
beliggenhet c. situation	foretrekke (-trakk, -trukket) [fōr'øtrekkø] prefer
høyde c. height, hill	på mindre enn in less than
lengde c. length	sti c. path
hovedinnngang c. main entrance	sno (-dde) seg twist
statue [statuø] c. statue	gran f. Norway spruce
plass c. here: square	furu f. pine
spasertur c. stroll	terreng n. terrain
forelesning c. lecture	alder c. age
'fortsette (-satte, -satt) continue	løype f. ski track
støte (-tte) på run into	'opplevelse c. experience
vende (-dte) ut mot face	fottur c. walking tour, walk
'omgi irr. surround	
en rekke a number of	

Exercise 47

Oslo by

En utlending på besøk i Oslo vil snart gjøre den oppdagelse at det i grunnen bare er én gate i byen som har noen større betydning for ham. Den heter Karl Johansgate, i dagligtalen forkortet til Karl Johan, og er oppkalt etter en svensk konge. Den går i rett linje fra Østbanestasjonen til Slottet, som har en fin beliggenhet oppe på en høyde. Herfra kan man se gaten i hele dens lengde.

Hvis en går fra Slottet nedover mot Østbanestasjonen, vil en på høyre hånd finne Nasjonalteatret. Foran hovedinngangen står statuer av Ibsen og Bjørnson. På den andre siden av gaten ligger de gamle Universitetsbygningene med Universitetsplassen foran, hvor studentene tar seg en spa-

sertur mellom forelesningene for å trekke frisk luft. Fortsetter en nedover gaten, vil en støte på Stortinget, Norges Parlament. Det ble bygd i 1866, så det er ikke særlig gammelt.

Oslo har en aldeles herlig beliggenhet. Den vender ut mot fjorden, og bakenfor er den omgitt av en rekke skogkleddede åser. Denne fine beliggenheten har gjort Oslo til en ganske berømt turistby. I sommermånedene er fjorden full av seilbåter, og en ser stadig ferger, fullpakket med passasjerer som skal tilbringe dagen ved sjøen. Rundt omkring på klippene ligger folk som dyrker badelivets gleder.

Hvis man foretrekker en fottur i skog og mark, kan man bare ta Holmenkollbanen, og på mindre enn en time er man inne på skogstiene, som snor seg mellom gran- og furutrær. Om vinteren er hele dette terrenget snøkledd, og hver eneste søndag kan man da se tusenvis av Oslofolk i alle aldrer på ski i løypene. En norsk 'skisøndag' i Nordmarka, som terrenget rundt Oslo kalles, er en opplevelse man ikke så lett glemmer.

Vocabulary

inter/vju n. interview
 tvil c. doubt
 sjel c. soul
 inter/vjue (-et) interview
 det stemmer that's correct
 stirre (-et) på stare at
 briller spectacles
 tydeligvis obviously
 så vidt only just
 fikk plas/sert seg managed to sit down
 lund c. grove
 alpelue f. beret
 an/takelig probably
 skjule (-te) hide, conceal
 måne c. moon, pop. for bald head
 rutet chequered

slips n. tie
 nål c. pin
 drive irr. here: run
 reisebyrå n. travel bureau
 vesentlig ['ve:sntli] mainly
 skryte irr. av boast about
 dårlig med scarce
 Jeg liker meg godt idiom: I like it well (a lot)
 være here: stay
 omvendt reversed
 rekkefølge c. order, succession
 smigre (-et) flatter
 Jeg for/drar ikke I can't stand
 samtale c. conversation, talk
 forbi past, here: over
 ta fram take out, produce
 hjemmefra adv. from home

Exercise 48

Et intervju

Han stod og leste *New York Times*, så det var ikke tvil i vår sjel at han var amerikaner.
 — Vi ville gjerne intervju Dem, sa vi.

— Det er helt i orden. Kom igjen—.

— De er fra Amerika?

— Det stemmer, så vår venn og stirret på oss bak brille-glassene.

— Men skal vi ikke sette oss mens vi står?

Som sagt, så gjort. Vår venn gikk med stakk og hadde tydeligvis vond fot, for det var så vidt han fikk plassert seg på en av benkene i Studentertunden. Han røkte på en stor sigar, og hadde på seg alpelue, antakelig for å skjule en måne, brune bukser uten press i, rutet jakke, gul skjorte, og grønt slips med sølvnål.

— Hvor kommer De fra?

— New York—. Jeg driver et reisebyrå, ikke stort, men lite, og kom hit med *Bergensfjord*, vesentlig for å se hva slags service skipet gir, slik at jeg kan fortelle mine kunder om de bør reise med det eller ei.

— Og hvilken konklusjon er De kommet til?

— Skipet er helt førsteklasses. Jeg skal skryte av det til alle kjente og ukjente, og for en tur vi hadde hitover! På Nordkapp var det aldeles fantastisk. Jeg har aldri vært der før, bare i Oslo, Bergen og Stavanger. Det var like etter krigen, og det var dårlig med mat i Norge den gangen, men nå er det helt annerledes.

Så det vanlige spørsmål:

— Hva synes De om Norge?

— Jeg liker meg meget godt her, og skulle gjerne komme tilbake enda en gang og være enda lenger.

— Hvorfor liker De landet vårt?

— For det første fordi alt er så rent her—

— For det andre fordi folk er så vennlige—

— For det tredje naturen, eller i omvendt rekkefølge om De vil.

— Vi føler oss smigret—

— Har De fått tid til å se Dem omkring?

— Å, ja da. Jeg har sett Kontiki, Fram, Vikingskipene, Rådhuset og Vigelandsanlegget.

Vår venn fordrar ikke å fly. Ikke fordi han er redd, men fordi det går for fort.

Så var samtalen forbi, og han tok fram sin avis og begynte å studere nytt hjemmefra.

Vocabulary

mål n. aim, goal
 skape (-et) create, make
 ankomst c. arrival
 Pol c. pole
 stikke irr. put
 foregående preceding, previous
 telt n. tent
 tilstå irr. admit
 handling c. action
 foregå irr. occur
 hastighet c. speed, haste
 føre n. snow condition, surface
 vekslende variable
 gli irr. glide
 smått stell idiom: in a poor way
 mekanisk mechanical
 tøy (-de) stretch
 strekke (irr. strakte, strakt)
 stretch
 glane (-te) stare
 til gangs thoroughly
 uendelig endless
 vidde c. mountain wilds
 ljome [ˈjo:mə] (-et) echo
 kjører c. driver
 skrone (-et) tell a yarn, lie

åpenlyst openly, obviously
 jeg får heller være idiom: I had
 better be
 oppriktig frank, honest, sincere
 ben straight, direct
 stikk 'motsatt' completely op-
 posite to
 anledning c. occasion (on =
 ved)
 tiltale en attract one
 bakvendt the wrong way about,
 topsy turvy
 selsvagt of course
 punkt n. point
 uråd [ˈu:rɔ:] impossible
 instru'ment n. instrument
 til rådighet c. at one's disposal
 skille (-te) part, separate
 lykkønske (-et) congratulate
 gjensidig mutual
 re'spekt c. respect
 kraftig vigorous
 neve c. fist
 nevetak n. fist-shaking
 veksle (-et) exchange

Exercise 49 (I)

Ved målet (av Roald Amundsen)

Om morgenen den 15. desember 1911 var været på sitt beste, akkurat som skapt til ankomst til Polen. Jeg er ikke helt sikker, men jeg tror vi stakk frokosten litt fortere i oss den dagen enn de foregående, og kom oss noe raskere ut av teltet, enda jeg må tilstå at denne handlingen alltid foregikk med stor hastighet. Føret var denne dagen litt vekslende. Av og til gled skiene godt, men av og til var det smått stell. Det gikk framover denne dagen på samme mekaniske måte som før. Det ble ikke snakket stort, men øynene ble brukt så mye mer. Halsen til Hansen var dobbelt så lang den dagen som den forrige, slik tøyde og strakte han den for om mulig å se noen millimeter lenger. Jeg hadde bedt ham før vi dro ut å glane ordentlig, og det gjorde han til gagns. Men hvor mye han enn glante og så, fikk han likevel ikke øye på annet enn den uendelige, flate vidda bortover.

Klokka 3 ettermiddag ljomet et samtidig 'holdt' fra kjørerne. Målet var nådd, reisen slutt. Jeg kan ikke si—enda jeg vet det ville ha gjort langt større effekt—at jeg stod ved mitt livs mål. Det ville være å skrone vel mye og åpenlyst.

Jeg får heller være oppriktig og si bent fram at jeg tror aldri noe menneske har stått på et sted nettopp så stikk motsatt sine ønskers mål som jeg gjorde ved den anledning. Nordpolen hadde tiltalt meg fra jeg var barn, og nå stod jeg på Sydpolen. Kan det tenkes noe mer bakvendt.

Vi regnet nå at vi var på Polen. Selvsagt visste hver av oss at vi ikke stod på polpunktet—det ville være uråd å observere med den tid og de instrumenter vi hadde til rådighet. Men vi var så nær at de få kilometer som kanskje skilte, ikke kunne ha noe som helst å si.

Da vi hadde gjort holdt, samlet vi oss og lykkønsket hverandre. Vi hadde grunn til gjensidig respekt for det som var gjort, og jeg tror dette nettopp var hva vi følte og uttrykte med de kraftige nevetak som ble vekslat.

Vocabulary

flagg n. flag
 høy'tidelig solemn
 ferd c. trip, expedition
 kjærlighet c. love
 'stolthet c. pride
 smell n. bang
 folde (-et) seg ut unfurl
 vaie (-et) fly, flutter
 bestemme (or -te) decide
 tilkomme irr. be one's privilege
 takk'nemlighet c. gratitude
 øde desolate
 forlatt here: godforsaken
 ta imot accept, take
 ånd c. spirit
 budt offered (from by irr. offer)
 barked (inflected form of
 barket) weatherbeaten
 stang f. pole, staff
 i været in the air
 stund c. while, moment

langvarig lengthy, of long
 duration
 seremoni [seremo'ni:] c. cere-
 mony
 venne (-te) seg av med break
 with the habit of
 egn [ein] c. region
 ikke så at not that
 champagne [ʃam'panjə] cham-
 pagne
 kork c. cork
 flømme (-te) flow
 nøye (-de) seg med content
 oneself with
 sel c. seal
 kjøtt n. meat
 tegn [tein] n. sign, token
 passi'ar n. chat, talk
 det tør hende idiom: it may be
 (happen)
 bud n. message

Exercise 49 (II)

Flagget på Sydpolen

Etter denne første handlingen gikk vi til den neste, den største og mest høytidelige på hele ferden—å plante vårt flagg. Det var kjærlighet og stolthet som skinte ut av de 5 par øyne som så flagget, da det med et smell foldet seg ut i den friske brisen og vaiet på Polen.

Å plante flagget—denne historiske handlingen—hadde jeg bestemt at vi alle skulle være med på. Det tilkom ikke én mann å gjøre det, det tilkom alle dem som hadde satt livet inn i kampen og stått sammen i tykt og tynt. Det var den eneste måten jeg kunne vise mine kamerater takknemlighet på her på dette øde og forlatte sted. Jeg skjønnte at de forstod det og tok imot det i den ånd det var budt dem. Fem barkede, frostbitte never var det som grep i stanga, løftet det vaiende flagget i været og plantet det som det første på den geografiske sydpol.

Den lille stunden vil sikkert minnes av oss alle som stod der den gang. Langvarige seremonier venner en seg av med i de egnene,—dess kortere dess bedre.

