

# **Norwegian- Hungarian Cultural Reader**

## **Teacher's Notes**

# 1. Inventions

**Level:** Pre-Intermediate

**Time:** 12-15 minutes

**Skills:** speaking

**Activity:** This activity is very helpful to revise continent and country names while reading about interesting inventions.

**Preparation:** Print out the page of the activity for each student or each pair of students.

**Procedure:** First, discuss which country the flags belong to. Match the inventions with their inventor's country. Put the number of the pictures onto the map.

**Extension/Variation:** More inventions can be added. Certain countries can be highlighted to help students find them on the world map. If the world map is bigger e.g. placed on the blackboard, pictures of the inventions cut out from paper can be put onto the map with blue tack.

**Comments:** I have asked several people from several countries if they knew the inventor of the cheese slicer and nobody guessed Norway. However, cheese slicers can be found in most households. Moreover, I have found Norwegian people are very proud of this useful invention.

## → Key

### 1. Inventions – matching exercise p.5

Norway (Thor Bjørklund) – cheese slicer

U.S. (Thomas Edison) – radio

China – gunpowder

Hungary (Irinyi János) – safe match

Scotland (Alexander Graham Bell) – telephone

Australia – boomerang

England (John Montagu) – sandwich

U.S. (John S. Pemberton) – Coca-Cola

Hungary (Szent-Györgyi Albert) – C-vitamin

Spain (Leonardo Torres) – cableway

## 2. National symbols

**Level:** intermediate

**Time:** 25 min

**Skills:** speaking

**Activity:** This activity features the national symbols of Norway and Hungary and it consists of matching pictures, definitions and words.

**Preparation:** You might want to look up some background information related to some of the symbols. You can also take short texts with you to class related to the topic and work with these.

### **Procedure**

#### *Exercise 1*

Students can work in pairs or individually. They should match the words in column A with the pictures in column B and the definitions in column C. You can also photocopy the columns and cut their content into single entities. Discuss the answers and ask the students what they know about these symbols.

#### *Exercise 2*

Students should come up with other symbols and write them in the correct column. You can also ask if they know about other famous symbols of other countries.

### **↔ Key**

#### **2. National symbols – matching exercise p. 6**

1. i, 2. h, 3. j, 4. a, 5. m, 6. k, 7. e, 8. b, 9. n, 10. l, 11. g, 12. d, 13. c, 14. f

### 3. Two Capitals: Budapest and Oslo

**Level:** Intermediate

**Time:** 15 minutes

**Skills:** reading, writing, speaking

**Activity:** The activity is about two capital cities: Oslo and Budapest, and it also aims at practicing grammatical forms through this topic.

**Preparation:** Print out the handouts A and B and give them out to pairs.

**Procedure:** Students are to fill in the gaps with the appropriate form of a verb (present, past, active, passive) within their first text, then they should ask their partner about the missing information within their second text to complete the gaps with factual pieces of information.

**Extension/Variation:** More cities can be added for comparison forming groups of 3 or 4.

## 4. Exploring Budapest

**Level:** Pre-Intermediate

**Time:** 20 minutes

**Skills:** reading (processing information, reading the map), writing, speaking

**Activity:** The activity is about giving and following instructions to find one's way around Budapest.

**Preparation:** Print out the map (an enlarged version is even better) and give a copy to each student.

**Procedure:**

*Exercise A:* Students work in pairs and jot down the instructions to get to the places specified in the exercise. Each set of instructions will be read out by a different pair of students.

*Exercise B:* Ask pairs of students to try to follow the instructions on the map and find out where they end up. (If your students are slow processing information, divide them into four groups and each group will have the task to respond only to a single set of instructions).

**Extension/Variation:** First, students can work in pairs and give each other instructions to go to a certain place, or, based on instructions they can try to figure out where they are on the map. A further extension could be a role play task where one student takes on the role of a tourist who would like to get to certain places, and the other student is the native Hungarian helping the tourist find his/her way around.

## 5. Outside Budapest

**Level:** Pre-Intermediate

**Time:** 30 minutes

**Skills:** reading, processing information, writing, drawing speaking

**Activity:** The activity is to enable students to introduce a place through the example of Szentendre.

**Preparation:** Make copies of the worksheet in two versions: one batch with, and another without the picture next to the introductory text.

**Procedure:**

*Exercise A:* Have students read the introductory text. Ask them if they have been to Szentendre and if they have any additional information about the place. Upon handing out the text, make sure that student A gets a text with and student B without the picture. Then ask student A to dictate the picture to student B.

*Exercise B:* Ask students to work in groups, and choose the solution they think fits best. Then discuss the solutions in class.

**Extension/Variation:** Ask students to choose another Hungarian or Norwegian small town, and introduce it to their class in a fashion similar to the paragraph at the beginning of this unit. In addition, they may also collect some interesting facts about this place. All the others will listen and the teacher compiles an oral quiz on some of these facts that have been mentioned at the end of the class.

### ➔ Key

#### 5. Outside Budapest – multiple choice exercise p. 13

1.B (pleasant), 2.B (musicians), 3.A (managed), 4.A (moved), 5.C (pioneering), 6.C (small)

## 6. Oslo City

**Level:** Pre-Intermediate

**Time:** 15 minutes

**Skills:** speaking (navigation)

**Activity:** This activity is about getting around in a city discovering the sights on foot with the help of a partner's instructions.

**Preparation:** Copy the handout maps to be given out to pairs. Copy the following instruction sheets, too:

**If you have number 1 on your map, start giving instructions. Tell your partner where you have number one on the map, which building it is, ask him/her to write number one into the orange square and tell him/her to fill his/her chart with the letter you have in your chart next to number one. Then give instructions to your partner until you reach an empty orange square on your map Ask for the number and the letter next to it, then fill your chart with the given information. Then it is your partner's turn, and you will have to follow directions to another orange square. If you have both filled all the orange squares with numbers on the map and the chart with letters, try to figure out which place your map belongs to.**

**If you have number 2 on your map, ask your partner where number 1 is. Follow your partner's instructions until you reach an orange square with a number in it. Tell him/her which number it is and ask him/her to fill his/her chart with the letter you have in your chart next to the number. Then give instructions to your partner until you reach an empty orange square on your map. Ask for the number and the letter next to it, then fill your chart with the given information. Then it is your partner's turn again. If you have both filled all the orange squares with numbers on the map and the chart with letters, try to figure out what place your map belongs to.**

**Procedure:** Tell your students that they are in a city as tourists but do not say in which one.

They should find the following sights, but do not tell them in which order.

1 Royal Palace

2 National Gallery

3 University



4 City Hall

5 Museum of Architecture

6 Parliament

7 Cathedral

8 Central Station

Student A, who has number 1 on his/her map, starts giving instructions. He/She would like to find buildings where there is an orange square without a number telling his/her partner directions where to turn right or left, and also the position of the building using expressions like *in front of*, *next to*. If he/she reaches the building, his/her partner should tell the number of the building and the letter which belongs to it from the chart. Then comes the other student doing the same thing until all of the buildings are numbered and the charts are filled with the letters. The aim is to find out the solution: Oslo City when the game “takes place”.

**Extension/Variation:** Maps including public transport system can be added and several routes can be explained by public transport. / Maps of other cities can be included to be worked into a similar game.

**Comments:** anything else you find important to mention in connection with the activity, anything that you think would help students and/or teachers performing the activity.

## ↔ **Key**

### **6. Oslo city – exercise p. 14**

Oslo city

## 7. Vigeland Park

**Level:** Intermediate / Upper intermediate

**Time:** 45 min (+ the movie 20-45 min)

**Skills:** speaking, listening, reading, writing

**Activity:** practising vocabulary describing human feelings, story-telling

**Preparation:** Reading the introductory text, which provides the background for the exercises. We might emphasize certain words and ask the students if they know the meaning, or ask questions in order to check if they have understood the text. Calling attention to the words, mimicry, postures and interactions can as well give a very good lead-in to the exercises that follow.

For the numbered exercises it might be useful to have 5-6 sets of copies of the pictures with us, so that we can distribute them among the students, but eventually, they can work from their handouts as well. Each student should be provided with a copy of the introductory text plus that of all the exercises.

For the Movie, we need a camera to either portray or film the students. Snapshots are easier to take, as students only have to discuss the background then pose, and at the end they might give an explanation of their photo, namely, who is who and what is happening. Filming is suggested if there is enough time and students are independent. Preparation is then more elaborate and requires more steps.

**Procedure:** We read the introductory text and discuss by means of asking questions or translating, if necessary. Then students work individually on the matching exercise. Make sure they understand the words. Discuss the remaining picture. Encourage students to brainstorm on further adjectives, make up stories, and use their fantasies.

Then we go on to exercise 1 – students work on it individually. As the exercise allows subjective interpretations, the results might differ – remember, there is no ONE good solution here: the focus is on creativity and understanding the vocabulary. Make sure the answer is not the result of misunderstanding.

In exercise 2, we make 2-3 students mime some of the adjectives that the class might recognise.

Exercise 3 is a more individual form of exercise.2. Here, a contest also makes students more motivated. The class is split into two and we let them challenge each other, as long as we have time for it. We might set a time limit within which students can find the solution, or we might only accept the first solution, etc.

In exercise 4, we divide students into groups (the number depending on the amount of time and the number of students we have, but the more the groups, the more time needed) We give each group a different picture, and they give an explanation, using the new vocabulary, why that person feels the

way he/she feels (3-5 sentences). Make sure they understand what they are expected to do. Encourage students to make notes on fellow students' presentations – they might be useful later on. They can get back to the notes in exercise 5, where they make connections among the pictures based on the stories they heard from their peers.

