

GARCZYŃSKA, HELENA: *Troll 1. Język norweski: teoria i praktyka – poziom podstawowy*. Gdańsk: słowo/obraz terytoria, 2008. 200 pp.

GARCZYŃSKA, HELENA & BALICKI, MACIEJ: *Troll 2. Język norweski: teoria i praktyka – poziom średniozaawansowany*. Gdańsk: słowo/obraz terytoria, 2009. 200 pp.

*Troll* is a book series on Norwegian grammar, aimed at Poles learning Norwegian on languages courses, in schools and in institutions of higher education. Such a broad spectrum of addressees is a necessity rather than a choice, taking into account the small number of Norwegian learners in Poland. Nonetheless, it has some implications for the books' form which I will mention later. The series consists of two volumes, aimed respectively at beginner-level learners (*Troll 1*, henceforth T1) and intermediate/advanced learners (*Troll 2*, T2). Both handbooks cover all the vital issues regarding the grammar of Norwegian, grouped predominantly by the criterion of parts of speech. In cases where it is natural, the authors collect exercises devoted to practicing a certain morphological category (for instance passive voice of verbs) or sentence structure. The form of the handbook is overwhelmingly clear: on the left hand side we find explanations and rules in Polish with Norwegian examples, whereas the right hand side provides a set of exercises connected to the described structure. Such a composition cannot help to bear a certain degree of monotony, which by no means can be viewed as profitable in second language acquisition process. Therefore the reviewed publications seem best applied as additional reference sources, for repeating and reinforcing the previously acquired knowledge. Such a view is strengthened by the fact that both volumes are equipped with tests following all groups of exercises and a key, which makes the series a good self-study.

It is worth mentioning here that *Troll* is the first publication devoted entirely to Norwegian grammar on the Polish market. Until *Troll* was released, the only existing handbook of Norwegian in Polish was Łęcki (2001). Although both books are not entirely comparable, in that Łęcki is a complete coursebook, whereas *Troll* deals only with issues of grammar, the latter publication is undeniably more advanced in terms of both grammatical content and theoretical explanations, as well as contains fewer mistakes. As reviewing Łęcki is beyond the scope of this paper, I will here refrain from providing examples of its flaws. Needless to say, the very fact of employing a native speaker (who is additionally fluent in Polish) as a consultant is a sign of accuracy and diligence on the side of Garczyńska and Balicki that one fails to notice in Łęcki's work.

Having said that, one needs to admit the both T1 and T2 did not escape certain terminological lapses. What in Polish grammars generally is classified as

*zaimki przymiotne nieokreślone* (indefinite adjectival pronouns) and *zaimki przymiotne przeczące* (negative adjectival pronouns) appear in T1 as *przymiotniki kwantyfikujące* (*kvantifiserende adjektiv/quantifying adjectives*) [T1, pp. 84-89]. Such a choice seems motivated by the author's will to find a term corresponding to the Norwegian group of *kvantorer* (quantifiers), which includes the mentioned Polish pronouns. In addition, using the term *ubestemt pronomen*, which is a direct translation of the Polish *zaimek nieokreślony*, would point the learner to only one word, that is the indefinite pronoun *man* (one, Faarlund *et al.*, 1997). Nonetheless, this move may unnecessarily lead astray those learners who use the Polish grammar terms, and hence, it requires a comment from the author's side. The second terminological error, less justifiable than the previous one, appears in the Norwegian terms for conjunctions. In Polish as in Norwegian, there is a difference between *spójniki współrzędności* (*konjunksjoner*) and *spójniki podrzędności* (*subjunksjoner*). The authors however, decide to introduce a contradictory term of *underordnete konjunksjoner* [T1/136; T2/134], possibly as a copy of the English term 'subordinating conjunction'. Furthermore, instead of discussing strong and weak inflection of adjectives, the authors use the terms reserved for nouns, that is indefinite and definite forms [T1/66-73, T2/52]. With the exception of the mentioned lapses, one needs to stress the great degree of correspondence between both volumes of *Troll* and grammars existing on the Norwegian market, as well as introducing in T1 and T2 the Norwegian terms for the described structures. For academy-level students it is undeniably beneficial to know the terms in target language as to enable them referring to Norwegian sources.

As concerns the content, certain grammatical explanations do not render the full scope of the described features. Such is the case of conditional clauses [T2/144-147], where the authors omit the correct, albeit somewhat confusing form of using double past perfect forms to signal unrealistic wishes (for instance *Hadde sola skint i går, hadde jeg gått tur*). Similarly, in case of locative adverbs such as *ned* (down) or *opp* (up), the authors fail to mention their use as prepositions to refer to the direction of a given movement (for instance *Hun løp ned trappa*) [T2/162]. Furthermore, the already signalled broad spectrum of addressees results in some explanations being too academic for participants in practical courses of Norwegian, while other tasks prove too simple and repetitive for academy students. As an example one can name explaining sentence structure by means of the so called field analysis (Diderichsen's *feltanalyse*), which may prove a too complicated approach for a reader unfamiliar with various syntactical terms. Still, the vast majority of explanations are correct and presented in a comprehensible way, escaping the trap of being too academic. Moreover, Garczyńska and Balicki do not avoid dealing with idiomatic structures that seldom are thoroughly described in Norwegian grammars. It is especially visible in the second volume, for instance in case of prepositions [T2/156-159], aspect [T2/92] and passive voice [T2/114].

Except for the theoretical lapses, one finds additional drawbacks of the series in the content of exercises. One of them is the artificiality of sentences, possibly resulting from the authors' focus on practicing morphological forms or syntactic constructions with no regard for their actual use (or non-use). Additionally, the

examples are at times not adjusted to the level of learners: for instance a learner practicing past tense forms will hardly profit from producing a sentence *Mennene flådde dyret for å få tak i den fine pelsen* (The men skinned the animal in order to get the nice fur) [T1/105], especially that the verb *flå* is not given its Polish equivalent, and that the target group are learners on beginner level. The lack of Polish equivalents is also observed in case of verbs with –s forms [T2/76] and phrasal verbs [T2/82-85]. The described phenomena belong to the lexicon rather than the grammar of Norwegian. As such, exercises cannot be solved without a very advanced dictionary, which is unobtainable for the majority of Norwegian learners in Poland. What could also be questioned, yet not very strongly, is the predominant use of a single sentence as language unit, while in a few cases a broader context is required in order to solve the task. For instance, the test sentence 15 [T1/172] has two correct answers, depending on the broader context.

Although the majority of the suggested exercises are not especially innovative, the authors have proposed a few interesting solutions that can be successfully applied in the language classroom, for instance exercise 2.3. on reflexive possessive pronoun *sin* [T2/15]. One can additionally stress the accuracy of the authors when it comes to preparing the print version, as it contains very few misprints.

Taken into account that there are very few handbooks of Norwegian on the Polish market, the reviewed publication is an important and interesting position. As all first editions it has its flaws, yet they can be seen as minor in the perspective of the series' significance. As long as one bears in mind the publications are not course books, they are recommendable for all the intended groups of addressees.

#### REFERENCES

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