Selvsagt var det fest i teltet den kvelden—ikke så at champagnekorkene sprang og vinen flømmed, vi nøyde oss med et lite stykke selkjøtt til hver, og det smakte og gjorde godt. Noe annet tegn på fest innendørs hadde vi ikke. Ute hørte vi flagget slå og smelle. Passiaren gikk livlig i teltet, og mye ble det talt om. Det tør vel også hende at bud ble sendt hjem om hva vi hadde gjort.

Vocabulary

skandi'navisk Scandinavian
Ja here: in fact
forskjell c. difference
dia'lekt c. dialect
i al'minnelighet usually
'uttale (-te) pronounce
annerledes differently
tilfelle n. case, instance
uttrykk n. expression
vant til accustomed to
stort sett largely (speaking)
vo'kal c. vowel

konso'nant c. consonant
'gjenta irr. repeat
et lys går opp for ham a bell
rings for him
'oppholde seg stay
hyggelig nice, pleasant
kompliment [kompli'mann] c.
compliment
derimot on the other hand
neppe adv. hardly
ros c. praise
i hvert fall at any rate

lage (-et) make up, conceive
lystig gay, lively
moro c. fun
drosje ['drøfjə] c. taxi, cab
sted [ste:] n. place, spot
etter hans mening in his
opinion
kirkegård c. churchyard
være enig med agree with
'nettopp just, exactly

'ut på livet' have a gay time, on
the spree
skape (-te) create
for'vikling c. confusion
misforståelse c. misunder-
standing
lønne seg here: pay
krysse (-et) cross
grense c. border, limit

Exercise 50

De tre skandinaviske språk

De tre skandinaviske språk: svensk, dansk og norsk, er temmelig like. Ja, det er så liten forskjell på dem at en kan nesten kalle dem dialekter.

Det er i alminnelighet ikke vanskelig for en nordmann å gjøre seg forstått f. eks. i Stockholm. Han finner naturligvis at svenskene uttaler de samme ordene litt annerledes i mange tilfelle og også bruker litt forskjellige ord og uttrykk, men han blir snart vant til det. Han har dessuten lest en del svensk i skolen.

Hvis han tar en tur til 'Kongens by' København, vil han kanskje til å begynne med ha noen vanskelighet med å forstå sine danske brødre. Ordene og uttrykkene er nok stort sett de samme, men danskene uttaler ofte vokaler og konsonanter på en ganske annen måte. Men etter at setningen er blitt gjentatt et par ganger, går det nok et lys opp for nordmannen. Har han oppholdt seg i byen noen dager, går det som regel meget fint.

Likevel er det en del ord som har helt forskjellig betydning i de tre skandinaviske språk. Vi kan nevne som eksempel *var*. Når danskene og svenskene snakker om *en var mann*, mener de en hyggelig mann. Det er med andre ord en kompliment. På norsk derimot betyr *en var mann* en underlig eller merkelig (= *queer*) mann og kan neppe tas som noen ros.

Ett eksempel til: adjektivet *rolig* betyr i dansk og norsk fredelig, stille (= *quiet*), mens det i svensk har betydningen morsom (= *funny*). Det fins en morsom historie om dette ordet. Den skal være sann, men om den ikke er sann, er den i hvert fall godt laget.

En svenske kom en gang til en norsk by. Han var en lystig kar, og om kvelden ville han ha litt moro. Han tok en drosje, og da sjåføren spurte hvor han skulle hen, svarte svensken at han gjerne ville bli kjørt til et rolig sted. Sjåføren tenkte seg litt om og kjørte ham så til kirkegården. Det var etter hans mening et rolig sted, og det kan man jo være enig med mannen i. Men det var ikke nettopp et slikt sted svensken hadde ment. Han ville 'ut på livet', som vi sier.

Heldigvis er det ikke mange ord som er så forskjellige at det skaper slike forviklinger og misforståelser. Men det lønner seg å være litt forsiktig med hvilke ord man bruker når man krysser grensen.

PART III

KEY TO EXERCISES

1(a) en sjø	sjøen	sjøer	sjøene
et dyr	dyret	dyr	dyrene
en gate	gaten	gater	gatene
en vei	veien	veier	veiene
en gutt	gutten	gutter	guttene
en by	byen	byer	byene
et belte	beltet	belter	beltene

1(b) to gutter, fire piker, sju epler, to brød, fem fisker.

2(a) Is he an Englishman or a Norwegian? He is a Norwegian, but the mother is English and the father an American. He has a sister. She is six years (old). Have you a sister? No, but I have two brothers, Arne and Olaf. Arne has five children—two boys and three girls. Olaf has two girls. They are from Drammen. It is five (Norwegian) miles from Oslo to Drammen. Have you been in Norway? Yes, but only in Oslo. I have many friends in Oslo.

2(b) Min far har to brødre og fire søstre. Olaf er min bror og Marit min søster. Vi er fra Norge, men vi har mange venner i England. Har du vært i England? Ja, men bare i London. Har din søster mange barn. Hun har fire barn. Hvor er barna nå? De er i London.

Vi har to armer, to hender, to ben og to føtter, men vi har ti fingrer og ti tær. Skogen har mange trær. Min by har tre bakere, men bare én lærer.

3(a) mannens hatt, bondens åker, krigens redsler, herr Hansens hund, Kongens klær.

3(b) Navnet på byen, sønnen til læreren, Konene til mennene, moren til barna.

4(a) I awoke early today, had my breakfast out in the open, and then jumped into the sea. It was glorious. I did not bathe yesterday. The water was too cold, only fifteen degrees Centigrade, but my wife bathed.

My brother has got me a book by Ibsen. I remember my teacher speaking much about him at school. My brother is expecting a letter from me, but I have lost the pen I had.

4(b) De reddet ham. Han hadde badet i sjøen og kunne ikke svømme. Guttene kastet steiner (ut) i vannet og jaget endene bort (=vekk). Han våkner tidlig og hopper ut av senga. Jeg hadde ikke børstet mitt hår (håret mitt). Hun ventet på meg i bilen.

5(a) We shared the cake between us. I felt the cold. I heard what you said. He drove the car into the garage. She read a book about Norway. I borrowed the book from her. I have studied Norwegian for over two years. They smiled at me. The student saved money and went abroad. He showed us the way. You have eaten up the cake.

5(b) Jeg lånte/har lånt en bok av ham.
Hun leste/har lest avisen hver dag.
Father drove/has driven the car into the garage.
Barna hørte/har hørt/barnetimen i radio.
Hun svarte/har svart nei.
Du viste/har vist meg huset til din bror.

6(a) Have you met my father? No. That was strange. I was to meet him here in front of the Town Hall at 2 o'clock, and now it is ten past. But there I see him. He has bought flowers for mother. She has her birthday today. Congratulations! Thank you. I have bought a present for her which I hope she will like. She liked the one I bought last year.

Who called out? Oh, it was only the newspaper boy. Norway has lost the football match against Denmark.

6(b) Jeg liker å lese bøker. Jeg leste om Nansen i går. Min søster liker å høre musikk, og har kjøpt mange plater. Hun likte ikke (den) hatten hun kjøpte i går. Jeg har kjøpt (meg) en pipe. Vis meg butikken hvor du kjøpte den.

7(a) I dreamt last night that I bathed in the Thames. The thief had hidden himself behind a tree. Where have you hidden the money? To hide is not to forget (lit. hidden is not forgotten). What do you call a man who lives in Nor-

way? I call him a Norwegian. She called me a fool. The man and the wife were always working and did not distinguish between day and night. The boy played the piano all day. I understood well what he talked (was talking) about. My brother understood nothing.

7(b) Moren skjønte at gutten drømte. Hun glemte å svare. De kalte ham Gudmund. Hun hadde gjemt bort blomstene han hadde kjøpt. Gutten skjønte hva de mente. Han hadde kjent henne i mange år. Jeg lærte å kjøre bil i fjor. Jeg vet hva du mener. Jeg trodde det.

8. Only the translation:

1. The smoke chokes (or: is choking) him. 2. She lays the cloth on the table. 3. The hen lays eggs. 4. He places the chair in the corner. 5. You count to a hundred. 6. Mother tells fairy tales. 7. Father hands me an apple. 8. I stretch myself in the morning. 9. That arouses great interest. 10. Mother wakes me early in the morning. 11. They elect a king. 12. Are you following my advice? 13. What are you asking about? 14. I am greasing my shoes. 15. The farmer sells butter. 16. You do not speak the truth. 17. She brings good news. 18. The wolf does great harm.

8(a) Late one evening I came to the town where my friend lived. I had his address, but did not know the town (was a stranger in the town) and did not know where his house was (lit. lay). The best thing would have been to take a taxi—that is done by most people—but I was a poor student and did not have (possess) a penny. The few crowns I had in my pocket when I started were used up. I practised the sentence: Can you (please) tell me the way to . . . Can you tell me the way to . . .

Most people understood what I said and tried to help me. 'Do you think I am able to find the house,' I asked. 'Oh yes,' they answered. 'It is so easy (I assure you). You can't miss it.' It was just what I did. It started to get dark, too. (It was getting dark, too.) I turned to the left and I turned to the right—then continued straight on, as they had told me, but the house, where was the house? Had it burnt

down? At last I managed to find it. Two big fir trees had almost completely hidden it. I was saved. I had got a roof over my head, but I had indeed tried hard.

8(b)

1. Sangeren øvde daglig.
Sangeren har øvd daglig.
2. Jeg strevde hardt, men lærte lite.
Jeg har strevd hardt, men har lært lite.
3. Ørnen svevde høyt oppe i luften.
Ørnen har svevd høyt oppe i luften.
4. Eleven prøvde å lære diktet utenat.
Eleven har prøvd å lære diktet utenat.
5. Du behøvde ikke å betale.
Du har ikke behøvd å betale.

In English:

1. The singer practises daily.
2. I try hard, but learn little.
3. The eagle hovers up in the sky.
4. The pupils try to learn the poem by heart.
5. You do not need to pay.

8(c) Hun spiller meget godt. Hun øver både dag og natt. Jeg pleide å spille fiolin en gang, men nå har jeg glemt det helt, og jeg tør ikke prøve igjen (*or*: jeg våger ikke å prøve igjen). Jeg er ikke meget musikalsk, men jeg liker å høre musikk. Jeg er meget glad i Grieg.

9.

1. Tror du han vil komme (*or* kommer)? *Slightly more certain*: Mener du han kommer?
2. Jeg synes (*your personal taste*) hun er en av de søtteste piker jeg har sett.
3. Har (er) han gått? Nei, jeg tror ikke det.
4. Forstyrr ham ikke. Han tenker.
5. Jeg tror det er best vi går.
6. Vi synes at du burde komme, eller hva synes du selv?
7. Jeg syntes jeg så en mann i rommet. (*I had a feeling . . .* Jeg trodde *etc. would mean, I believed . . .*)
8. Hun trodde jeg var femti. Jeg er bare førti.
9. Det er veldig rart, synes jeg.

10. Det er vanskelig å tro.

11. Det betyr krig.

12. Jeg tror ikke på mirakler.

10(a) My family are very fond of the sea and spent every summer holiday on 'Sørlandet'. We lived in a little cosy cottage which my parents rented. We often rowed out to an island to bathe, to fish and collect shells which lay strewn along the shore. If the wind started to blow (lit. If it started to blow), we turned and rowed homewards again. We always reached land and no accident happened (lit. there happened no accident), although mother prophesied that something would happen one fine day. She was almost right. We rowed out one morning in fine, quiet weather . . . not a cloud in the sky, no wind, no wave. We were going to fish for cod. In the afternoon a wind started to blow, and my brother who was rowing got so frightened that he lost an oar. There was only one thing to do—cry for help. We waved our arms shouting: Help! help! Father fortunately heard us. He sprang into a boat and rowed with all his might to reach us. He managed fine. We were saved, but an accident might easily have occurred if no one on the beach (shore) had heard us shouting (= when we shouted).