Depending on our time, we might give students fewer or more pictures to work on in exercise 6, and we can tell them when they have to change roles to ensure equal participation.

All the numbered exercises prepare students for The Movie exercise.

Students should first determine and distribute the roles, and think about the main theme of their scene. In the case of a video, a background story is not enough: students have to make a short script, or at least a sketch of what is going to happen. The scenes should not take longer than 5-8 seconds, with maximum 1-3 sentences spoken. They should concentrate on their mimicry and postures, and “freeze” for the last seconds, to make these more visible. In the case of photographs, only these last seconds are presented, students do not have to elaborate on what happened before – however, it can make the pictures more understandable for the peers if the group provides some background in 2-3 sentences. We should encourage the students to take notes when reviewing the pictures/videos. Again, correction would be more like a discussion, as subjective opinions cannot be considered right or wrong. The point here is vocabulary revision.

**Extension/Variation:** *The Movie:* we can record the students' activity through photos or videos. These exercises are built up successively, but we can pick one or two of them separately, as a warm up, a filler or an activity to end a lesson.

**Comments:** The time spent may vary to a great extent, depending on the level of the students – the teacher thus has great freedom in using the exercise. To complete all the tasks will take approximately 90 minutes.

## ➔ Key

### 7. Vigeland park – matching p. 16

1. resentful
2. <blank> happy, joyful, glad, merry, cheerful, hilarious etc.
3. furious
4. frightened
5. curious
6. serious
7. thoughtful
8. desperate

## 8. Travel around Norway

**Level:** Upper-intermediate

**Time:** 25 min

**Skills:** speaking (making travelling-related conversation, finding information),

**Activity:** This activity is about booking different kinds of services (hotel, transportation)

**Preparation:** Make a copy of the page for each pair of students.

**Procedure:** Students should work in pairs. The idea is for them to act out a dialogue between a client and a clerk working at a travel agency. You might do a brainstorming exercise before the activity and collect some expressions which can be used during the conversation (for example: *“Could you please tell me”, “Do you have any vacancies?” “We'd like to stay four nights from ... till/to ...” “Is breakfast included?” “Please confirm your reservation via e-mail or fax”* )

**Extension/Variation:** You can ask your students to expand the conversation by asking about the facilities available in the hotel (internet, transport, parking place, sport activities, etc.) You can also ask students to find out about similar pieces of information for travelling around Hungary.

## 9. Travelling around

**Level:** Intermediate

**Time:** 45 min

**Skills:** reading, writing, speaking, listening

**Activity:** practising the vocabulary of travelling in context (Students brainstorm on ways and destinations of travelling, look at pictures from Norway and Hungary and associate them with expressions. They read about a Norwegian and a Hungarian town, and prepare travel agencies' advertisements for these destinations)

**Preparation:** Each student should have both of the worksheets.

**Procedure:** We give the students time to look at the pictures. This can be done before or after the brainstorming questions, but certainly before the "How do you prefer travelling?" question. The brainstorming can be a good opportunity to revise country names. We can list the ways of travel on the board (by air, on foot...).

Then they try to find out which picture was taken in Hungary and which in Norway in exercise 1. They do not know it, but can only have an intelligent guess, so by checking, we simply tell them, which picture is taken where. We may give the hint that six of them were made in Hungary, six in Norway, but two of these could have been made anywhere, they cannot find it out from the picture. We move on to exercise 2, a brainstorming exercise done with the whole class or in pairs (or both), preparing exercise 3.

In exercise 3, students match the pictures with the expressions. Make sure in advance that they understand the expressions. They can work individually or in pairs.

During exercise 4, we make sure that students can ask questions if they have problems understanding the text.

The second part of exercise 4 can be done in class or can be given as homework. It might be useful to help them by giving the first sentence (e.g. "This is a place you must see!") or by giving some words they have to use (e.g. breathtaking, fascinating, awesome etc.).

**Extension/Variation:** It might be useful to show brochures of travel agencies or any realia before the writing exercise to let students know what we expect from them. Such guides are easy to find on websites such as [www.lonelyplanet.com](http://www.lonelyplanet.com), [www.worldtravelguide.com](http://www.worldtravelguide.com) or [www.mytravelguide.com](http://www.mytravelguide.com). We should also determine how many sentences should be written (somewhere between 5 and 10). Encourage them to use their fantasy where information seems to be missing – to try to make their description colourful and commercial.

## → Key

### 9. Travelling around – matching p. 18

A	Village houses, Nesna, Norway:	village dwellers; rustic tranquillity
B	A hiking trip, Narvik, Norway:	mountaineer; snow-capped peak
C	Országház (Parliament), Budapest, Hungary:	metropolitan; the Houses of Parliament
D	Bike in a student flat, Nesna, Norway:	cycling tour; cycle path
E	Vikingskipshuset, Oslo, Norway:	museum piece; local culture
F	View from the fortress, Esztergom, Hungary:	country town; regional centre
G	Halászbástya, Budapest, Hungary:	rubbernecks; frequented site
H	Lánchíd (Chain Bridge), Budapest, Hungary:	by night; to fly with the owls
I	Coastal steamer Hurtigruten, Narvik, Norway:	cruise; coastal steamer
J	Erkebispegården, Trondheim, Norway:	old town; preserved historic buildings
K	Weekend house, Csopak, Hungary:	thatched roof; lakeside bungalow
L	Woods, Sopron, Hungary:	footpath; to go trekking

### 9. Travelling around – gap-fill p. 19

Esztergom was *established* in the second half of the tenth century, and was the capital of Hungary until 1249. Though one of the oldest towns in Hungary, its *former dominance* with kings and castles, as it existed throughout the Middle Ages, is now covered by *earth* and town houses. Its cathedral is the largest church in Hungary. Esztergom is a *border* crossing point: one can easily walk to Štúrovo in Slovakia through the Mária Valéria Bridge, over the Danube.

Trondheim had become an important site for trade by the 10<sup>th</sup> century. It was a military base, and finally capital of Norway until 1217. Its *cathedral*, Northern Europe's most important *pilgrimage* site in the Middle Ages, is today considered the most significant church in Norway. The town is a *significant* centre of technical and medical *research*, and has a vivid student life, as students give almost one fifth of the population. Trondheim also has an international *airport*.

## 10. Fjords

**Level:** Intermediate

**Time:** 20 min

**Skills:** reading, writing, speaking, listening

**Activity:** This activity provides information about fjords while also providing an opportunity to practise the passive voice.

**Preparation:** Students work in pairs A and B, getting the corresponding half of the worksheet. Text A and B are the same, only the pictures are different

**Procedure:** Students read the text, find the active structures to be turned into passive, and change them. Then they draw the picture missing from their sheet based on their partner's instructions.

We make sure that students can get on with the text (mostly that they understand the structures – the exercise can be done without knowing one or another word). For instance, they read the text once and ask the meaning of the unknown words. We might ask questions to check understanding. Then they are going to rewrite the whole text, using a passive structure wherever possible. This can be preceded by instructing the students to find and underline such structures.

Students work in pairs A and B. A's picture description is drawn by B, then B's by A. Remind them that they should make a detailed description according to their level. Determine in advance how much time you want them to spend with the exercise and tell them when to switch roles.

**Extension/Variation:** Students can be asked to bring a picture of their own choice containing an image of Norway or Hungary, and dictate it to their partner.

**Comments:** If we have an odd number of students, three can sit together, where the third student monitors the work of the other two, and tells them when they make a mistake by drawing – these drawings therefore must be more elaborate.

### ⇨ Key

#### 10. Fjords – active to passive pp. 20-21

What is a fjord? In order to understand, the word inlet should be defined first: an inlet is a narrow body of water among islands or stretching into the mainland. The major part of the Norwegian landscape is characterised by these deep, long and narrow inlets, the fjords. They were carved by glacier activity the following way: a U-shaped valley was cut by the sediment, pushed forward by ice. (*Their amount*) compared to the area of the county, fjords are most common in Norway, but

they can be found in other countries like the US, Canada, Denmark (Greenland), Iceland, Russia and Chile. The world's longest fjord can be found in Greenland (Scoresby Sund, 350 km) the second and third prize can be given to Norway (Sognefjord, 230 km and Hardangerfjord, 179 km). The deepest fjord is located in Antarctica (Skelton inlet, 1933 m), then Norway's Sognefjord is ranked second once again (*by deep sea divers*) (1308 m), and the bronze is given to Chile (Messier Channel, 1288 m).



## 11. Health preservation

**Level:** Pre-intermediate / Intermediate

**Time:** 30 min

**Skills:** reading, writing, listening, speaking

**Activity:** Reading about hiking in Norway and spas in Hungary, sharing information, making comparisons. Debate on preferences. Forming statements with modal auxiliaries.

**Preparation:** Each student should have a worksheet.

**Procedure:** Students work in pairs, each reading one of the texts, after which they re-tell the content to each other, to inform the other about the unknown text. Make sure that students understand their text, e.g. let them ask the unknown words. We can check if the flow of information was effective, by asking the class questions.

Students compare the two texts. They try to find out which of the listed words belong to hikes and which to spas (some words fit in both groups). They give three extra words individually. When checking, make sure that students note some of the others' words, too. After that, make them think it over which of these are positive and negative features, and what other differences they can mention, but also what the similarities are. Try also to get silent students speak e.g. by asking their opinion on one or another word on the list, or their own words, and about their positive/negative quality etc.

Before the debate, we make the students read both texts once again, noting both the positive and negative features in each text, so that they have arguments for both sides. This should take 10 minutes. Now they can argue in pairs. It might be useful to note some debate-related expressions on the board, like *"I agree with you, but..."* *"You are absolutely right, however..."* *"I'm sorry but I have to disagree"* *"Sorry to interrupt, but..."* etc. Make sure that conversation is going on and that they are using English to communicate. When they have to change sides (after 5 minutes), we clap our hands.

Students have to write sentences using modals in order to express their opinion or expectations. Listing these modals on the board might be useful. The exercise can also be given as homework

**Extension/Variation:** The debate can be extended and elaborated by making two large groups of the class, each taking side at spas and hikes respectively, until we make them change sides.

**Comments:** The debate is a very good practice to be able to come up with reasonable arguments, objectively (that is, independently from which side they prefer).

## ⇐ Key

### 11. Health preservation – matching p. 23

SPAS: toilet, indoors, city, many people, bar, sick people, sitting, hot, relaxing, entrance fee, evening, swimming suit, civilisation, spare time  
HIKES: countryside, cold, walking, free, nature, raincoat, exhausting, spare time, special shoes, fit, alone, evening

## 12. Lake Balaton

**Level:** Pre-Intermediate and Intermediate

**Time:** 45 min

**Skills:** reading, speaking, writing

**Activity:** This activity enhances both students' knowledge of Hungarian geography and the vocabulary to talk about such a topic in English. It is also helpful in terms of group dynamics.

**Preparation:** copy the two pages of the activity for each student

**Procedure:** As an introduction, ask students to read the introductory text and discuss why the lake may be attractive to people. Next, students form pairs, and they try to piece together the story, which will be checked in class. As a follow-up, students may share other similar legends with the class if they know any.

In exercise B, students will have to find the mistakes. Ask them not just to spot these but to correct them as well.

In exercise C, first ask students to name objects in the picture and to work these into meaningful sentences, which they will have to write down in their exercise book, then share with the class. For the discussion, you may want your students to collect arguments for and against living in Festetics palace or a cottage.

As for exercise D, you may want to brainstorm on key words in class before you ask your students to work on the situation. If your students are less talkative, you can ask them to jot the situation down in their exercise books and have them read it out.

**Extension/Variation:** Students may find other places around Lake Balaton that are famous for something. They can talk about these places in groups in class.

### ↔ **Key**

#### **12. Lake Balaton – matching p. 24**

1.C, 2.D, 3.G, 4.A, 5.B, 6.H, 7.E, 8.F

#### **12. Lake Balaton – finding the mistake p. 25**

- **of** instead of “for”
- **from** instead of “of”
- **modern**
- **around** instead of close

- renown **for**
- **included**
- **the** larges instead of “a”
- **accommodation**

## 13. Stones

**Level:** Intermediate

**Time:** 20 min

**Skills:** reading, speaking, listening

**Activity:** Learning about natural formations through playing cards.

**Preparation:** Make groups of three and as many sets of cards as groups – each group gets one set.

**Procedure:** Each student gets a picture card and four info cards at random. They shouldn't show your cards to each other. They read their cards. They choose a card from one of the students, s/he will read that out. If, based on the information, the person asking the question thinks it is his/her card, s/he can have it – but then, that student will pull any of his/her cards in return. Then it is the third student's turn. The winner is the first who collects all the cards belonging to the picture. Make sure students understand the rules. You can stop the game if they have had no winner for a long time – the aim is for them to read many of the info cards.

After the game, the texts can be discussed so that students see each of them in one. A vocabulary list can also be made.

**Extension/Variation:** You may ask students to prepare their own cards in a different category (eg. churches, buildings of parliament, etc.) There is a wealth of information available on the Internet!

## 14. Seasons and Weather

**Level:** Elementary, Pre-Intermediate

**Time:** 30 min

**Skills:** speaking, writing

**Activity:** asking questions and talking about the weather and about seasonal activities

**Preparation:** You need to make one copy of the worksheet for each pair of students

**Procedure:** Before handing out the worksheet, ask students what the weather is like, what seasons there are and what activities they would connect with each. They can make a list on the board. Then hand out the sheet and ask student pairs to match the photos and the seasons. Check in class. Then ask students to match the weather words with the pictures. They may want to describe what they can see in each picture. Check the answers together.

**Extension/Variation:** They can jot down the additional sentences they have made, and there can be a class contest on who can make the highest number of correct sentences. You can also ask students to compare the four seasons in Norway and in Hungary.

## 15. Mirage and Fata Morgana

**Level:** Pre-Intermediate, Intermediate, Upper-Intermediate

**Time:** 10 min

**Skills:** speaking, listening

**Activity:** The game should be played in pairs. The aim is to compare the two drawings and find the 12 little differences between them, without the students showing the images to each other. The differences that are repeated in the mirage do not count.

**Preparation:** The activity requires no special tools, only Pictures A and B. Make sure that the students do not look at each other's drawing.

Before students start the activity, discuss the terms “mirage” and “Fata Morgana”. You may also introduce the following terms:

- *Puli* (pronounce like “pooley”) is a Hungarian breed of herding dog. It has a special black coat which looks like dreadlocks, making the animal almost “waterproof”.
- Shadoof is an irrigation tool known in Hungary as *gemeskút* (pronounce like “gay-mesh-coot”). It consists of two poles: a long horizontal one suspended and balanced on a tall upright one. A counterweight lifts the water-bucket up from the well. It's a very common sight in the Hungarian countryside with usually a long trough attached to it from which animals can drink.
- The white bird in the drawings is a White Stork (*Ciconia ciconia*), a huge wading bird breeding in Hungary in quite large numbers. Their nests can often be seen in Hungarian villages on the top of chimneys.

**Procedure:** Ask students to look at their drawing and compare it to that of their partner by asking questions such as “Is there a cloud in your picture?” or “Where is the sun in your picture?”

**Extension/Variation:** If students cannot find all the differences, let them show their images to each other and allow them some time to compare the drawings this way.

### ↪ Key

#### 15. Fata Morgana – differences pp. 29-30

- In Picture 2 there are two sheep drinking from the well
- In Picture 2 there is only 1 stork flying in the air
- The black *puli* dog is either on the left or on the right side of the picture

- The cloud in the center of the drawing is bigger in Picture 2
- The colour of the well is darker in Picture 1
- The sun has rays in Picture 2
- There is an extra tree on the left-hand side of Picture 1
- The roof of the first house is red in Picture 1 and brown in Picture 2
- The shepherd's staff is either curved to the left or to the right
- In Picture 2 the second house's chimney is on the right side of the roof
- The lake is smaller in Picture 2
- There's one more lamb in Picture 2



## 16. Northern Lights

**Level:** Intermediate

**Time:** 30 minutes

**Skills:** reading, speaking

**Activity:** This activity is ideal for group work, reading comprehension, and for holding a short contest in connection with the Northern Lights.

**Preparation:** You need to draw the chart which contains “Factual” and “Yes/No” questions or print it out and put it onto the blackboard so that students can see which comprehension question is worth how many points. Print out the text and cut it into the four paragraphs as indicated. Make as many copies as the number of the students in class divided by four.

Factual questions	Yes/No questions
225 - Q5	60 - Q7
200 - Q6	50 - Q8
175 - Q10	40 - Q9
150 - Q3	30 - Q4
125 - Q2	20 - Q12
100 - Q1	10 - Q11

**Procedure:** Form groups of 4. Give each student in every group a different paragraph from the text. They should read it and then summarize their own part to the other members of the group. Tell them to pay attention carefully to the content of the text because there will be a competitive quiz among the groups in the end. After telling the texts to each other, students should not look at the text any more. One student from each group can choose a question, and if they know the answer, they can get the score indicated next to the question. If they do not know, the other two groups can answer the question for half of the score. When all of the questions are answered, the winner group is who owns the most scores

**Extension/Variation:** The text can be completed with other interesting facts in connection with the Northern Lights. / Show the places mentioned in the text to the students on a world map.

**Comments:** This unique phenomenon should be described and recommended to see to students.

### ➔ Key

## 16. Northern Lights – comprehension questions p. 32

1 What is the other name of the Northern lights? Aurora Borealis

- 2 Where do the Northern lights originate from? The sun
- 3 Which is the most usual colour of the northern lights? Yellow - green
- 4 Are there red Northern lights? Yes, there are.
- 5 What is the auroral zone? List at least 3 countries. Norway, Island, Greenland, Canada...
- 6 Where can the Northern lights be seen the best? Troms, Finland.
- 7 Can the Northern Lights be seen relatively often in Troms? yes
- 8 Are the Northern Lights below the ozone-layer? no
- 9 Can you see the Northern Lights from a distance of 200km? yes
- 10 Which is the best period of year to see the Northern Lights in Northern Norway?
  - Early September – mid-April
- 11 Can you see the Northern Lights in a light city? No.
- 12 Can you see the Northern Lights when the sky is cloudy? No.

## 17. Popular Horse Breeds in Norway and in Hungary

**Level:** Pre-Intermediate, Intermediate

**Time:** 15 to 25 min

**Skills:** mainly reading and speaking (also, developing the cognitive skills (matching))

**Preparation:** copy the worksheet for each student

**Activity:** This activity familiarizes students with Hungarian and Norwegian breeds of horses through matching exercises.

### **Procedure:**

**Exercise 1** -The teacher can lead into the topic by asking students what sports they do in their spare time or how popular horse riding is in Norway. In this exercise the students have to match six types of horses in Hungary and Norway with their appropriate breed names. After the matching activity there can be a short discussion on what type of horse they would choose.