Proverb: All is well that ends well.

10(b) Er du glad i sjøen? Nei, jeg liker å feriere på fjellet. Jeg har en koselig liten hytte ikke langt fra Lillehammer. Er Lillehammer en stor by. Nei, heldigvis ikke. Jeg liker ikke store byer. Jeg kan ikke bo der. Jeg har hørt at luften på Lillehammer er så fin. Ja, det er riktig (*or* Ja, det stemmer)—og naturen! Jeg kaller det turistpropaganda (*or* Det kaller jeg turistpropaganda). Kall det hva du vil. Det er sant. Kom og se hvis du tror jeg lyver. Du vil ikke bli skuffet.

11(a) I awake every morning at seven o'clock, stretch myself and jump out of the bed and into the bathroom, brush my teeth and wash myself. Afterwards I dry myself with a towel, dress in a hurry—first underwear, shirt and trousers, stockings and shoes, then tie and finally a coat.

I am now fully dressed and eat my breakfast with a ravenous appetite. I always read the newspaper while I eat.

Rewritten in the past tense:

Jeg våknet hver morgen klokka syv, strakte meg og hoppet ut av senga og inn i badet, pusset tennene og vasket meg. Etterpå tørket jeg meg med et håndkle, kledde på meg i en fart—først undertøy, skjorte og bukse, strømper og sko, så slips og til slutt en jakke.

Jeg var nå fullt påkledd og spiste min frokost med glupende appetitt. Jeg leste alltid avisen mens jeg spiste.

11(b) Du sa du hadde en norsk venn. Ja, det er sant. Han bodde i Oslo, men pleide å reise til England om sommeren. Han sa han kunne ikke bo der, men likte å reise i England.

Jeg skal reise til Norge neste vår. Jeg har kjøpt en norsk bok som kostet ti shilling. Jeg lærer å lese og tale språket. Jeg har lært flere ord allerede. Det er veldig morsomt. Jeg kan si: God morgen. Det betyr 'good morning' på engelsk, og God aften som svarer til: 'Good evening.'

Min venn liker å ro og fiske. Jeg har besøkt ham flere ganger. Vi rodde over elva.

12(a) I seized the boy by the arm. The son wrote a letter home every week. My brother has written a book about Ibsen. The dog bit the boy in the leg and the boy howled.

12(b) The thief crept along the fence. You have broken your promise. The sportsman (hunter) has shot an elk and a fox. The water has frozen to ice.

12(c) He drank only two glasses. Have you found the ring? I found it when I put my hand in my pocket. The boy helped the girl on with her coat.

12(d) He carried her over the brook. I have cut my finger. He stole from the rich and gave to the poor.

12(e) Eve gave Adam an apple. Adam had not asked for it. No one has seen him. The girl looked at me with big eyes. My sister has lain ill for three days.

12(f) I took my hat and said good-bye. They let me go. The clock in the tower struck exactly twelve. We went to England by plane. We laughed and sang the whole way. She said she got up at eight every day. He who laughs last, laughs best (longest) (*et alminnelig ordtak*).

12(g) The plane arrived at Fornebu airport yesterday. I could not sleep last night. The storm kept me awake. I got up and took a long walk. My friend 'walked' to London yesterday. No, he did not. He 'went' to London.

13(a) A very learned professor, let us call him N. N., never found his clothes when he was going to dress in the morning. Therefore, he always arrived too late at the university. To avoid this, he wrote down where he had laid every piece of clothing in the evening.

He sat in bed writing:

The stockings on (top of) the shoes, the shoes under the bed, shirt, tie and coat over the back of the chair, underwear on the chair. At last (finally) he wrote: The professor in bed. Then he put out the light, and not long after he slept like a top (lit. stone).

When he awoke next morning he grasped the list and found all his clothes where they should be. But—the professor in bed he did not find. He arrived late that time too.

13(b) Han drakk et glass øl før han gikk til sengs om kvelden (aftenen). Mannen red alltid alene. Han tilbød meg bare ti pund for bilen. Piken tilga ham aldri. Arsenal har vunnet igjen. Han grep alltid sjansen når han så den. Jeg har ikke funnet henne. Hva sa Cæsar? Han sa: 'Jeg kom, jeg så, jeg vant.'

14(a)

1. Did you meet Per yesterday? Yes, I saw him in the theatre.

Did you know that he was there? No, I had no idea.

Did you recognize him? Yes, at once.

How did he look? He looked very well.

Did you speak a lot with him. Yes, in every interval.

Are you often in the theatre? I see almost everything that is on.

You never go to concerts? (Do you ever go to c.?) Yes, occasionally.

What do you like best, modern music or classical? I prefer the latter.

Do you play any instrument yourself? No, unfortunately, but you play the piano, don't you? Do you remember that too? You have indeed a good memory.

2. Bor du i Oslo? Hører du ofte på radio? Skrev hun brev til kjæresten sin hver dag? Er han soldat? Ligger byen Narvik i Nord-Norge? Døde Bjørnson i Paris? Vil Deres kone ha en kopp te til?
3. Hun skriver et brev. Du studerer (Du holder på å studere) norsk, ikke sant? Han reiser (skal reise) i morgen, ikke sant? Hva gjør de? Spiller de bridge?

14(b) Fikk du (tak i) billetter til konserten? Ja, jeg var heldig. Når begynner konserten? Den begynner klokka åtte. Liker du å spille kort? Nei, jeg synes det er kjedelig. Spiller din bror tennis? Nei, han er mer interessert i fotball.

15(a) To learn to ski is not so easy as one thinks. Have you tried? No, I daren't. You must not be stiff. Don't forget to tie your skis on properly. Don't be afraid. 'Keep smiling' (lit. Take it with good humour) . . . Don't think that you can learn it in one day. Practice makes master ('practice makes perfect'). Don't you (very) often break your legs? (The pronoun *en* often corresponds to 'you' in English.) No, that doesn't often happen. It doesn't pay to be careless, of course. That is silly.

15(b) Visste du ikke at jeg kom? Nei, du har ikke skrevet. Jeg fikk ikke tid. Liker du ikke å se meg? Naturligvis, men jeg vet ikke hvor jeg kan finne en seng til deg. Jeg kan sove i en stol. Jeg behøver ikke en seng å sove i. Vær ikke tåpelig. Du kan sove på en divan. Ja, mange takk, det er ypperlig. Jeg har gjort det mange ganger.

16(a) Today I read a novel. The hero is lured out into the forest and is killed by a traitor. No one sees it. But in a few days the crime is, nevertheless, detected. The traitor is captured and punished by death.

16(b) Historien leses av mange barn. Prinsessen reddes av helten, som er bare en fattig mann. Han føres til slottet for å belønnes. Han gjøres til konge, og de lever lykkelig resten av livet.

With the auxiliary 'å bli':

Historien blir lest av mange barn. Prinsessen blir reddet av helten, som er bare en fattig mann. Han blir ført til slottet for å bli belønnet. Han blir gjort til konge, og de lever lykkelig resten av livet.

17. The correct forms of 'være' and 'bli':

1. ble, 2. ble, 3. var, 4. ble, 5. ble, 6. bli, 7. bli, 8. var, 9. var, 10. var blitt.

18. *At the Barber's*

A man went into a barber's shop to have a shave. As there were four or five customers before him, he had to wait for his turn. After a while the barber calls out: 'Next please!' Our man gets up in the chair, and the barber asks him as usual: 'Haircut or a shave?' 'A shave,' the man answers.

After a while the barber, who is very short-sighted, says: 'Have you eaten tomato soup for dinner today?' 'No,' the customer answers, astonished, 'I have eaten fish soup.' 'And afterwards?' 'Beef.' 'With jam to (on) it?' 'No, with onion.' 'Have you eaten pudding with red sauce as dessert?' 'No, fruit salad.' 'That is strange. Then I must have cut you after all.'

- | | | | |
|------------|------------------------|------------------|----------------------|
| 19. | En stor bok. | Et stort barn. | En stor båt. |
| | Noen store skip. | Store epler. | Store menn. |
| | En lang vei | Lang film. | Et langt ord. |
| | Lange båter. | | |
| | Veien er lang. | Ordet var langt. | Skoene var lange. |
| | Et høyt tre. | Høye trær. | Ingen høye fjell. |
| | Mannen er høy | Huset er høyt. | Prisene er for høye. |
| | Trærne var blitt høye. | | |

- 20(a)** Den lange veien. De lange veiene.
 Det lange borget. Det lange stykket.
 Den vakre haven. De vakre pikene. Det vakre huset.

20(b) Answer (*sva*r):

denne is in the neuter *dette*, in the plural *disse*.

denne lange veien, disse lange veiene
 dette lange bordet, dette lange stykket

denne vakre haven, disse vakre pikene
dette vakre huset.

21(a) *Norway's Independence Day*

The seventeenth of May is Norway's Independence Day and there is great rejoicing over the whole country on that day. It is a delight to see the long procession with all the happy children marching through the streets. All carry small beautiful Norwegian flags in their hands and they are dressed in their best clothes for the occasion.

In Oslo the children's procession is especially long. You may stand for a good two hours looking at it.

Each school has its own band, which all the time plays national marches and songs. You can hear the fresh tunes at a long distance. The boys are dressed in fine red, white, and blue uniforms, and the small girls in beautiful national costumes. The picturesque procession then marches in a big curve up to the beautiful castle.

The beloved King of the Norwegians, Olav V, is standing on the balcony greeting the young ones, and they cheer at the top of their voices.

The procession then goes on down towards the gay town. You see Norwegian flags and Norwegian colours everywhere and you meet smiling faces and you hear friendly words. Everybody is in high spirits, what we in Norwegian call 'perlehumør'.

In all the towns of Norway from north to south we find the same joy and gaiety.

21(b) Har du sett hans nye hus? 2. Han likte ikke å bo i store byer. 3. Vi hadde ingen penger. 4. Liker du Den glade enke? 5. Kjenner du den hvite dame? 6. Lillehammer er bare en liten by. 7. Den lille pike(n) hadde intet (=ikke noe) hjem å gå til. 8. Det var en pen liten pike. 9. Disse norske epler (eplene) er for små. 10. Vi kjøpte noen meget fine jordbær. 11. Været var fint. 12. Det var et fint ord for det. 13. Denne brune hatt(en) var meget dyr. 14. Hun skrev et langt brev til sin far. 15. Prisene er blitt for høye. 16. Jeg så noen store skip på havnen. 17. Han ga et dumt svar. 18. Det store egg(et) var råttent. 19. Jeg kan ikke se noe rødt hus. 20. Er det klart?

22(a) A man from Africa had been on a visit to Norway, and when he came back to his homeland his relatives and friends wanted to know how it was (how things were) up there in the high north. 'Well,' he said, 'there were two (kinds of) winters, one green winter and one white winter. But the green one was worst, because (lit. for) then they did not put the heat on (lit. they did not burn in the stoves).

22(b) Svar på spørsmålene (*Answers to the questions*).

1. Mannen var fra Afrika.
2. Han hadde vært på besøk i Norge.
3. De ville gjerne vite hvordan det var deroppe i det høye nord.
4. Med grønn vinter mente han den norske sommer(en), og med hvit vinter den norske vinter(en).
5. For da fyrte de ikke (i ovnene).

A doubtful compliment

She: Am I not just as beautiful as the day when we got married?

He: Oh yes, dear, but now it takes just a little more time.

22(c) Du er kanskje rik, men din far var rikere. Sissel er den kjekkeste pike i hele byen og den lykkeligste også. Oslo er mye (meget) større enn Bergen, men mye (meget) mindre enn London. England har større byer enn Norge. Det er dyrere å bo i en by enn på landet. Jeg er to år eldre enn min bror. Jeg var mye (meget) sterkere i mine yngre dager. Jo mer han drakk, desto tørstere ble han. Vær mer forsiktig (or forsiktigere) neste gang. Det er den aller beste tobakk jeg har prøvd. Svein er den høyeste gutt i klassen, men ikke den flinkeste.

23(a) *The Geography of Norway*

In Norway we find (lit. one finds) high mountains, deep valleys and swift-flowing rivers. The longest river is called the Glomma. It comes from the Aursund Lake and runs southward and flows into the sea near the town of Fredrikstad, one of the best known factory towns in Norway.

The Norwegian rivers have great speed and one waterfall follows after the other. They are also rich in fish, and English tourists go salmon-fishing in many of our rivers.

Norway has a long coast and the Norwegians started early to sail on the sea. They did not have such big ships as we have now. Surely you have heard about the beautiful Viking ships.

In these small ships they sailed to England and France. In modern times the Norwegians are well known as a seafaring nation. The country has a very big merchant fleet, one of the biggest in the world, and you (lit. one) can meet Norwegian ships on all oceans. The Norwegian flag flies in every big harbour.

Norway has many deep and long fjords. The longest is the famous Sognefjord, which cuts (lit. goes) a long distance into the country with high mountains on both sides. It is very beautiful and the foreign tourists admire it very much.

As we get further north the country becomes narrower and narrower. At the narrowest place, near the town of Narvik, it is just about 8 kilometres to the Swedish frontier. At the widest place the distance from the West Coast to Sweden is about 450 kilometres.

In the centre of this wide area lie Norway's highest mountain ranges: the Jotunheimen and the Rondane. The very highest mountain peak is called the Galdhøpiggen. It is 2,468 metres above sea-level and lies in the wild mountain area of Jotunheimen.

Norway's capital is called Oslo, and is the biggest town in the country. It is almost as big as the English coal town (of) Newcastle. Other great towns are for instance Bergen and Trondheim. Bergen is well known as a lively (busy) shipping town with an interesting history.

The same applies to Trondheim. They are both amongst the very oldest towns of Norway.

23(b) *Livet i en sjøby*

Jeg har to brødre og tre søstre. Min eldste bror heter Per. Han er tre år eldre enn meg. Min yngste bror er fire år yngre enn meg, men mye høyere. Alle mine søstre er meget unge. Den eldste er bare sju år gammel. Alle har lyst hår og er meget vakre.

De er veldig glad i å leke.

Mine to brødre er meget sterke og liker å slåss. De er begge hissige, men de blir fort gode venner igjen hver gang de har trettet. Vårt hus ligger på toppen av en bakke, og vi har derfor en fin utsikt over sjøen nedenfor. Vi kan se alle de store skipene som kommer inn på havnen. Noen er hvite, andre er røde eller svarte. Det er meget travelt på kaien når en stor passasjerbåt kommer inn. Den lille byen er straks full av nye, ukjente folk: svensker, dansker, tyskere og engelskmenn. Hvis du kan snakke fremmede språk, kan du ha mange interessante samtaler med disse menneskene. Svenskene og danskene forstår vårt eget språk. Den neste morgen er (har) den fine båten forsvunnet, og byen er likeså stille som den var før.

24(a) *Names of months and seasons*

The year has twelve months. The first month is called January, the second February, the third March, the fourth April, the fifth May, the sixth June, the seventh July, the eighth August, the ninth September, the tenth October, the eleventh November and the twelfth December, which is the last month of the year.

In Norway Spring comes in the months of April and May, and in June, July and August it is Summer. Autumn comes in September and generally lasts till the end of November, when the Winter sets in with cold and snow. Some months have 31 days, such as January, March, May, July, August, October and December, while April, June, September and November have 30 days, and February has only 28, except every fourth year, when it has 29. That year is called Leap Year. A year usually has 365 days, but when it is Leap Year, 366. There are 52 weeks in a year. A week has 7 days.

The names of the days are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday.

24(b) Kan du fortelle (or si) meg hvor mange klokka er? Den er seksten minutter over elleve. Da må jeg (*Inversion*) si farvel. Mitt tog går kvart på tolv, og det tar minst tjue (tyve) minutter til stasjonen. Hvilken dato er det i dag? Det er den nittende juli. Hvor langt er det til Lillehammer?

Med tog er det ett hundre og åttifem kilometer, det vil si (abbr. dvs.) omtrent ett hundre og seksten engelske mil. Med bil er det to hundre kilometer eller 125 engelske mil. En engelsk mil er omtrent en komma seks kilometer, som du vet. Hvor mange timer vil det ta? Tre time og atten minutter, for å være nøyaktig. Hva er din adresse i Oslo? Storgaten 14, men vi skal flytte om fjorten dager. Hvor mange barn har du?—Tre gutter. De heter Per, Hans og Ole. Hvor gamle er de? Ole er født den niende juli nittenhundreogfemti og er altså seksten år (gammel). Hans er født den åtteogtyvende september nittenhundreogfemtire og er altså tretten år (gammel). Per er født femte mai nittenhundreogfemtisju og er altså bare ni år (gammel).

25. En anekdote

The Norwegian general, Helset, was known for his apt and amusing remarks. During a military exercise he discovered a motor-cyclist driving (lit. who drove) much faster than was allowed.

He stopped him, asking (lit. and asked) him how old he was. 'I am 21, sir,' answered the young man. 'How fast did you drive just now?' 'Oh, some 95 km per hour, I suppose.' The general shook his head saying (lit. and said): 'The question now, young man, is whether you want to drive at 95 and stay 21 or to drive at 21 and become 95.'

26(a)

Holmenkollen, 28th July, 1966.

Dear parents,

Thanks for your letter. I got it exactly an hour ago and am sending you a few lines in a great hurry. I am very comfortable, especially as regards food and fresh air. Yesterday the whole family were out at Bygdøy bathing. The sun was shining as usual. Apparently it never rains here.

There were crowds of people everywhere, young and old, who were bathing and afterwards lying in the sun. The water was quite warm. Otherwise I would certainly not have dared to go in.

Afterwards we had coffee on the beach and smoked a cigarette or two.

I have not had a letter from Ola yet, but he will be writing soon, I expect.

Best regards,
Rolf.

26(b)

Oslo, 25. august 1966.

Kjære venn!

Takk for ditt siste brev som jeg fikk akkurat for en uke siden. Jeg må fortelle deg at dette vil bli bare et kort brev. Du spør meg hva jeg har sett i Oslo. Jeg har sett mange interessante ting nylig, flere filmer og skuespill og har også hørt noen gode konserter. Jeg kan nå fortelle deg at neste måned skal jeg reise tilbake til England igjen. Derfor prøver jeg å se så mye av Norge som jeg kan.

Jeg har også nylig vært på en lang fottur i Nordmarka. Den var litt for lang for meg, så jeg var nokså trett da jeg nådde byen, men likevel likte jeg det. Du får nok av frisk luft. Du kan neppe finne noe som er bedre for deg, kan du? Vel, jeg må slutte nå.

Håper å se deg igjen snart.

Hjertelig hilsen
Gunnar.

27(a) The waiter: Good evening. What do you wish?

Mr N. We want (would like) a cosy table for three persons.
W. We will soon arrange that. (Lit. That shall soon be arranged.) You may have the table there, over in the corner.

Mr N. Thank you, that will suit us well. May I see the menu, please?

W. Here you are, sir.

Mr N. What would you recommend today?

W. The beef is very good, and we also have excellent trout.

Mrs N. I should like to have beef.

Mr N. And you, my daughter?

Miss N. I would rather have fish, fried trout for instance.

Mr N. I think I will try the beef myself. That will make two beef and one trout.

W. Very well (lit. that shall be). Do you want anything to drink?

Mr N. Yes, could I see the wine list, please? I think a glass of red wine will go well with the beef, but you, young lady, who have chosen fish, ought rather to have a glass of white wine, isn't that right?

Miss N. No, I won't have anything to drink with the food. I would rather have a (glass of) liqueur with the coffee.

Mr N. As you like.

* * *

Mr N. What shall we choose for dessert? What do you say to ice cream?

Both the ladies. That will certainly be good in this heat.

* * *

Mr N. Could I have the bill, please?

W. Just a moment. Here you are, sir.

27(b) Hvor skal du (hen)? Jeg kan ikke snakke med deg nå. Jeg skal møte min kone på stasjonen, og jeg tør ikke komme for sent. Hun vil (or kommer til å) bli sint på meg hvis jeg gjør det. Kommer hun med fem-toget? Ja. Du burde ta en drosje. Det ville være meget (or mye) bedre. Å nei, du må ikke si det. Da ville jeg ikke få noe frisk luft. Jeg forstår. Jeg skal ikke hefte deg. Vil du og din kone bli hjemme i kveld? (Or Kommer du og din kone til å bli hjemme i kveld? or just Blir ... hjemme i kveld?) Ja, jeg tror det. Jeg skal ringe deg senere. Farvel og glem ikke å hilse din kone så meget fra meg. Jeg skal ikke glemme det. Det skal jeg ikke glemme. ('slal' here denotes promise more than future.)

27(c) Jeg ville ikke ha reist bort hvis jeg hadde visst at du var i byen. Hvorfor fortalte du meg ikke at du skulle komme? Jeg måtte reise (or dra) i all hast og fikk ikke tid til å skrive. Dessuten skulle det være en overraskelse. Jeg håper endelig at du vil underrette (or present: underretter) oss neste gang du kommer. Det lover jeg.

27(d)

1. Jeg spurte om han skulle reise (or dra) i morgen.
2. Politiet fortalte at det ville få alvorlige følger.

3. Bonden tvilte på at det ville lønne seg.
4. Per mente (= trodde) at han ville få permisjon.
5. Sjøføren sa at bilen måtte repareres.

28(a) Olav: Tell me, have you seen Per lately? Odd: No, I haven't seen him for several weeks. Olav: Do you think he has gone away? Odd: He mentioned that he would travel to Oslo to go to school. Have you heard anything about it? Olav: No, not a word. Odd: Did you know him well? Olav: Oh, yes, we were 'dus', and very good friends. Odd: Then it is strange that he hasn't told us that he was leaving. Perhaps he hadn't time to visit us before he left.

Olav: That may be the reason. I will 'phone his sister and ask her if she knows anything. But here (lit. there) comes his brother. The brother: Hallo, you know perhaps that Per has left, or hasn't he told you? Olav and Odd: No, we know absolutely nothing. The brother: He said he would write to you as soon as he arrived in Oslo.

Olav and Odd: That is grand. Give him our best regards.

28(b) 1. Kjenner De ham? Nei, Jeg har ikke sett ham før. Ingen av oss kjenner ham. Han må være (en) fremmed i byen vår (i vår by). Han gikk forbi meg i går på gaten. Fru Olsen vet sikkert hva han heter. Jeg vil spørre henne. Hun vet alt. Hun og hennes mann skal komme (or kommer) til oss til te i ettermiddag. Etterpå skal vi spille kort. Jeg visste ikke at dere spilte kort. Å, jo da, vi gjør det av og til. Spiller De kort? Nei aldri.

Hvor er guttene? De er på skitur. Jeg har ikke sett dem på lenge. Har De solgt huset Deres (or Deres hus)? Nei, jeg har ikke solgt det enda. Mine barn (barna mine) er for glad i det. Vil De høre en god historie? Ja, hvis den er god og morsom.