**Exercise 2** – The same can be done as a warm-up and as a follow-up exercise.

### **Extension/Variation**

In **Exercise 1** The teacher can extend the list with odd ones out by adding the following horse breeds to the list: **Lipizzan** <sup>7</sup> (an Austrian horse breed), **Appaloosa** <sup>8</sup> (from the United States) or **Friesian Horse** <sup>9</sup> (from Belgium). After the exercise the teacher can show the photos of these types of horses as well.

You may also want to discuss what kind of pets students have at home, and what it means to keep a pet.

### **→ Key**

## **17. Popular breeds of horses in Norway and in Hungary – matching exercise pp. 33-34**

A) The Norwegian fjord

B) Kisber felver

- C) The Hungarian Warmblood**
- D) The North Norwegian mountain horse**
- E) Nonius**
- F) The Norwegian forestry horse**

## 18. Figure Skating

**Level:** Pre-Intermediate

**Time:** 30 min

**Skills:** speaking, reading, writing, listening

**Activity:** information gap activity to teach pupils about two famous figure skaters, Sonia Henie and Sebestyén Júlia

**Preparation:**

*Exercise A:* photocopy card A and card B for each pair of students.

**Procedure:**

*Exercise A:* First, ask the class if they know any famous figure skaters, who they are, where they come from, what results they have achieved, etc. Distribute the cards to each pair of students and ask them to find the missing pieces of information by asking their partner questions. (If the group is less independent, you may also reveal how many missing pieces of information students should find in each category.)

*Exercise B:* Based on the model students have been presented with in the previous exercise, ask them to prepare a similar text on Júlia Sebestyén.

**Extension/Variation:**

*Exercise A:* Ask students to study the facts that they have put together in the activity and see who remembers the highest number of facts.

*Exercise B:* You may ask students to put together a similar file on a sportsman/sportswoman of their choice, then to introduce the compiled facts to the class in a short oral presentation.

### ↔ Key

#### 18. Figure skating – exercise B, model solution p. 36

- *Júlia Sebestyén was born in Miskolc, on 14<sup>th</sup> of May in 1981. Throughout her career, she has represented Hungary.*
- *She started skating at the age of 4 at an outdoor ice rink. At the age of 13, she moved to Budapest and began to train with András Száraz. She began competing in 1995.*
- *As far as her competitive career is concerned, she has taken part in three Olympic Games. At her first Olympic Games she placed fifteenth in 1998. In 2002, she placed eighth and in 2006 eighteenth. Her biggest achievement was to win the European Championships in 2004 in Budapest. She was the only Hungarian who has managed to get this title.*
- *Júlia has had a long competitive career. Good luck Júlia, Hungary is cheering for you!!*

## 19. Sports and Hobbies

**Level:** pre-intermediate

**Time:** 15-20 min

**Skills:** reading, speaking, listening

**Activity:** The activity consists of matching pictures and words then interviewing other students about sports and hobbies with the aim of practising sports vocabulary and getting students to talk about sports and hobbies.

**Preparation:** Photocopy the question sheets. Have as many as there are students in your class.

**Procedure:** Give the handout to your students and ask them to do exercise 1.

After checking exercise 1, read the speech bubble (troll) to trigger ideas about what activities the students would like to try if they were international students in Norway. Then hand out the question sheet to go with exercise 2 to each of your students. First, each student should answer the questions and fill in the “ME” column. Then, to start the speaking activity, they have to mingle in the class. When you clap, each student has to find a partner (the person standing closest to them) and ask the questions. At each clap they have to move onto a new person. Explain to students that they have to be quick. Clap after one or one and a half minute to make the activity roll, this way you can avoid that groups or friends start chattering in their mother tongue. Students should jot down the information they get from other students. At the end of the activity, if time permits, each student or at least some students should share the information they got from someone else to the class based on the interviews.

### **Extension/Variation:**

Find a person who. Photocopy the question sheet and give one to each student. As a preparation you can write questions onto the board to make sure students know how to ask

*Have you ever ....?*

*Can you...?*

*Have you got ...?*

*Do you want to....?*

Students have to mingle in the class and find a person who can do something, has got something, has done something or wants to do something. To make changing partners quicker you can use clapping as a signal to move onto the next person.

## ↔ **Key**

### **19. Sports and hobbies – exercise 1, p. 37**

Skiing 5  
 Knitting 2  
 Paragliding 4  
 Climbing 7

Playing chess 1  
 Snorkelling 6  
 Cycling –  
 Fishing 3

## Sports and hobbies crosswords

**Level:** pre-intermediate

**Time:** 5-10 min

**Skills:** reading, writing

**Activity:** This is an activity for practising the spelling of sports vocabulary in a challenging way.

**Preparation:** Pre-teach vocabulary, it is suggested to use exercise 1 on page 37.

**Procedure:** Pupils do the activity on their own or in pairs if it appears to be too difficult.

**Extension/Variation:** After solving the crosswords it can be an entertaining activity to play taboo with other sports words. The descriptions of the sport activities are formulated in a way that they do not contain the name of the sport itself. These descriptions can be used as examples how to describe a sport without naming it.

### → Key

## 19. Sports and hobbies crosswords, p. 38

1.										S	K	I	I	N	G					
2.								P	L	A	Y	I	N	G		C	H	E	S	S
3.								F	I	S	H	I	N	G						
4.								C	L	I	M	B	I	N	G					
5.			S	N	O	R	K	E	L	L	I	N	G							
6.								K	N	I	T	T	I	N	G					
7.	P	A	R	A	G	L	I	D	I	N	G									

## 20. Special Days

**Level:** Pre-Intermediate

**Time:** 15 minutes

**Skills:** speaking, reading

**Activity:** In this activity, students will learn about various Hungarian and Norwegian holidays. They will also practise how to say dates correctly in English.

**Preparation:** Make a copy of the worksheet and the board game for each student or student pair. Bring a dice and two counters into class for each pair for the board game on p. 40.

**Procedure:** Revise information in connection with saying dates before you hand out the worksheet. Once this has been done, ask students to match the dates (column A) and the holidays (column B) on the worksheet. Check in class. Then move on to the board game on p. 40.

**Extension/Variation:** Ask students to supplement the holiday calendar with additional Hungarian and Norwegian holidays (they may use the Internet for research).

If students have internet access in class, you may give them the task to find out more about the holidays on their worksheet and give a short presentation of their findings.

### → Key

#### 20. Special Days – matching exercise p. 39

1. New Year's Day
2. King Harald's Birthday
3. International Women's Day
4. April's Fool's Day
5. May Day
6. Constitution Day
7. St. John's Eve
8. King Sonja's Birthday
9. Foundation of the Hungarian State
10. Michaelmass
11. Halloween
12. St. Andrew's Day
13. Christmas



## 21. National Days

**Level:** pre-intermediate

**Time:** 6 min

**Skills:** reading, speaking, listening

**Activity:** Focusing on Norwegian and Hungarian national days, this activity helps students to master note-taking.

**Preparation:** Photocopy the texts and cut the page into half to get A and B.

**Procedure:** Pupils work in pairs. One reads text A the other reads text B. They ask questions in turns about the other's text. Then jot down the answers.

Explain your students that the aim is to take notes based on the answers they get to the questions and not to write full sentences. You can also give examples on how not to write a full sentence (omitting articles, just putting down the part of the information that is being asked for.)

**Extension/ Variation:** After completing the activity above students can be asked to reformulate their notes into full sentences (in writing).

Student A reads text A and presents its content to student B without B asking questions. B takes notes. Then the same procedure is repeated the other way around too.

### → Key

#### 21. National Days – information gap activity, p. 41

A / 1. 20<sup>th</sup> August A/2. the founding of the state, the new bread A/3. with parades, performances and fireworks

B/1. 17<sup>th</sup> May B/2. Norway's first Constitution B/3. dress up in bunad, enjoy parades, music and performances

## 22. The Origin of the Days of the Week

**Level:** pre-intermediate

**Time:** 15 min

**Skills:** reading

**Activity:** Aimed at developing students' reading skills, exercise 1 is about how Nordic mythology appears in the English language and Exercise 2 is a reading comprehension about mythological figures.

**Preparation:** Make a copy of the worksheet for each student (pair).

**Procedure:**

*Exercise 1.* As a preparation revise the days of the week. Each pupil should write down a day of the week next to each name. Then discuss the solutions together with the class. If it is too difficult, the teacher can give an example of that they should look for similar sounding words.

*Exercise 2.* Ask students to read the text and connect the pictures and the names.

*Exercise 3.* Ask students to find out if the statements are true or false. They should underline the part of the text which provides evidence for a statement being true/false.

**Extension/ Variation:**

As homework, students can draw a picture of Odin or Thor or Freya.

### ↔ Key

#### 22. The origin of the days of the week, exercise 1, p. 42

Tyr- Tuesday, Wodin – Wednesday, Thor- Thursday, Freya- Friday

#### 22. The origin of the days of the week, exercise 2, p. 42

Tyr: wolf

Odin: raven, eight-legged horse

Freya: cat

Thor: hammer, iron gloves, goat

#### 22. The origin of the days of the week, exercise 3, p. 42

1.F 2.F 3.T 4.F 5.T 6.F 7.T 8.T 9.F 10.T

## 23. Norwegian Jokes

**Level:** Elementary

**Time:** 5 min

**Skills:** reading

**Activity:** Matching pieces of jokes.

**Aims:** Practise reading in a fun way at elementary level, cooperating in a group.

**Preparation:** Photocopy the page and cut out the parts of the jokes.

**Procedure:** Put students into groups of three. Give the parts of the jokes to them and ask them to match the beginnings and the endings.