2. Hvem gjorde det? Det var ikke meg (jeg). Ikke meg (jeg) heller. Nei, det var ikke ham (han). Han er større enn deg (du). Han er nesten så stor som deg (du).

29(a) 1. He sat down in a chair. 2. I go to bed at 11 in the evening. 3. She feels well. 4. The boy burnt himself. 5. The man fell and hurt himself. 6. I washed myself with the soap. 7. The girl cut her finger. 8. She didn't care about it. 9. The

soldiers rose to their feet. 10. I could imagine so. 11. We thought that he would like to come. 12. The door opened and a cat slunk in. 13. When they had sat down the minister started the sermon.

29(b) 1. Hun giftet seg for penger. 2. De følte seg lykkelige. 3. Jeg føler meg bedre nå. 4. Du må ikke sette deg. 5. De gamle (folk) foretrakk å legge seg. 6. Jeg bryr meg ikke om hva han sier. 7. Han brente seg. 8. Jeg vasker meg hver morgen. 9. Jeg kunne ikke tenke meg at han var der. 10. Han reiste seg og gikk ut av rommet (værelset). 11. Han satte seg ved peisen for å varme seg. 12. Jeg skar meg i fingeren med en kniv. 13. Du har ikke forandret deg meget.

30. Singular:

Min frakk er ny. Mitt bord er nytt. Min lampe er ny.

Plural:

Mine hus er nye. Mine frakker er nye. Mine bord er nye. Mine lamper er nye.

Singular:

Ditt nye bilde er pent. Din nye bil er pen. Din nye hest er pen.

Plural: Dine nye hatter er pene.

Dine nye bilder er pene. Dine nye biler er pene. Dine nye hester er pene.

31(a) 1. His hair was grey. 2. I doubt his words. 3. Her condition is serious. 4. Your father has bought our house. 5. My country is bigger than yours. 6. Why is your collar so dirty? Can't you borrow one of mine? 7. Who (has) told you that the book is his? 8. When does your train leave? 9. Now it is your turn. 10. My chances are small.

31(b) 1. Det er ikke min tur. 2. Mine bøker er dyrere enn dine. 3. Din bror venter på deg. Han har din hatt og frakk (*colloquially*: hatten og frakken din). 4. Min mors største interesse er å arbeide i vår have. 5. Hennes sønn er hennes største stolthet. 6. Har du sett deres gård, deres griser, deres sauer og kuer? 7. Hvem av hans sønner liker du best?

32. sin (sitt, sine). The reflexive possessive.

Remember: **sin** can never be used as part of the subject.

1. Etter krigen vil han reise tilbake til sitt land.
2. Kan du ikke se hans ansikt, eller er det for mørkt?
3. Den lille gutten hadde spist all sin mat (*or all maten sin*).
- 4a. Mennene hadde glemt å ta sine penger (*N.B.—plural in Norwegian*) med seg.
- 4b. Tror du at det var deres penger? (*Sine could not be used here as it would have no person to refer back to in the sentence.*)
- 4c. Tror du pengene var deres?
5. Engelskmennene taper aldri sitt gode humør.
6. Ole og hans bror hadde alltid vært gode venner. (*Hans here constitutes part of the subject.*)
7. Klokka var ikke hans. Den var min.
8. Wessel i et av sine morsomme dikt forteller historien om 'Smeden og Bakeren'. (*You would understand it better if the sentence were changed into: Wessel forteller i et av sine morsomme dikt, etc.*)
9. Faren så to menn snakke (*or som snakket*) med hans datter.
10. 'Hvor er pengene?' 'Jeg tok min del av dem (*N.B.—plural in Norwegian*), og de tok sin.'
11. Soldatene red gjennom hans have.

33. den. 1. Hva kaller du den gaten? 2. Har du malt det bildet selv? 3. De bøkene der er ikke mine, så du kan ikke ta dem. **denne.** 1. Dette huset er gult. 2. Disse bildene er gode. 3. Denne snøen er bløt. 4. Dette er en vakker dal. 5. Dette er ikke mine brev. **slik** *or* **sånn.** 1. Slike (såanne) folk er hyggelige. 2. Han likte ikke slikt (sånt) arbeid. 3. Har du sett en slik (sånn) tosk?

34(a) A party of English tourists had after great toil reached the top of the Galdhøpiggen, which is the highest mountain in Norway. First they had a good rest after the strenuous climb(ing), but then they began to ask the guide about the names of the different peaks, valleys and lakes which they saw around them.

A young lady asked: 'What is the name of that mountain there?' The guide: 'Do you mean that farthest to the left?' The lady: 'Yes, exactly.'

The guide: 'The peak you see there is the famous Glitretind, which is almost as high as this one.' An elderly lady said: 'It seems to me that all these peaks round about us are higher than the Galdhøpiggen itself.' The guide: 'It may look like it perhaps, but it is only an optical illusion.' The lady: 'But the snow we see on the Glitretind, does it never melt away?' The guide: 'It stays (lies) the whole year round.' Third tourist, a young business man from Manchester: 'This is a lovely spot. I think we will settle down here for good. But tell me, who has built this small hut here?' The guide: 'The well-known mountaineer Knut Vole. He carried all the materials up here on his back.' The tourist: 'That must indeed have been a strenuous job. I think it is more than enough to carry yourself uphill. Before we start on the descent you must once more tell me what the whole of this mountain range is called.' The guide: 'The Jotunheimen.' 'Yes, of course, I always forget that name.'

34(b) Ibsen og Bjørnson nevnes ofte (or blir ofte nevnt) sammen. Grunnen er at de levde på samme tid (or samtidig) og kjente hverandre godt. De skrev til hverandre i mange år, og var i det hele gode venner, skjønt de ofte var sinte på hverandre. De hadde (et) temmelig forskjellig gemytt og ganske forskjellig syn på mange ting. Bjørnson var mer optimistisk enn Ibsen og hadde en sterk tro på seg selv. Ibsen derimot tvilte alltid på sine evner, og denne tvilen har han skildret i mange av sine verker.

35(a) Which book have you got there? Oh, it is *Hvem er hvem*. Who was it you were going to read about? It was a great King of Skis. I forget (lit. have forgotten) which races he won and which year it occurred. Is that so important? What are you saying! What lack of interest you are showing for our national sport! Indeed I do not bother to remember what all these sports stars have achieved, who has won the first prize in Homenkollen, and who has the world record in 500-metre skating. Such things are after all (= *da*) quite unimportant. By the way, have you heard the story about the Spanish journalist who saw the jumping in Holmenkollen for the first time? No, what did he say? Well, he described his impressions in the following way:

'The Norwegians are quite mad. They tie (strap) some wooden boards round their feet, and then they set out from steep precipices—flap in the air like birds and come down again without killing themselves. Quite incredible.'

I don't think that story was so terribly funny. No sense of humour!

35(b)

- Hvem ga du brevet til? (Til hvem ga etc. *is a bit stiff*.)
Hvis bil er det? (Coll. Hvem er det som eier den bilen?)
Hvem fortalte deg det?
- Hva vil du ha? (Hva ønsker du?)
Hvilket or Hva er det beste hotellet i Oslo?
Hvilke bøker har du lest?
Hvilke venner traff (møtte) du?
Hvilke aviser pleier du å lese?
Jeg visste ikke hva jeg skulle gjøre.
- Hvilket glass foretrekker du (vil du helst ha)? (Or coll. hva for et glass, etc.)
Hvilken or Hvem av guttene er flinkest?
- For en larm (= et bråk)! For et rot! (hvilket rot *is rather stiff*). For en tosk (Hvilken) tosk jeg har vært som ikke så det!

36. The Two Friends and the Bear

Two good friends were once walking along a road. All of a sudden (the) one caught sight of a bear and he climbed up a tree without saying a word to his friend. Fortunately the boy who was left standing in (tr. on) the road had heard people say that a bear never touches a lifeless person. Therefore, he dropped to the ground and lay as if dead.

The bear examined him both well and long, sniffed and smelt and put his snout into his ear. But the boy held his breath and lay quite still. As the bear did not see any sign of life he jogged off to the wood again. When all danger was over the other boy climbed down from the tree, and the two friends walked together as before.

'Tell me one thing,' said the boy, who had been sitting in the tree, 'what was it the bear whispered in your ear?' 'Well, I don't exactly remember all of it,' said the other,

'but one thing I do remember his telling me. I should never rely upon a friend I hadn't tested in time of danger.'

Proverb: A friend in need is a friend indeed.

37. A bath in the morning is very nice. You feel absolutely refreshed (lit. like a new person), especially if you take a shower afterwards. You always ought to take a cold shower after a hot bath in order to harden yourself. If you really want to live healthily you should take morning exercise just after getting up and then go into the bath.

38(a) Har du noen penger? Nei, kan du låne meg noen? Jeg kan fortelle deg noe nytt, noe riktig spennende. Noen tyver har brutt seg inn i banken og stjålet noen hundre tusen kroner.

Har du lest noe av Bjørnson? Jeg har lest noen få skuespill og et par dikt. Han har skrevet noen fine dikt som du må lese. Du vet kanskje at noen av hans skuespill har vært spilt i England? Jeg liker noen av Ibsens verker bedre. Ja, noen liker Ibsen, andre liker Bjørnson. Det ville ikke være bra om alle hadde samme smak. Men jeg har ikke funnet noen som kan bygge opp et drama slik som Ibsen. Å gå på teater er noe av det morsomste jeg vet.

Translation:

Have you any money? No, can you lend me some? I can tell you something new, something really exciting. Some thieves have broken into the bank and stolen some hundred thousand kroner.

Have you read anything of Bjørnson? I have read a few plays and a couple of poems. He has written some fine poems which you must read. You know perhaps that some of his plays have been acted in England? I like some of Ibsen's works better. Well, some like Ibsen, others like Bjørnson. It would be a pity (lit. It wouldn't be good) if everybody had the same taste. But I have not found anybody who can build up a drama like Ibsen. One of the most amusing things I know is to go to the theatre.

38(b) Noen tror at det er folk på månen. Jeg har kjøpt noen blomster til deg. Jeg trodde ikke at du kunne få tak i noen i dag. De hadde noen igjen. Har du fått noe kjøtt? Ja, jeg

fikk noe, men det var svært vanskelig. Så du bilen? Nei, jeg så ikke noen bil. Noen venner kom for en time siden, noen av våre aller beste venner fra Drammen.

39(a) *Quickly done*

Johan Herman Wessel is a well-known Norwegian poet who wrote gay humorous verses. He was once present at a big dinner, where he happened to be sitting beside a very enterprising lady. This lady was very interested in Wessel, and in the course of the conversation she suddenly asked the poet: 'Why aren't you married, Wessel?' 'I haven't got any money,' answered Wessel. 'But I have,' said the lady. The story goes on to tell that before rising from the table they were already engaged.

39(b) De første linjene av *Alice in Wonderland*

Alice begynte å bli svært trett av å sitte ved siden av søsteren på elvebredden og ikke å ha noe å gjøre. Et par ganger hadde hun kikket ned i boken som søsteren leste (holdt på å lese), men den hadde ikke noen bilder eller samtaler, 'og hva nytte kan en ha av en bok,' tenkte Alice, 'som ikke har noen bilder eller samtaler.'

40(a) *The Lad and the Devil* (a Norwegian folk-tale)

Once upon a time there was a lad who went along a road cracking nuts. He happened to find one which was worm-eaten, and at the same moment he met the devil. 'Is it true,' said the lad, 'what they say, that the devil can make himself as small as he likes, and go through a pinhole?' 'Yes, of course,' answered the devil. 'Well, let me see you do it; creep into this nut if you can,' said the lad. And the devil did it. But he had no sooner got through the worm-hole, than the lad put a small peg in the hole. 'I have got you safe, now,' he said, and put the nut in his pocket.

When he had walked some distance he came to a smithy. He went in there and asked the smith if he would crack that nut for him. 'Yes, that's easily done,' said the smith, and took the smallest hammer he had, laid the nut on the anvil, and gave it a blow, but it didn't break. So he took a somewhat bigger hammer, but that wasn't big enough either. Then he took a still bigger one, but no—the nut would not

break. This made the smith angry, and he seized the big sledgehammer. 'I shall soon make bits of you,' he said, and gave the nut such a blow that it flew into a thousand pieces, and sent half the roof of the smithy flying in the air. Such a crash! just as if the hut were tumbling down.

'I think the devil was in the nut,' said the smith.

'So he was,' said the lad.

40(b) Jeg har i mange år bodd like *ved* Oslofjorden i en liten by som heter Moss. Mine foreldre eier et stort vakkert hus der. *Foran* det er det en veranda *med* store vinduer. En kan nesten ikke se vårt hus *fra* gata *på grunn* av haven med alle trærne og buskene. *Om* sommeren er den full av alle slags blomster og roser. En fotsti fører *opp til* huset, og *på* begge sider av denne stien er det plantet en hekk. Hvis en går (or Går en) *gjennom* haven, kommer en til hovedinngangen. Huset består av tre etasjer *med* sju rom i hver etasje. *Bak* huset er det en skog, og her pleide vi å leke *om* ettermiddagen når vi kom hjem *fra* skolen.

For ti år *siden* var (or fantes) det ingen hus i nærheten, men i (løpet av) de siste år er *omkring* et dusin nye hus blitt bygd *på* begge sider av gata.

Mitt vindu vender *mot* gaten, og jeg kan se alle bussene som kjører *forbi* vårt hus. De er enten *på* vei *til* brygga eller stasjonen.

Jeg bodde *sammen med* (or hos) mine foreldre til jeg var tjue år gammel. Senere reiste jeg *til* Oslo *for* å studere språk som jeg alltid¹ har vært interessert i.

Jeg reiste hjem i mine ferier, da (or siden) avstanden mellom Oslo og Moss ikke er mer enn seksti kilometer, eller *omkring* (or ca.; omtrent) trettisyv engelske mil.

Under mitt opphold i Oslo fikk jeg mange venner *fra* alle deler (or kanter) av landet, og jeg så og lærte mange ting som jeg aldri¹ hadde hørt *om* før.

40(c) Radio

When I have finished the day's work I like to sit at home listening (lit. and listen) to the wireless, especially in the

¹ Remember the place of adverbs in subordinate clauses is *before* the verbs, even the auxiliaries.

long winter evenings. The wireless set stands in the corner of the drawing-room, and all I have to do is to switch it on and tune in on the station I wish.

Each day I look (lit. peep) in the radio programme which the Norwegian State Broadcasting sends out.

Here is something to everybody's taste (lit. every taste). The music constitutes (makes up) the greater part of the programme—forty per cent or perhaps more. Both light music and heavier classical works (stuff) are (is) played. Songs are sung by first-class male and female singers. Plays and other dramatic works are produced. Thrilling stories and tales for children are told in the Children's Hour each Saturday afternoon. Important football matches and sports meetings are broadcast.

One may hear short talks and lectures on current topics and well-known people are interviewed. The daily weather forecast and the news are popular items and the time signal is sent three times a day. The day's transmission very often ends with the National Anthem, and then it is time to say: Good night.

The Norwegian National Anthem: 'Ja, vi elsker'
(English version by G. M. Gathorne-Hardy)

Yes, we love with fond devotion
This, the land that looms
Rugged, storm-scarred, o'er the ocean,
With her thousand homes.
Love her, in our love recalling
Those who gave us birth,
And old tales which night, in falling,
Brings as dreams to earth.

41(a) The maid is preparing food. I am not able to hear what you are saying. The daughter was not allowed to leave the home. My uncle is always the first to laugh when something goes wrong. The son did not like to go abroad. Here there are indeed few chances of winning. Are you ready to go? It was great fun to see how easily he learned to play. I couldn't help laughing. Don't make me laugh, please. The

captain had little hope of saving the ship from sinking. A drama of Ibsen is well worth seeing. I cannot afford to buy a ticket.

41(b) Min søster liker å høre musikk og er selv flink til å spille piano. Mine brødre liker å ro og fiske. Å gjøre det nå ville være både vanskelig og farlig. I fjor lærte jeg å lese og snakke norsk. Har du tid til å komme til middag? Våre venner hadde lovt å komme på stasjonen for å si adjø til oss. Jeg er trett (*or lei*) av å høre den samme historien så mange ganger. Har du ikke funnet noe middel til å bli kvitt din forkjølelse enda? Jeg skulle nettopp (*or akkurat*) gå til sengs da telefonen ringte. Jeg er redd for å møte ham, da det er sannsynlig at han vil slå meg. Hun skrudde på radioen for å høre de siste nyheter. Sjømennene reddet livet ved å svømme i det kalde vannet. De hadde forsøkt (*or prøvd*) å redde skipet først. Datteren gikk på stasjonen for å møte sin far. Jeg har det travelt med å flytte, men vet ikke hvordan jeg skal gjøre det på den mest praktiske måten. Uten å si et ord forlot han rommet. Etter å ha bodd der i ti år flyttet han plutselig. Jeg har stor lyst til å snakke til ham. Kongen oppfordret folket til å kjempe videre.

42. da og når

1. Når det er pent (*or fint*) vær, spiller jeg tennis.
2. Da jeg kom hjem, var det ingen mat i huset.
3. Når krigen er over, skal vi alle reise hjem (igjen).
4. Når vi talte til ham, sa han alltid: 'jeg vet ikke'.
5. Jeg skal komme når jeg har spist.
6. Da han gikk ut i morges, glemte han å låse døren.
7. Jeg kjente ham ikke igjen da jeg så ham på stasjonen.
8. Når folk blir gamle, får de grått hår.
9. Da klokka var fem, begynte musikken å spille.
10. Da vi nådde toppen, var vi alle sultne og trette.

43(a) *The Brave Prentice*

A ship was on its way to America. In the middle of the Atlantic they were overtaken by (surprised by) a storm which lasted for five days. When the storm was at its worst, a rope got entangled on one of the yards. This had to be put right. But it was very dangerous to go aloft in such

a storm. The captain told the prentice to do it. He was a little boy, not more than thirteen years old, only child of a poor widow.

The boy first looked up towards the yard and then down at the waves which all the time were breaking over the deck and, as it were, stretching their arms out for him. Then he looked at the captain and said: 'I will come soon.' He disappeared, but came back presently and hastened cheerfully up the shroud. The man who told this was standing on the deck near the mast and followed the boy with his eyes. He asked the captain: 'Why do you send this little boy up? He won't come down alive.' The captain answered: 'Men fall where boys stand; that one climbs like a squirrel.' The man looked up. Now the boy was high up. The ship heeled over so heavily that the yards almost reached the wave tops, but the boy didn't lose courage, and within a quarter of an hour he came down again, safe and contented.

43(b)

1. Du må se alle mine bøker (alle bøkene mine) *mens* du er her.
2. Det er ganske lenge *siden* jeg så deg sist.
3. Det er best vi kjøper avisene *før* vi går.
4. *Hvis* du skulle se ham, fortell (si) ham *at* jeg er her.
5. Kan du veksle et pund? Nei, jeg kan ikke, *da* jeg er blakk.
6. Vi spiser *for at* vi skal leve, men vi lever ikke *for at* vi skal spise.
7. *Jo* lenger du venter, *desto* dyrere vil det bli (*or* blir det).
8. *Fordi* du har vært så snill mot meg, vil jeg gjerne gi deg en presang (*or* gave).
9. *Både* du og jeg kan kjøre bil.
10. *Som* allerede (*or* alt) nevnt, skal vi reise (*or* dra) til Oslo neste uke.
11. *Siden* du spør, kan jeg likeså godt fortelle (*or* si) deg det.
12. *Selv om* (*or* skjønt, enda) Norge ligger langt nord, er somrene ganske varme, takket være Golfstrømmen.

44(a)

1. Da begynte alle å synge.
2. I går kom sønnen hjem fra England.

3. Snart blir det kaldt.
4. Engang trodde jeg på julenissen.
5. Likevel gjorde han det.
6. Plutselig så min søster en mann gå inn i huset.
7. Nå er det nok.

44(b) Når jeg går på kontoret om morgenen, bærer jeg en svart (sort) mappe i høyre hånd. Hvis du spør meg hva jeg har i mappen, er mitt svar: bare to ting—min matpakke og min tobakk. Vi har vår lunsj mellom halv tolv og tolv. Siden dette er vår eneste pause i løpet av dagen, setter vi stor pris på den. Det er den eneste tid på dagen da vi kan slappe av, drikke en kopp kaffe, nyte en sigarett og diskutere dagens problemer. Mennene på kontoret snakker for det meste om sport og biler.

45. *The Parson and the Sexton* (Not literally translated.)

Once upon a time there was a parson, who was such a bully, that he screamed out a long way off, when anybody came driving towards him in the main road: 'Out of the way, out of the way! Here comes the parson himself!'

One day, when he was driving along and carrying on in this way, he met the king. 'Out of my way, out of my way!' he shouted, while still far off. But the king drove straight on and took no notice of him, so that time the parson had to pull his horse on one side. When the king came alongside him, he said: 'Tomorrow, you must appear at the palace, and if you cannot answer the three questions which I will ask you, you shall lose both your gown and your collar, because of your pride.'

That was something different from what the parson was accustomed to. He could bawl and shout and carry on terribly, but that was about all. So he went to the sexton, who was said to have a much smarter tongue than the parson. He told the clerk he had no mind to go, 'for a fool can ask more than ten wise men can answer,' said the parson, and so he got the clerk to go instead.

Well, the clerk set out and came to the palace dressed in the parson's gown and collar. The king received him at the door with crown and sceptre, and was so fine that he glittered a long way off.

'Oh, you are there, are you?' asked the king.

Yes, he was there, sure enough.

'Now, tell me first,' said the king, 'how far is it from east to west?'

'Why, a day's journey,' said the sexton.

'How do you make that out?' asked the king.

'Well, don't you see, the sun rises in the east and sets in the west, and he does it easily enough in a day,' said the sexton.

'Very well,' said the king; 'but tell me now, what you think I am worth, as I stand here before you.'

'Well, our Lord was valued at thirty pieces, and I suppose I cannot put you higher than twenty-nine,' said the sexton.

'So, so!' said the king, 'since you are so clever at everything, tell me what it is I am thinking about just now?'

'Why, you are surely thinking it is the parson who stands before you; but so help me, if you don't think wrong—for I am the sexton.'

'Be off with you—go home, and you be the parson and let him be sexton,' said the king, and so it was.

Proverb: Pride goes before a fall.

46. *P. Chr. Asbjørnsen and Jørgen Moe: Part I*

The two folk-tales we have read: The Lad and the Devil, and The Parson and the Sexton, are taken from Asbjørnsen and Moe's collection of folk-tales.

Peter Christen Asbjørnsen was born in Oslo in 1812. His father was a glazier. Peter had a good brain, but was not particularly industrious at school. His father then sent him up to Norderhov in Ringerike. Up there there was a minister who coached fellows like him for the matriculation examination.