**Extension/Variation:**

Give students only the beginnings of the jokes and ask them to guess or invent endings themselves. Students might become enthusiastic about telling jokes. You can use this to ask them to think of a simple joke they know (for example, question-answer form jokes like the ones used in the activity) and translate it into English then tell it to the class.

### → Key

#### 23. Norwegian Jokes, matching p. 43

**Solutions:** 1.C, 2.B, 3.A

## 24. Hungarian and Norwegian Fine Arts

**Level:** Intermediate, Upper-Intermediate

**Time:** 45 min

**Skills:** speaking, reading, writing

**Activity:** This unit aims at familiarizing students with Hungarian and Norwegian painters' oeuvre from the 19<sup>th</sup> century to the beginning of the 20<sup>th</sup> century focusing on romanticism, impressionism, realism and post-impressionism.

**Preparation:** Photocopy the worksheets on pp. 44-45 and cut them up so that each artistic movement (romanticism, impressionism, realism and post-impressionism) is on a separate sheet. Copy p. 46 and the chart below for each individual student.

**Procedure:** Each student gets a movement on a sheet and they can study it for 5 minutes. Then they will be asked to form groups of 4. Make sure that there is one student representing each of the four movements within the group. Their task will be to share the information they have obtained with the others, and, based on this, they are supposed to fill in the chart displayed below.

After the information gap activity, ask students to work in pairs and to move onto p. 46. Tell them to make sentences with the words based on the pictures on pp. 44-45 and ask them to put the sentences down in their exercise books. Set the time limit to 10 min, and see which pair of students can come up with the highest number of sentences. Next, ask students to put everything away but p. 46. They should do the matching exercise and the picture recognition from memory.

**Extension/Variation:** Ask students to form pairs. One should choose a picture from pp. 44-45 and start to dictate it to the other student, who has to begin to draw it and see if and how fast (s)he can figure out which picture it is.

If there is Internet in class, you may ask students to find out more about the background of the paintings and present their findings to the class.

	<b>Movement 1:</b>	<b>Movement 2:</b>	<b>Movement 3:</b>
<b>characteristics</b>			
<b>examples (painters, paintings)</b>			

## → Key

### **24. Hungarian Fine Arts – Painters, paintings, movements– exercise 2, p. 46**

Szinyei Merse – The Balloon

Edward Munch – The Scream

Székely Bertalan – The Discovery of Louis II's Dead Body

Fritz Thaulow – A Factory Building...

Johan Christian Dahl – Lyshomet ...

Munkácsy Mihály – Yawning Apprentice

Csontváry Kosztka Tivadar – The Lonely Cedar

Christian Krohg -- Tired

## 25. The Russ

**Level:** Pre-intermediate, Intermediate

**Time:** 15 min

**Skills:** reading, writing

**Activity:** This is a gap filling exercise about Norwegian students who graduate high-school suitable for practising verb tenses.

**Preparation:** Revise the use of past simple, past continuous and present simple tenses.

**Procedure:** Tell your students that they are going to read a text about high school graduation in Norway. Students do the gap filling on their own. Check the gap filling exercise.

Ask your students if they have noticed something strange about the picture. You can give them hints that something is strange about the time of taking the picture and the light. Solution: The picture was taken at around 8 pm on the 30<sup>th</sup> April and it was not dark yet as it would be in Hungary. This is possible because the picture was taken in northern Norway.

**Extension/Variation:** Ask your students to list Hungarian high school graduation traditions they know about. For example: serenading teachers, walking in the school building and singing, banquet etc.

### ↩ Key

#### 25. The Russ, matching p. 47

**Solutions:** 1. was 2. saw 3. were sitting 4. chatting 5. laughing 6. having 7. wear 8. is

## 26. Forks and Knives

**Level:** Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced

**Time:** 45 mins

**Skills:** speaking, listening, grammar

**Activity:** Play the game in small groups. The activity is based on the classic *Snakes and Ladders* board game. The aim is to reach the pizza in the top left-hand corner. The “grammar” sentences are all true facts about Hungarian eating habits.

**Preparation:** You’ll need a dice for this activity. If you don’t have one, a normal pencil may suffice: write the numbers from 1 to 6 on its six sides. Grammar cards should be photocopied and cut out.

### Procedure:

- Counters should be placed on the house in the bottom left-hand corner of the board.
- The first person to throw a 6 starts the game.
- The players take turns. The first player throws the dice and makes as many steps as the dice shows.
- If he/she lands on a yellow field, he/she must talk about the given topic for 2 minutes, or list the 10 required items. If he/she lands on a green field, the player must draw one of the grammar cards and find the mistake in the sentence (the teacher may set a time limit for this). If the mistake is not found, the player has to step back to the previous field.
- If the player lands on a fork, he/she can move forward to the field the fork indicates. If the player lands on a knife, he/she has to move back to the field where the knife points.
- The winner is the person who reaches the pizza first

**Extension/Variation:** Grammar questions can be extended and changed in any way, depending on your students’ needs and level of English.

### Grammar Cards:

Beigli is a traditional Hungarian walnut or poppy seed cake eaten in Christmas time.	<i>Túró Rudi</i> is everybody’s favourite desert, made of cottage cheese and covered with chocolate.
Gundel, a Budapest restaurant with international reputation, was founded in 1894.	Every year, on 20 <sup>th</sup> August, the new bread has been blessed and celebrated.

Hungarians love to eat lettuce with a mixture of water, vinegar and sugar.	There are several types of pickles made in Hungary, for example the miniature pickled watermelon.
When Hungarians have a barbeque, they often fry lard on a skewer and drip the fat onto a bread.	The main difference from the Baja and the Szeged fishsoup is that the Baja fishsoup contains noodles.
A peculiar feature of Hungarian cuisine is the <i>főzelék</i> , a thick vegetable stew being made with a variety of ingredients.	During hot summer days, having a cold cherry soup is almost must.
Hot paprika powder is used commonly in Hungarian meals.	Lunch is the main meal of the day, usually consisting of three courses, the first of what is soup.
Szeged winter salami had gained the European Union protected designation of origin status in 2007.	The winter salami is slowly smoked and cured in cold air for 90 days.
In spite the fact that vegetable oils are becoming more and more popular, many Hungarians still prefer lard or goose fat for cooking.	Pasta is not only eaten Italian style, but Hungarians may also mix them with sugared poppy seeds, walnuts or even cottage cheese.
At the table you should wish "good appetite" to the other's before starting to eat.	While Americans tend to drop the knife and switch the fork after cutting the meat, Hungarians hold the fork in the left hand, and the knife in the right hand the all time.
Signal that you have been finished eating by placing the cutlery side by side to one side of your plate.	Paprika has been being cultivated in the region for hundreds of years.
If you want to eat your Easter ham Hungarian style, you would better flavour it with horse raddish cream.	It is usually November that pig slaughters take place at the rural regions of the country.
For a Hungarian sour cherry soup, stone the sour cherries, then put them to cook together with sugar, salt, lemon peel, and the cinnamon.	There is much more to Hungarian cooking then goulash soup.
The institution of coffee houses is being reviving in 21 <sup>st</sup> century Hungary.	You can choose out from an extensive array of desserts in confectionery shops.
The influence of the Austro-Hungarian monarchy can be still felt in Hungarian cuisine.	Have you already tried the typical Hungarian meat soup, which is the essential starter of a Sunday lunch?



Service charge is usually not concluded in restaurant charges, so it is customary to give a 10% tip.	If you are on a tight budget, find a little corner restaurant outside the touristy places.
Ráday Street has become a culinary hotpot in Budapest with several fancy restaurants.	Even though Hungarians are typically known as meat-lovers, you'll find vegetarian meals in the most restaurants.
Due to the country's colourful history, Hungarian cuisine draws upon that of several other nations'.	King Matthias introduced garlic and onion at the 15 <sup>th</sup> century, and they have been used ever since.
<i>Foie gras</i> is an expensive delicacy made of the liver of specially fattened geese.	The basic ingredients of <i>lecsó</i> are tomatoes, peppers and onions sauteed preferably in some bacon fat.
Lángos is a Hungarian fast food served on markets and usually eaten with garlic or sour cream and grated cheese.	Pork jelly ( <i>kocsonya</i> ) is a winter dish, and its eaten with bread.
Hungarians are pleased indeed when they hear a compliment on their cuisine.	I suggest you cook meat soup adding a little spoonful of sugar in it.
Dobos cake, that is named after a famous confectioner, is topped with caramel slices.	Only after the 16 <sup>th</sup> century coffee drinking became a tradition in Hungary.
Remember putting some ground pepper on your cabbage-pasta.	When you enter into an elegant restaurant, you should wait to be seated.