Jørgen Moe was the son of a well-to-do farmer from the neighbouring district Hole in Ringerike. He was a year

younger than Asbjørnsen. Jørgen Moe was also studying for the matriculation examination under the minister at Norderhov. This is how Asbjørnsen and Moe met and they became friends for life. Jørgen Moe was very interested in his studies and was very industrious. But Asbjørnsen didn't like books, and he didn't do any better in the country than in Oslo. After a couple of years his father took him home again. He didn't become a student until three years after Moe.

Part II

There were few books and newspapers then. When work was finished for the day, they used to gather round the fire and pass the time away in telling stories and folk-tales and in solving riddles. For the most part it was the same folk-tales that had been told for several hundred years. Several of them dated right back to heathen times. They didn't believe in Odin and Thor any longer. But they believed firmly in trolls and goblins and dwarfs who came out and showed themselves to people on occasion. We call all such things superstition. But in olden days they believed to be true all that was told them in these old stories.

The two young students realized that it was the same with the folk-tales as with an old cupboard or chest: they are a reminder of ancestors, but would soon be forgotten. They agreed therefore to collect all the folk-tales people told, write them down and have them printed.

These stories were first published in 1842, and are now as popular in Norway as the story of *Alice in Wonderland* is in England.

Advanced Reading and Translating Exercises

47. *The town of Oslo or Oslo City*

On a visit to Oslo a foreigner will soon discover (make the discovery) that there really is only one street of any particular¹ importance. It is called Karl Johansgate, in everyday speech shortened to Karl Johan, and is named after a Swedish King. It runs (lit. goes) in a straight line

¹ *storre* (lit. greater, major) here = *særlig* (special, particular). Cf. para. 131.

from Østbanestasjonen to the Castle, which is beautifully situated up on a hill. From here one may see the street in all its length.

If one walks from the Castle down towards Østbanestasjonen one will find the National Theatre on the right hand. In front of the main entrance are (lit. stand) statues of Ibsen and Bjørnson, the two most famous Norwegian dramatists. On the other side of the street are (lit. lie) the old University buildings with the University Square in front, where the students take a stroll between the lectures to get (lit. draw) fresh air.

Continuing down the street one will soon see (lit. run or bump into) Stortinget, Norway's Parliament. It was built in 1866, so it is not very (lit. especially, particularly) old.

Oslo has an absolutely glorious location. It faces the fjord and behind is surrounded by a number of forest-clad hills. This fine location has made Oslo into quite a famous tourist town. In the summer months the fjord is full of sailing boats, and one constantly sees ferries packed (full) with people who are spending the day by the sea.

Round about, on the rocks, lie people enjoying (lit. cultivating) the pleasures of the seaside (lit. the bathing life). If one prefers a walk in the country (lit. wood and field) one only has to take the Holmenkollen railway, and in less than an hour one is on the paths which twist between spruce and pine trees. In winter the whole country is snow-clad (covered with snow), and every single Sunday one can see Oslo people by the thousand of all ages on skis on the 'tracks'. A Norwegian ski-ing Sunday in Nordmarka—which the terrain round Oslo is called—is an experience which is not easily forgotten.

48. *An Interview*

He stood reading the *New York Times*, so there was no doubt in our minds that he was American. — We would like to interview you, we said. — That's O.K. Fire away. — You are from America? — That's correct, said our friend gazing at us from behind his spectacles. — But how about sitting down while we are standing (Norwegian facetious way of putting it)? — No sooner said than done. Our friend

carried a walking-stick (Norw. went with a w.-stick), and obviously had a bad foot, for he only just managed to seat himself on one of the benches in Studenterlunden. He smoked a big cigar and was wearing (lit. had on him) a beret, presumably to hide a bald head, check coat (lit. jacket), yellow shirt, and a green tie with a silver tie pin.

— Where do you come from? — New York, I run a travel bureau, not big but small, and came here in the *Bergensfjord*, mainly to see what kind of service the ship gives so that I can tell my customers whether they should travel in it or not. — And what conclusion have you come to? — The ship is absolutely first class. I shall boast about it to all and sundry, and what a trip we had coming over! At North Cape it was absolutely fantastic. I have never been there before, only in Oslo, Bergen and Stavanger. That was just after the war, and food was scarce in Norway then, but now it is quite different. — Then the usual question. What do you think of Norway? — I like it very much here and I should like to come back another time (lit. once still) and stay (be here) even longer. — Why do you like our country? — Firstly, because it is so clean. Secondly, because the people are so kind. Thirdly, the scenery. Or in-reverse order if you like. — We feel flattered. Have you had time to look round? — Oh, yes. I have seen *Kontiki*, *Fram*, the Viking ships, the city hall and the Vigeland Park.

Our friend can't stand flying, not because he is afraid, but because flying is too fast.

Then the conversation was finished and he took out his paper and started to study the news from home.

49 (I). *At the Goal*

On the morning of the 15th of December 1911 the weather was at its best, just as if made for the arrival at the Pole. I am not quite certain, but I believe we ate our breakfast a little faster that day than the previous one, and got somewhat more quickly out of the tent, although I must admit that this event was always performed in a great hurry. On this day the surface was somewhat variable. Occasionally the going was good, but now and again it was quite bad. We continued this day in the same mechanical way as before.

Not much was said, but eyes were used so much the more. Hansen's neck was twice as long that day as the day before, from the way he stretched it to see some millimetre further. I had asked him, before we set out, to keep a good look-out and he did so thoroughly. But however much he stared and looked, he still saw nothing but the flat plateau stretching away unendingly.

At three o'clock in the afternoon a simultaneous 'halt' echoed from the sledge-drivers. The goal was reached, the journey finished. I cannot say—although it would have made a far greater effect—that I stood at the goal of my life. That would be to lie too much and too obviously.

I had better be frank and say straight out that I believe that no man has ever stood on a spot so completely opposite to his heart's desire as I did on that occasion. The North Pole had attracted me since I was a child, and now I stood at the South Pole. Can one imagine anything more topsy-turvy? We reckoned now that we were not standing exactly at the Pole—that would be impossible to establish with the time and the instruments at our disposal, but we were so close that the few kilometres which perhaps separated could be of no importance whatsoever.

When we had halted we gathered together and congratulated ourselves. We had reason for mutual respect for what was achieved, and I believe that was exactly what we felt and expressed by the vigorous handshakes which we exchanged.

49 (II). *The Flag on the South Pole*

After this first act we went on to the next, the most important (lit. greatest) and the most solemn one of the whole expedition—to plant our flag. It was affection and pride which shone out of the five pairs of eyes which watched the flag, as with a crack it unfurled itself in the fresh breeze and fluttered over the Pole.

In planting the flag—this historic act—I had determined that we all should take part. It was no one man's job to do it; it was due to all those who had staked their lives in the struggle and stood together through thick and thin. This was the only way I could show my gratitude to my friends in this desolate and forsaken place. I realized that they

understood this and accepted it in the spirit it was offered to them. It was five rough and frostbitten fists which seized the flagstaff, lifted the fluttering flag into the air and planted it as the first at the Geographical South Pole.

That brief moment will certainly be remembered by all of us who stood there then. Lengthy ceremonies are dispensed with in those regions—the shorter the better.

Naturally there was a celebration in the tent that evening.—Not that champagne corks flew and wine flowed. We made do with a small piece of seal meat each and it tasted good and had a pleasant effect.

Of other signs of celebration indoors we had none. Outside we heard the flag crack and bang. Chat in the tent was lively, and much was talked about. It may well be that messages were also sent home about what we had done.

50. *The three Scandinavian languages*

The three Scandinavian languages, Swedish, Danish and Norwegian, are fairly similar. In fact, there is so little difference between them that one can almost call them dialects.

Usually it is not so difficult for a Norwegian to make himself understood, say, in Stockholm. He finds, naturally, that the Swedes pronounce the same words a little differently, in many instances, and also use slightly different words and phrases, but he soon gets used to it. Besides, he has read some Swedish in school.

If he takes a trip to the 'King's Town', København, he will perhaps to begin with have some difficulty in understanding his Danish brethren. The words and expressions are true enough largely the same, but the Danes often pronounce vowels and consonants in quite a different way. But after the sentence has been repeated a couple of times, a bell rings for the Norwegian. When he has stayed in the town for several days, everything as a rule goes fine.

Still, there are a number of words which have a completely different meaning in the three Scandinavian languages. We can give as example 'rar'—When the Danes and the Swedes talk about 'en rar mann', they mean a pleasant man.

It is in other words a compliment. In Norwegian, on the other hand, 'en rar mann' means a strange or peculiar man, and can scarcely be taken as praise.

Another example: The adjective 'rolig' means in Danish and Norwegian peaceful or quiet, whereas in Swedish it has the meaning amusing or enjoyable. There is an amusing story about this word. It is said to be true, but if it isn't, it is at any rate well conceived.

A Swede once came to a Norwegian town. He was a lively chap and in the evening he wanted to have some fun. He took a taxi, and when the driver asked where he wanted to go, the Swede replied that he would very much like to be driven to a quiet place (= Swedish: to a lively spot). The driver thought for a while and then drove him to the churchyard. In his opinion that was a quiet place, and one must agree with him here. But it was not the kind of place the Swede had had in mind. He wanted to have some fun, as we say.

Fortunately there are not many words which are so different that they create such complications and misunderstandings. But it pays to be a little careful over which words one uses when one crosses the border.

IRREGULAR VERBS

An Alphabetical List of the most important Irregular, or Strong Verbs

Those verbs with an asterisk (*) attached to them alternate between the strong and weak conjugation.

Those verbs marked with ¹ have weak conjugation when used transitively: *brente, hengte, knekte, rente, skvettet, slengte, smelte*.

Infinitive	Present	Past	Past Participle
<i>adlyde</i> obey	<i>adlyder</i>	<i>adlød</i>	<i>adlydt</i>
<i>be(åe)</i> pray, ask	<i>ber (beder)</i>	<i>ba(å)</i>	<i>bedt</i>
<i>bedra(ge)</i> betray	<i>bedrar</i> (<i>bedrager</i>)	<i>bedro(g)</i>	<i>bedradd (bedratt)</i>
<i>binde</i> bind	<i>binder</i>	<i>bandt</i>	<i>bundet</i>
<i>bite</i> bite	<i>biter</i>	<i>bet</i>	<i>bitt</i>
<i>bli(ve)</i> become, remain	<i>blir (bliver)</i>	<i>ble(v)</i>	<i>blitt</i>

Infinitive	Present	Past	Past Participle
brekke break	brekker	brakk	brukket
brenne burn	brenner	brant	brent
briste burst	brister	brast	bristet (brustet)
bryte break	bryter	brøt	brutt
by(de) order, offer	byr (byder)	bød	budt
bære carry, wear	bærer	bar	båret
dra(ge) draw, pull	drar (drager)	dro(g)	dradd (dratt)
drikke drink	drikker	drakk	drukket
drive drive, force	driver	drev	drevet
ete eat	eter	åt	ett
falle fall	faller	falt	falt
fare go, travel	farer	for	faret
finne find	finner	fant	funnet
flyte flow	flyter	fløt	flytt
fly(ve) fly	flyr (flyver)	fløy	floyet
forlate leave	forlater	forlot	forlatt
forstå understand	forstår	forstod	forstått
forsvinne disappear	forsvinner	forsvant	forsvunnet
fryse freeze	fryser	fros	føstet
fyke drift	fyker	føk	fått
få receive, get	får	fikk	fått
*gale crow	galer	gol	galt
gilde care to	gilder	gadd	giddet
gi(ve) give	gir (giver)	ga (gav)	gitt
gjelde concern	gjelder	gjaldt	gjeldt
*gli(de) glide, slip	glir (glider)	glød	glidd
glippe slip, fail	glipper	glapp	glippet
*gnage gnaw	gnager	gnog	gnaget
*gni rub	gnir	gned	gnidd
*grave dig	graver	grov	gravid
grine fret, be cross	griner	gren	grint
gripe grasp	griper	grep	grevet
gråte weep	gråter	gråt	grått
*gyse shudder	gyser	gjøs	gyst
*gyte spawn, pour	gyter	gjøt	gytt
gyve fly (of dust)	gyver	gjøvet	gjøvet
gå go	går	gikk	gått
*henge hang	henger	hang	hengt
hete be called	heter	het or hette	hett
*hive throw	hiver	hev	hevet
*hjelpe help	hjelper	hjalp	hjulpet
holde hold, keep	holder	holdt	holdt
*hugge hew, cut	hugger	hugg	hugget
*hvine shriek	hvinner	hven	hvint
klinge sound	klinger	klang	klignet
klyve climb	klyver	kløv	kløvet
*knekke crack, break	knekker	knakk	knekt
knipe pinch	kniper	knep	knepet
komme come	kommer	kom	kommet

Infinitive	Present	Past	Past Participle
krype creep	kryper	krøp	krøpet
kvæde poet. sing, chant	kvæder	kvad	kvædet
la (te) let	lar (later)	lot	latt
le laugh	ler	lo	ledd
*li (de) suffer	lir (lider)	led	lidt
ligge lie	ligger	lå	ligget
lyde sound	lyder	lød	lydt
lyve lie	lyver	løy	løyet
løpe run	løper	løp	løpet
nyse sneeze	nyser	nøs	nyst
nyte enjoy	nyter	not	nytt
pipe pipe, whistle	pipet	pep	pepet
ri(de) ride	rir (ridet)	red	ridd
*renne flow	renner	vant	rent
rive tear	river	rev	revet
ryke break, smoke, intr.	ryker	røk	røket
se see, look	ser	så	sett
si se sink, move slowly forward	siger	seig	seget
sitte sit	sitter	satt	sittet
skjelve tremble	skjelver	skalv	skjelvet
skjære cut	skjærer	skar	skåret
skride proceed	skridet	skred	skredet
skrive write	skriver	skrev	skrevet
skrike cry, shriek	skriker	skrek	skreket
skryte boast	skryter	skvot	skrytt
*skvette give a sudden start, splash	skvetter	skvatt	skvettet
skytte shoot	skytter	skjøt	skutt
skyve push	skyver	skjøv	skjøvet
*slenge dangle, idle	slenger	slang	slengt
slippe let go, drop	slipper	slapp	sloppet
slite wear out, toil	sliter	slet	slett
slå strike	slår	slo	slått
*smelle crack	smeller	smalt	smelt
smette slip, get away quickly	smetter	smatt	smettet
smyge creep, sneak	smyger	smøg	smøget
snike (seg) sneak, slink	sniker	snek	sneket
snyte cheat	snyter	snot	snytt
sove sleep	sover	sov	sovet
spinne spin	spinner	spant	spunnet
sprette leap, bounce	spretter	spratt	sprettet
springe jump, run	springer	sprang	sprunget
stige rise, increase	stiger	steg	steg
stikke stab, prick, put	stikker	stakk	stukket
stjelle steal	stjeler	stjal	stjålet
strekke draw out, stretch	strekker	strakk	strukket

Infinitive	Present	Past	Past Participle
* <i>stri</i> (de) strive, struggle	<i>strir</i> (<i>strider</i>)	<i>stred</i>	<i>stridt</i>
<i>stryke</i> stroke, iron, fail in exams.	<i>stryker</i>	<i>strøk</i>	<i>strøket</i>
<i>stå</i> stand	<i>står</i>	<i>sto(d)</i>	<i>stått</i>
* <i>sverge</i> swear	<i>sverger</i>	<i>svor</i>	<i>svoret</i>
* <i>svi</i> singe, smart	<i>svir</i>	<i>sved</i>	<i>svidd</i>
<i>svike</i> betray	<i>sviker</i>	<i>svek</i>	<i>sveket</i>
* <i>svinge</i> swing, turn	<i>svinger</i>	<i>svang</i>	<i>svunget</i>
<i>svinne</i> vanish, decrease	<i>svinner</i>	<i>svant</i>	<i>svunnet</i>
<i>synge</i> sing	<i>synger</i>	<i>sang</i>	<i>sunget</i>
<i>synke</i> sink	<i>synker</i>	<i>sank</i>	<i>sunket</i>
<i>ta</i> take	<i>tar</i>	<i>tok</i>	<i>tatt</i>
<i>treffe</i> meet with, hit	<i>treffer</i>	<i>traff</i>	<i>truffet</i>
<i>trekke</i> pull	<i>trekker</i>	<i>trakk</i>	<i>trukket</i>
<i>twinge</i> force	<i>twinger</i>	<i>tvang</i>	<i>tvunget</i>
<i>vike</i> yield, step aside	<i>viker</i>	<i>vek</i>	<i>veket</i>
<i>vinde</i> wind	<i>vinder</i>	<i>vandt</i>	<i>vundet</i>
<i>vinne</i> win	<i>vinner</i>	<i>vant</i>	<i>vunnet</i>
* <i>vri</i> twist, wring	<i>vrir</i>	<i>vred</i>	<i>vridd</i>
<i>være</i> be	<i>er</i>	<i>var</i>	<i>vært</i>

Forms in parentheses such as *bede* and *blive* indicate that they may still be seen in formal style and frequently in 19th and early 20th century literature. But in colloquial speech and modern prose only the short forms like *be* and *bli* are used.

VOCABULARY

Norwegian - English

Numbers refer to paragraphs unless otherwise indicated.

A

<i>adjø</i>	good-bye 277
<i>adresse</i> c.	address 70
<i>aften</i> c.	evening, page 45, 230
<i>aker</i> c. see <i>åker</i>	
<i>akkurat</i>	just, exactly 84, 157
<i>aktuell</i>	current, topical 244
<i>aldeles</i>	completely, absolutely 157
<i>aldri</i>	never, pages 42 and 92
<i>alene</i>	alone 87
<i>all</i>	all 212
<i>aller</i>	emphatic, very 124, 128
<i>allerede</i>	already 75
<i>allikevel</i> , see <i>likevel</i>	
<i>alt</i>	already 215; much too 147
<i>altan</i> c.	balcony 121
<i>altså</i>	consequently 139
<i>alvorlig</i>	serious(ly) 176
<i>amerikaner</i> c.	American 50(d)
<i>amerikansk</i>	American 285
<i>and</i> f.	duck 50
<i>anelse</i> c.	idea, inkling 91, 207
<i>angripe</i> (irr. v.)	attack 106
<i>anklage</i> (-et) for	accuse of 246
<i>ankomme</i> (irr. v.)	arrive 86
<i>anledning</i> c.	occasion 121
<i>anmode</i> (-et)	request 98(a)
<i>annen</i>	other, second 135, 208
<i>annerledes</i>	different(ly) 151
<i>ansikt</i> n.	face 121
<i>anstrengende</i>	strenuous, page 121
<i>anta</i> (irr. v.)	suppose 139, 158
<i>antakelig</i>	probably 171, 293
<i>apotek</i> n.	chemist's shop 58
<i>apparat</i> n.	apparatus 244
<i>appetitt</i> c.	appetite 75
<i>apropos</i>	by the way 197
<i>arbeid</i> n.	work 118(a)
<i>arbeide</i> (-et)	work 65
<i>arm</i> c.	arm 53, 78(a)
<i>at</i> (conj.)	that 257

av	by (passive) 106, of 219
av og til	occasionally 91
avbryte	break off, interrupt 159
avfyre (-te)	fire 159
avholdt	beloved 121
avis c.	newspaper 65
avlyse (-te)	cancel 95
avskjære (irr. v.)	cut off 159
avslutte (-et)	end 244
avstand	distance 244
B	
bad n.	bath(e), bathroom 75, 203
bade (-et)	bath, bathe 64(b)
bak	behind 125(5)
baker c.	baker 50(d)
bakke c.	hill 131
bakket	hilly 129(1a)
bakre	rear 125(5)
bange	frightened 120
bank c.	bank 206
barbarisk	barbaric 129(1a)
barber c.	barber 107
barbere	shave 107
barbersalong c.	barber's shop 107
bare	only 53, 64, 80(c), 262; just 157
barn n.	child 52(1)
barndom c.	childhood 105
barnetog n.	children's procession 121
be (irr. v.)	ask (om = for) 82(5)
bedre	better, quite good 125(4), 131
befolkning c.	population 140
begge	both 191
begynne (-te)	begin 34
behandle (-et)	treat, deal with
behøve (-de)	need, require 69
behøves	be necessary 103
bekk c.	brook 81(d)
belte n.	belt 48
belønne (-te)	reward 106
bemerke (-et)	remark
bemerkning c.	remark 139
ben n.	leg, bone, page 25
bero (-dde)	depend (på = on) 71
berømt	famous, page 183
beskrive (irr. v.)	describe 99
bestandig	always, constantly 148
bestemme (-te)	decide, page 187
besøk n.	visit 128
besøke (-te)	visit 75
betale (-te)	pay 70, 99

bety (-dde)	mean, signify 71
beundre (-et)	admire 131
biff c.	beef 107
bil c.	car 57, 64
bilde n.	picture 73
billett c.	ticket, page 52
billig	cheap 125(1)
binde (irri. v.)	bind, tie 95
bit c.	bit, piece 244
bite (irri. v.)	bite 78(1)
bitter	bitter 116(2)
bjørn c.	bear, page 128
blad n.	leaf 112, 115
blakk (sl.)	broke 268
blant	among 221
blekk n.	ink 108(b)
blekkhus n.	inkstand 108(b)
bli (irr. v.)	get, become 78, 96
blomst c.	flower 65
blyant c.	pencil 189
bløt	soft 119(b)
blå	blue 119(a)
blåse (-te)	blow 75
bo (-dde)	live (reside) 60
bok c.	book 60
bombe [ˈbombø]c.	bomb
bonde c.	farmer 50, 68
bord n.	table 68
borger c.	citizen 118(e)
bort, borte	away 125(5), 155
bortre	farther 125(5)
bot f.	patch 50
bra	fine excellent 120
brake (-et)	make a big noise 244
bratt	steep 197
bred	broad, wide, page 78
bredd c.	(river) bank 215
brekke (irr. v.)	break 95
brenne (-te)	burn 101
brev n.	letter 64, 112
briller	spectacles, page 184
bringe (brakte, brakt)	bring 68
bror c., pl. brødre	brother 50(c)
bruke (-te)	use 65, 70
brun	brown 121
bry seg om	care about 182
brygge f.	quay 244
bryggeri n.	brewery
bryllup n.	wedding
bryte (irr. v.)	break 79(2), 206
brød n.	bread, loaf 48

brått	suddenly 148
bue c.; (-et)	bow, curve 121
bukke (-et)	bow
bukse f.	pair of trousers
busk c.	bush, page 148
buss c.	bus 244
butikk c.	shop 65
by c.	town 48
by (irr. v.)	offer, bid, page 187
bygge (-de)	build 98(d)
bære (irr. v.)	carry 274
bølge c.; (-et)	wave 75
bør, burde	ought, should 176(3)
børste c.; (-et)	brush 64
både	both 191
både—og	both—and 70, 256
båt c.	boat, 54, 113

C

ca. (abbr. cirka)	approximately 237(6)
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