### Grammar Solutions:

1. *Beigli* is a traditional Hungarian walnut or poppy seed cake eaten **at** Christmas time. (pronounce: bey-gli)
2. *Túró Rudi* is everybody's favourite desert, made of cottage cheese and covered with chocolate. (pronounce: too-raw-roo-dhi)
3. Gundel, a Budapest restaurant **of** international reputation, was founded in 1894. (pronounce: goon-dehl)
4. Every year, on 20<sup>th</sup> August, the new bread **is** blessed and celebrated.
5. Hungarians love **eating** lettuce with a mixture of water, vinegar and sugar.
6. There are several types of pickles made in Hungary, for example miniature pickled **watermelons**.
7. When Hungarians have a barbeque, they often fry lard on a skewer and drip the fat onto **a slice of** bread.
8. The main difference **between** the Baja and the Szeged fishsoup is that the Baja fishsoup contains noodles. (pronounce: bah-yah and seh-ghed)

9. A peculiar feature of Hungarian cuisine is the *főzelék*, a thick vegetable stew **made** with a variety of ingredients. (pronounce. Fi(r)-zeh-lake)
10. During hot summer days, having a cherry soup is almost **a** must.
11. Hot paprika powder is **commonly used** in Hungarian meals.
12. Lunch is the main meal of the day, usually consisting of three courses, the first of **which** is soup.
13. Szeged winter salami **gained** the European Union protected designation of origin status in 2007. (pronounce: seh-ghed)
14. The winter salami is **smoked slowly** and cured in cold air for 90 days.
15. **Despite** the fact that vegetable oils are becoming more and more popular, many Hungarians still prefer lard or goose fat for cooking.
16. Pasta is not only eaten Italian style, but Hungarians may also mix **it** with sugared poppy seeds, walnuts or even cottage cheese.
17. At the table you should wish "good appetite" to the **others** before starting to eat.
18. While Americans tend to drop the knife and switch the fork after cutting the meat, Hungarians hold the fork in the left hand, and the knife in the right hand **all the time**.
19. Signal that you **have finished** eating by placing the cutlery side by side to one side of your plate.
20. Paprika **has been cultivated** in the region for hundreds of years.
21. If you want to eat your Easter ham Hungarian style, you **had** better flavour it with horse raddish cream.
22. It is usually November that pig slaughters take place **in** the rural regions of the country.
23. For a Hungarian sour cherry soup, stone the sour cherries, then put them to cook together with sugar, salt, lemon peel, and **cinnamon**.
24. There is much more to Hungarian cooking **than** goulash soup.
25. The institution of coffee houses **is being revived** in 21<sup>st</sup> century Hungary.
26. You can **choose from** an extensive array of desserts in confectionery shops.
27. The influence of the Austro-Hungarian monarchy **can still be felt** in Hungarian cuisine.
28. Have you tried the typical Hungarian meat soup **yet**, which is the essential starter of a Sunday lunch?
29. Service charge is usually not **included** in restaurant charges, so it is customary to give a 10% tip.
30. If you are on a tight budget, find a little corner restaurant outside the **touristic** places.
31. Ráday Street has become a culinary **hotspot** in Budapest with several fancy restaurants. (pronounce: rhah-dah-y)
32. Even though Hungarians are typically known as meat-lovers, you'll find vegetarian meals **in most** restaurants.
33. Due to the country's colourful history, Hungarian cuisine draws upon that of several other **nations**.
34. King Matthias introduced garlic and onion **in** the 15<sup>th</sup> century, and they have been used ever since.
35. *Foie gras* is an expensive delicacy made **from** the liver of specially fattened geese.
36. The basic ingredients of *lecsó* are **tomatoes**, peppers and onions sauteed preferably in some bacon fat. (pronounce: leh-cho)

37. Lángos is a Hungarian fast food served **at** markets and usually eaten with garlic or sour cream and grated cheese. (pronounce: lan-ghosh)
38. Pork jelly (*kocsonya*) is a winter dish, and **it's** eaten with bread. (pronounce: koh-cho-nya)
39. Hungarians are **very** pleased indeed when they hear a compliment on their cuisine.
40. I suggest **that** you cook meat soup adding a little spoonful of sugar in it.
41. Dobos cake, **which** is named after a famous confectioner, is topped with caramel slices. (pronounce: do-bosh)
42. Only after the 16<sup>th</sup> century **did** coffee drinking **become** a tradition in Hungary.
43. Remember **to put** some ground pepper on your cabbage-pasta.
44. When you **enter** an elegant restaurant, you should wait to be seated.

## 27. Fårikål

**Level:** Pre-Intermediate / Intermediate (board game already from Elementary level)

**Time:** 45 min

**Skills:** reading, writing, speaking, listening

**Activity:** Sequencing the steps of preparing fårikål, writing down the process in the correct order, collecting the ingredients of the fårikål on the supermarket-board, by answering questions related to food.

**Preparation:** Each student / pair needs a copy of the first page, but only one copy of the second page is needed altogether. In case of a whole class, students form groups to add up their knowledge and challenge each other in the board game. Equipment: a dice, and as many counters as players / groups. Make sure that each student can see the board.

**Procedure:**

*Recipe:* After a frontal-group discussion of the introductory text and the list of ingredients, students work on finding the right order of the steps of preparing the dish. This can be done individually or in small groups. The first step is given.

Board game: After discussing the rules, students form groups and the game starts. They throw the dice to get to the store. Once they entered, they can choose which way to go. By stepping on one of the listed ingredients, we give them a question from the list below. We can choose it ourselves, or we can ask the students to give a number between 1 and 30. Then we ask the question, making sure that everybody understands it. If the answer is good, it means that they have bought the ingredient, so they can tick it on their list. Make sure that they keep to the rules.

**Extension/Variation:** A grammatical section focusing on the passive voice and/or the past participle can be included by processing the introductory text. This can be done by setting the third form verbs into first form, or the whole text into the active voice. (*e.g. You are Janne from Norway. Tell your friends about the way Norwegian people make fårikål by putting the sentences of the text into the active voice: "Traditionally, we serve fårikål with potatoes."*)

By omitting the introductory text, the level can be lowered. With much coaching, the recipe exercise can also be solved with elementary students – but then it might take twice as much time. The board game can also be played with elementary students.

Eventually, we can bring our own questions from other topics. The students may get a question for each item in the supermarket, this way the dice can be omitted.

**Comments:** More advanced students can solve these exercises individually, without coaching. The board game can also be used in small groups for reviewing or practising vocabulary, even out of class.

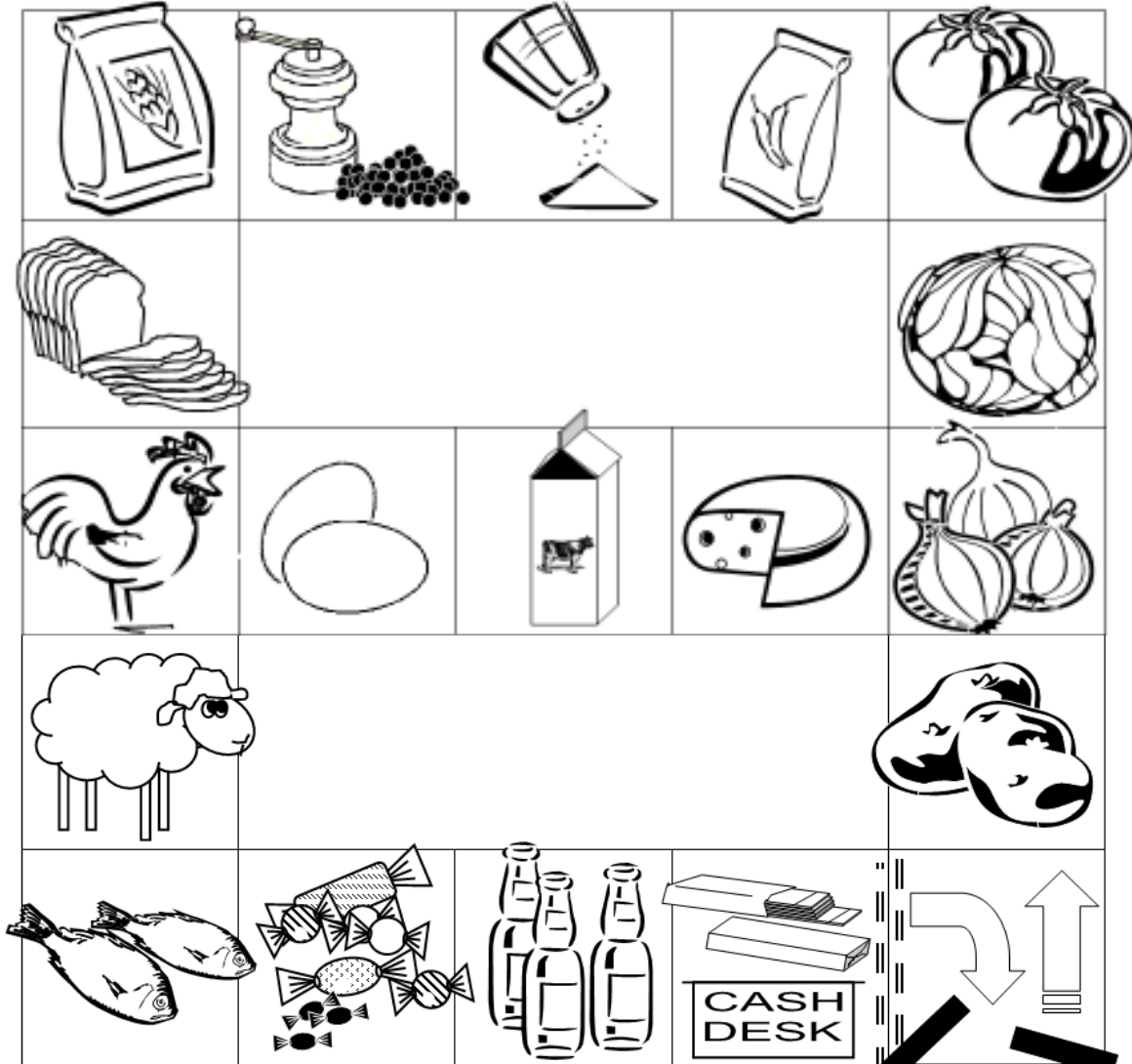
## ⇨ Key

### **27. Farikål – recipe, p. 49**

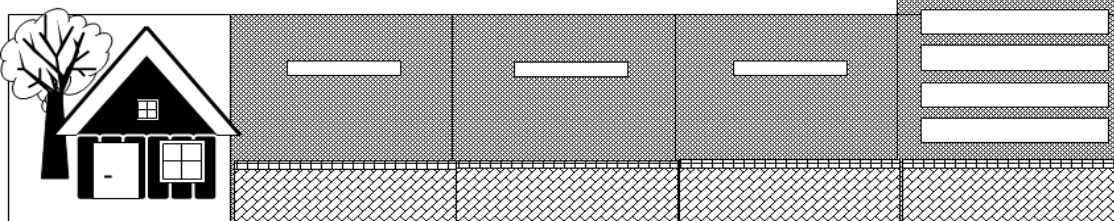
*Cut the cabbage into segments. Do not pull to leaves. Find the fattiest bits of meat and place a layer of those on the bottom of the pot. Add a layer of cabbage. Combine the flour, salt and peppercorns and sprinkle the mix over the cabbage. Repeat layering until you reach the top of the pot or you run out of meat and cabbage. Cabbage is the top layer. Pour over boiling water, return the mixture to a boil, and then let it cook on low heat for about 2 hours. The dish is cooked when the meat slips easily from the bones. You must not stir. Serve with plain cooked potatoes.*

## 27. Farikål – board game

You are going to make fàrikål now. For this, you need to buy the ingredients first.



***This is the supermarket. Your mom asks you to do some shopping for the family. You want to surprise them with fàrikål, so you'll also buy the ingredients for that.***



Throw the dice in turn to get to your ingredients. Once you stand on the ingredient you need, you will get a question. If you can answer it, you will get the ingredient. You can move in any directions, but use the exit by the cash desk only after finishing shopping. You cannot enter at the cash desk or exit at the entrance. If you need something from the other side, you have to walk around the shop. When you have all the ingredients for your dinner, try to get home as fast as possible, so that you can prepare the food on time. In order to enter the house, you need an exact throw. The one who gets home first is the winner.

## **Fårikål – board game questions**

**1) What is the temperature for deep freezing?**

- a. -5 °C
- b. -12°C
- c. -18 °C

**2) What is breading?**

- a. A stuffing made from a mix of bread soaked in milk, egg yolk and spices.
- b. A covering for slices of meat or substitute made of flour, eggs and bread crumbs.
- c. Minced meat, soaked bread in small pieces and spices mixed, formed into a bread-like shape and baked in an oven.

**3) What can you cook in ten minutes?**

- a. hard boiled eggs
- b. soft boiled eggs
- c. potatoes

**4) What are the ingredients for thickening?**

- a. Flour and oil.
- b. Flour and milk.
- c. Flour and yeast.

**5) What is the most commonly used seasoning?**

**6) What is the difference between spaghetti and macaroni?**

**7) What is a meringue?**

- a. Egg whites beaten with powder sugar, dried out in an oven.

b. Peeled sliced fruit cooked in spiced and sugared water.

c. Milk with fruit or other flavourings, smashed with a blender.

**8) Can you burn yourself with water?**

**9) List five ingredients for a salad.**

**10) Where do you have to place the spoon, the knife, the fork and the napkin when you set the table?**

**11) Which of these needn't you stir while cooking?**

- a. rice
- b. marmalade
- c. pasta

**12) Which part of the potato plant do we eat?**

- a. balls growing on the stem
- b. balls growing on the roots
- c. balls growing from the flowers

**13) Which of these things can you never use for cooking?**

- a. needle and thread
- b. clay and water
- c. rocket and ball

**14) Which part of the cauliflower do we eat?**

- a. its fruit
- b. its flower
- c. its leaves

**15) Which part of the carrot do we eat?**

- a. its fruit
- b. its stem
- c. its root

**16) What is the similarity between donuts and French fries?**

**17) What is a pressure cooker? A sort of**

- a. casserole
- b. cooking pot
- c. frying pan

**18) What is caramel?**

**19) Which fruit has the highest vitamin C content?**

- a. blackcurrant
- b. lime
- c. blackberry

**20) What do you call the meat of these animals?**

- a. chicken
- b. pig
- c. cow
- d. sheep
- e. calf

**21) In which special stores can you buy**

- a. herbal tea?
- b. beetroots?
- c. magazines for cooking?
- d. baguettes?
- e. minced meat?

**22) Name five utensils that are used in the kitchen.**

**23) What are brownies?**

- a. Meatballs in breadcrumbs fried in oil.
- b. Juicy sponge cake with cacao powder.
- c. Chocolate coated marshmallows.

**24) Name five spices.**

**25) Which is the most caloric?**

- a. potato
- b. corn
- c. rice

**26) What is aspartame?**

- a. A medicine used to lose weight.
- b. An artificial sweetener.
- c. When breathing is affected by symptoms of food allergy.

**27) Which statement is false?**

- a. Milk chocolate contains milk powder whereas dark chocolate doesn't.
- b. There's more sugar in milk chocolate than in dark chocolate.
- c. White chocolate doesn't contain any cacao: that is why it is white – some even say it is not chocolate.

**28) What do you have to take care of while baking a sponge cake?**

**29) List five dairy products.**

**30) How much is 20 grams of flour?**

- a. a level tablespoonful
- b. a rounded tablespoonful
- c. a teaspoonful



## Key

### Farikál – board game questions

1) What is the temperature for deep freezing?

- a. -5 °C
- b. -12°C
- c. -18 °C

2) What is breading?

- a. A stuffing made from a mix of bread soaked in milk, egg yolk and spices.
- b. *A covering for slices of meat or substitute made of flour, eggs and bread crumbs.*

c. Minced meat, soaked bread in small pieces and spices mixed, formed into a bread-like shape and baked in an oven.

3) What can you cook in ten minutes?

- a. *hard boiled eggs*
- b. soft boiled eggs
- c. potatoes

4) What are the ingredients for thickening?

- a. *Flour and oil.*
- b. Flour and milk.
- c. Flour and yeast.

5) What is the most commonly used seasoning?

*Salt.*

6) What is the difference between spaghetti and macaroni?

*In macaroni there's a hole running through the inside.*

7) What is a meringue?

- a. *Egg whites beaten with powder sugar, dried out in an oven.*
- b. Peeled sliced fruit cooked in spiced and sugared water.
- c. Milk with fruit or other flavourings, smashed with a blender.

8) Can you burn yourself with water?

*Yes, if it's hot or already steam.*

9) List five ingredients for a salad.

10) Where do you have to place the spoon, the knife, the fork and the napkin when you set the table?

*The napkin on the left of the plate, the fork on the napkin. The knife on the right of the plate, the spoon next to it (the spoon is outside, as you will probably eat soup first).*

11) Which of these needn't you stir while cooking?

- a. *rice*
- b. marmalade
- c. pasta

12) Which part of the potato plant do we eat?

- a. balls growing on the stem
- b. *balls growing on the roots*
- c. balls growing from the flowers

13) Which of these things can you never use for cooking?

- a. needle and thread
- b. clay and water
- c. *rocket and ball*

14) Which part of the cauliflower do we eat?

- a. its fruit
- b. *its flower*
- c. its leaves

15) Which part of the carrot do we eat?

- a. its fruit
- b. its stem
- c. *its root*

16) What is the similarity between donuts and French fries?

*They are both fried in hot oil.*

17) What is a pressure cooker? A sort of

- a. casserole
- b. *cooking pot*
- c. frying pan

18) What is caramel?

*Burned sugar.*

19) Which fruit has the highest vitamin C content?

- a. *blackcurrant*
- b. lime

c. blackberry

20) What do you call the meat of these animals?

- a. chicken - *chicken*
- b. pig - *pork*
- c. cow - *beef*
- d. sheep - *lamb*
- e. calf - *veal*

21) In which special stores can you buy

- a. herbal tea? – *pharmacy/drugstore/chemist's*
- b. beetroots? – *greengrocer's*
- c. magazines for cooking? – *kiosk/newsagent's*
- d. baguettes? – *bakery*
- e. minced meat? – *butcher's*

22) Name five utensils that are used in the kitchen.

23) What are brownies?

- a. Meatballs in breadcrumbs fried in oil.
- b. *Juicy sponge cake with cacao powder.*
- c. Chocolate coated marshmallows.

24) Name five spices.

25) Which is the most caloric?

- a. potato
- b. corn
- c. *rice*

26) What is aspartame?

- a. A medicine used to lose weight.
- b. *An artificial sweetener.*
- c. When breathing is affected by symptoms of food allergy.

27) Which statement is false?

- a. Milk chocolate contains milk powder whereas dark chocolate doesn't.
- b. There's more sugar in milk chocolate than in dark chocolate.
- c. *White chocolate doesn't contain any cacao: that is why it is white – some even say it is not chocolate. (explanation: it does not contain cacao powder but it does contain cacao butter – the second half of the statement is true)*

28) What do you have to take care of while baking a sponge cake?

*You shouldn't open the oven in the first twenty minutes, or your cake will become flat.*

29) List five dairy products.

30) How much is 20 grams of flour?

- a. a level tablespoonful
- b. *a rounded tablespoonful*
- c. a teaspoonful

## 28. Svele

**Level:** pre-intermediate

**Time:** 20 min for the exercises, 1,5 hour for preparing svele and cleaning up afterwards.

**Skills:** 1. reading and writing, labelling 2. reading, sequencing

**Activity:** This activity is about preparing Norwegian food and learning food vocabulary with the help of a recipe.

**Preparation:** First do the activities to make sure that students understand the recipe then if you want to prepare the svele with the students bring ingredients and reserve the school kitchen.

**Procedure:**

*Exercise 1.* Before handing out the activity sheets ask your students whether they like pancakes. The answer will probably be a definite yes. Explain to your students that you are going to read about (and also prepare) a speciality from Norway which is similar to a pancake. Ask your students to read what ingredients are needed to prepare svele. Discuss what ingredients are necessary for a pancake. Then ask students to figure out what ingredients make svele differ from pancakes.

After that ask your students to label the ingredients of svele in the picture.

Check the results together as a whole class.

*Exercise 2.* Students read the recipe and put pictures into the right order. Check the understanding of quantities such as *teaspoon of, heaped teaspoon of, ladleful of* (especially if you are really intending to prepare svele with your students).

**Extension/Variation:** An extension of the second activity: after putting the pictures into the correct order, write the steps of making svele under the pictures.

(not all steps can be seen in the pictures.)

### ↔ Key

#### 28. Svele – ingredients, p. 50

1 flour 2 sugar 3 yoghurt 4 milk 5 salt 6 sour cream 7 strawberry jam 8 margarine 9 eggs 10 baking soda

#### 28. Svele – cooking steps, p. 51

A 6, B 2, C 4, D 3, E 5, F 1

## 29. Restaurant

**Level:** Intermediate and Upper-Intermediate

**Time:** 1) 20 min, 2) homework, 3) 5 min, 4) 5 min

**Skills:** speaking, labelling

**Activity:** This activity is about traditional Norwegian food.

**Aims:** Practising how to order in a restaurant, develop the speaking skill of the students.

### **Procedure**

#### *Exercise 1*

Students should work in small groups. The idea is for them to act out a dialogue between a waiter and a family ordering food at a restaurant. Give the students the freedom to choose the character they want to and if they enjoy the activity switch roles and act it out once more.

#### *Exercise 2*

You can give this exercise as homework for further practice. You might want to collect the menus and make a book out of them.

#### *Exercise 3*

Students should work individually. Ask them to use at least 3 adjectives when describing the food given.

#### *Exercise 4*

Students should work individually when putting the words in the correct column. You can ask if they can come up with other adjectives.

**Extension/Variation:** An extension of the third activity: one student describes a type of food and the others have to guess. Tell your student to describe the taste, smell, colour, etc. You can first give an example.

## 30. Norwegian- Hungarian Etiquette

**Level:** intermediate and pre-intermediate

**Time:** 30 min (+ homework for the writing part)

**Skills:** reading, speaking, writing

**Activity:** This activity is about Norwegian and Hungarian etiquette and protocol and practising the imperative structure.

### **Procedure**

#### *Exercise 1*

Students can work in pairs or individually. The idea is for them to read the statements and tick whether they think they are true or false. They can write down their reasons for choosing the given option.

#### *Exercise 2*

Students should work individually and make affirmative and negative instructions from the statements given.

#### *Exercise 3*

You should be the first who starts the exercise and give an example to the students. Tell the students to give instructions that can be followed by the other. For example: “Open the door!” – this way they can also move around the classroom so the activity becomes more dynamic.

#### *Exercise 4*

You can give this exercise as homework for further practice. Remind your students to use all they have learnt in class.

**Extension/Variation:** An extension of the first activity: ask your students if they can recall funny situation from their holidays connected with the topic. Discuss afterwards! You can also discuss the etiquette of other cultures that students know about.

## ➔ **Key**

### **30. Norwegian-Hungarian etiquette, exercise 1, p. 52**

Norway: 1 - T, 2 - F, 3 - T, 4 - F, 5 - T, 6 - F, 7 - T, 8 - T, 9 - T, 10 - T

Hungary: 1 - F, 2 - T, 3 - T, 4 - T, 5 - T, 6 - T, 7 - T, 8 - F, 9 - F, 10 - T

## 31. Superlatives

**Level:** Elementary

**Time:** 20 min

**Skill:** reading, speaking

**Activity:** This activity provides students with some practice concerning superlatives.

**Preparation:** One copy of the worksheet per a pair of students, a reward (e.g. a piece of chocolate)

**Procedure:**

*Pre-activity:* Write down the following simple question on the board: *What is the (big) continent in the world?*

Make sure students understand superlatives, and elicit the correct answer (*biggest*).

Ask students similar questions involving superlatives. Discuss the language and how they should express themselves even if they are not sure of the correct answer. *I'm sure it's.../ I think it's.../ Maybe it's.... / I have no idea.* Then ask students to agree on their answers and ask each other questions similar to the first one on the board.

*Activity:* Explain in details to the students that they are going to complete a quiz in pairs using superlatives. The quiz is about Hungary. Ask them if they are familiar with the country. If a student is, ask him/her to explain to the others where it is situated and add a few interesting details about the country. If no one in your class is familiar with Hungary then you yourself should say a few sentences and check if students have understood them. Then divide the students into pairs and give each pair a worksheet, give students time to read through the quiz and ask questions, they might have problems with vocabulary.

Ask the students to complete the questions in pairs and write down the correct superlative form. Have a class feedback session and make sure everyone has completed the quiz correctly. Then the pairs should discuss the questions and answers, and write down their answers *a*, *b* or *c* in the first column. Encourage them to use the language taught in the pre-activity while they are discussing the questions. Explain to them that they are now going to put bets on their answers, each pair starts with 200 points. They must bet points per answer on each answer being correct. The minimum bet is 5 points. A time limit should be set for them to write down their bets in the second column, about 3-5 minutes. Go around and check if they have all put down bets after each question and that they have not gone over their 200-point limit. Go through the questions with the students and check the answers, if students have a correct answer to a question they win the double amount of their points that they have bet on an answer and have them write the amount in the last column. If they don't

have the correct answer, they win nothing and write 0 in the third column. (To avoid cheating ask students to mark another pair's worksheet.) At the end students add up their total, the pair with the highest number of points wins the reward.

**Extension/ variation:** Students write a similar quiz. They can choose a topic that they are interested in and know well. They should use superlative sentences. Go around and help them choose their topic and help with vocabulary if necessary.

## ⇨ **Key**

### **31. Superlatives, exercise 1, pp. 54-55**

1. Volga (a)
  2. Csepel, 48 km (b)
  3. 1873 (c)
  4. 3000 (d)
  5. German, according to the 2001 census (b)
  6. Istanbul (1874), London (1863), Budapest (1896) (c)
  7. Debrecen: 230 km, Szeged: 171 km, Pécs: 200 km (b)
  8. 4 and 6 (a)
  9. 527 meters above sea level (b)
  10. Franz (Ferenc) Liszt (a)
- Bonus: about 20 million**

## 32. Story-telling

**Level:** pre-intermediate and intermediate

**Time:** 1) 10 min, 2) 45 min, 3) 25 min, 4) homework

**Skills:** reading, speaking, writing

**Activity:** This activity includes a gap filling exercise, a role-play, a story telling exercise and a writing task connected with an original Norwegian fairy tale. It is useful for practising reading, and grammar (verb tenses).

### Procedure

#### *Exercise 1*

Students should work individually. The idea is for them to read the text and put the verbs in brackets in the correct tense. A checking should follow the activity. Ask the students if there are words which they do not understand. Discuss them.

#### *Exercise 2*

Students should work in groups of three or more. They should have the freedom to choose which character they want to be and after a preparation of 10-15 minutes they should act out the story. You can tell them that they are free to improvise if they want to.

#### *Exercise 3*

You can give this exercise as homework for further practice. Remind your students to use all the key words given and also give a title.

**Extension/Variation:** An extension of the writing task: collect the fairy tales and make a book out of them to keep it in the classroom for everyone to read it!

## ⇨ Key

### 32. Story-telling, exercise 1, pp. 56-57

driving, carrying, said, went, told, came, asked, tell, are, are thinking.



## 33. Midnight Sun

**Level:** Elementary

**Time:** 20 min

**Skills:** speaking, reading, listening

**Activity:** This activity informs students about cultural differences rooted in geographical differences. It is also a good opportunity to practise telling the time, to discuss and compare summer activities, to describe landscape, and to spot differences.

**Preparation:** photocopy the task sheet (in colour if possible) for each pair of students

**Procedure:**

*Task 1:* Students can be asked to guess which column of photos was taken in Hungary and which one in Norway. Answer : the column on the left was taken in Hungary (spot the dome of the Building of the Parliament in the distance) and the one on the right in Norway (see the mountain ranges in snowcaps).

*Task 2:* Students try to match the photos with the times and then discuss their choices telling the times aloud.

*Task 3:* Students in groups collect words that can be used to describe the photos. Then in pairs they choose a photo and describe it to their neighbour without actually pointing at it. Their neighbour guesses which one his/her partner has been describing.

*Task 4:* Students sort out the summer activities according to where they are likely to be done at night. They suggest other activities. It might be mentioned that people and travellers in the north are quite lively until late at night due to the effect of the midnight sun. In winter it is just the opposite, for the lack of sunlight natives often suffer from Seasonal Affective Disorder, a type of depression.

**Extension/Variation:**

### ⇐ Key

#### 33. Midnight sun – task 1, pp. 58-59

An important conclusion to draw is that it is dark in Budapest in June in the evening but in Norway the sun does not set in the evening.

- 1) 01.10 a.m.    B
- 2) 05.15 a.m.    H
- 3) 13.45 p.m    E

- 4) 14.00 p.m. F
- 5) 15.30 p.m. A
- 6) 19.00 p.m. G
- 7) 21.55 p.m. C
- 8) 22.40 p.m. D

Activities:(suggestions)

- a) Read a book in the garden, NO
- b) Swim naked in the warm water, HU
- c) Walk in the woods, NO
- d) Play football, NO
- e) Celebrate a friend with fireworks, HU
- f) Go to an open-air cinema, HU
- g) Become sleepy HU