

B U L G A R I A N

BASIC COURSE

Taped Exercises

in

Grammatical Structures

Volume II

Units 4-10

Workbook

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DEFENSE LANGUAGE INSTITUTE

PREFACE

This is the 2nd volume of the Bulgarian Basic Course, Taped Exercises. The Taped Exercises were developed as part of the overall development specification for DLI Work Unit 0114, Revision of Taped Exercises in 20 Languages. The objective of the work unit is to improve DLI Audio software and to incorporate into DLI courses recent advances in language teaching/learning techniques. The materials are intended to supplement or replace existing tape materials in each of the 20 basic courses encompassed by this work unit. Special emphasis is given to creative activities, realistic situations and authentic speech variations. The inclusion of a self-evaluative instrument for each instructional unit represents a new approach to DLI instructional learning methods. The materials can be used for self-study purposes outside of the class or in a language lab under the guidance of an instructor. They provide the student with additional exercises of materials which were previously introduced in class; as remedial or refresher exercises they can be used whenever extra practice is appropriate.

These materials embody an analysis of the Bulgarian Basic Course with particular emphasis directed to those aspects of the Bulgarian language which experience has demonstrated English-speaking students may have difficulty mastering. The exercises consist of three student workbooks, three instructor volumes, and 17 tapes. The workbooks contain objectives, instructions for the taped portion and written exercises for each unit, and self-evaluative tests to measure student achievement.

Constructive suggestions for the refinement of both form and substance of these materials are solicited from all interested persons.

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UNIT 4

OBJECTIVES

Upon completion of this unit the student will be able to understand and construct oral and written sentences using:

- a) the 3rd person singular and plural forms of the verb СЪМ (to be), present tense,
- b) the 3rd person singular and plural forms of the personal pronouns,
- c) the proper forms of masculine, feminine, and neuter nouns,
- d) the plural forms of the nouns ending in -И
- e) general questions with rising intonation,
- f) the interrogative pronouns КОЙ (who, which) and КАКЪВ (what, what kind).

This unit is based on the vocabulary from lessons 1-6 of the Bulgarian Basic Course, 1957.

Ninety percent accuracy is the accepted level of performance measured through self-evaluative tests.

Step 1.

Listen to the following narration while looking at its written representation in your workbook.

Фред е студент. Той живее в Кармел. Лидия също е студентка. Тя живее в Пасифик Гров. Те са студенти. Сега те учат български език.

Господин Христов е учител. Госпожа Добрева е също учителка. Те са учители и живеят в Монтерей.

Училището за чужди езици е също в Монтерей. То е голямо и хубаво. В него има много студенти.

Notes

Let us take a look at the following sentences:

Фред е студент. (Fred is a student.)

Лидия е студентка. (Lidia is a student.)

Те са студенти. (They are students.)

As you can see from the English translation, the underlined forms е and са represent the third person singular and plural of the verb СЪМ "to be" respectively.

The word order of these simple sentences in Bulgarian and English is identical. Both languages utilize the basic sentence pattern, that is

Subject - Predicate

(Noun Phrase - Verb Phrase)

Step 2.

Listen to and repeat the following Bulgarian sentences after the speaker while looking at their graphic representation in your workbook.

Direct your attention to the pronunciation of the final sounds of the nouns in these sentences, and compare it to the written representation.

Here we go!

1. Фред е студѐнт. _____
2. Г-н Иванóв е учíteл. _____
3. Фред има молив. _____
4. Г-н Иванóв четé вѐстник. _____
5. Добър ден! _____
6. Лидия е студѐнтка. _____
7. Г-жа Добрева е учíteлка. _____
8. Тя има шапка. _____
9. Лидия четé кнѝга. _____
10. Аз отѝвам на вечеря. _____
11. Той пѝе ви́но. _____
12. Ива́н отѝва на се́ло. _____
13. Добро́ у́тро! _____
14. Ти пишеш писмó. _____
15. Г-жа Добрева има дете́. _____
16. Ива́н но́си ке́пе. _____
17. Лидия яде́ грóзде. _____

Notes

Did you notice that there are basically three groups of nouns: those ending in a consonant (т, л, к, в, н); those ending with the vowels -а or -я, and those ending with the vowels -о or -е? If you have made this observation, you are on the right track in mastering the gender of Bulgarian nouns.

Nouns in Bulgarian usually have gender corresponding to either biological or grammatical characteristics, but there are exceptions. According to the final sound, we recognize three genders:

1. Nouns ending in a consonant are of the masculine gender.
2. Nouns ending in the vowels а or я are of the feminine gender.
3. Nouns ending in the vowels о or е are of the neuter gender.

Step 3

Now listen to the following Bulgarian words and concentrate on the final sounds:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

What do you notice so far? What is the difference, for example, between the words: студѐнт - студѐнти?

It is the final vowel и in the second word. This single sound makes the difference between the singular and the plural forms in this case.

Let us examine other pairs of words--this time, feminine. Listen to the speaker.

(кнѐга - кнѐги)

(ма́са - ма́си)

What is happening here? We are replacing the final vowel а with и. This is another way of making the plural forms of singular nouns.

There are other ways to form plurals, and we will cover them later on in the course. The important thing which you should remember at this point is that a great number of Bulgarian nouns utilize an и in the plural.

Step 4.

Listen to and repeat the following Bulgarian sentences after the model while looking at their written form in your workbook.

Here we go!

1. Фред е студѐнт. _____
2. Той е студѐнт. _____
3. Г-н Хри́стов е учи́тел. _____
4. Той е учи́тел. _____
5. Ли́дия е студѐнтка. _____
6. Тя е студѐнтка. _____
7. Писмо́то е на маса́та. _____
8. То е на маса́та. _____
9. Фред и Ли́дия са студѐнти. _____
10. Те са студѐнти. _____

Do you see what change is taking place? The words: Фред, г-н Хри́стов, Ли́дия, Ива́н etc. are names of people and are called personal nouns. The underlined forms replace these personal nouns and are called personal pronouns. They are the forms for personal pronouns in the third person singular and plural, and correspond to their English counterparts in the following manner:

той - he
тя - she
то - it
те - they

As you can see, different forms are used for different genders. The forms: той, тя, то, те are used with animate as well as with inanimate nouns (that is, nouns indicating living beings and nouns indicating things).

For example:

Моливът е на масата.

Той е на масата.

Шапката е на масата.

Тя е на масата.

Кепето е на масата.

То е на масата.

Моливите са на масата.

Те са на масата.

Self-evaluative Test No. 1

A. Listen to the following sentences and replace the first noun in the sentence with an appropriate pronoun. Write your answer in the space provided in your workbook.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Fill in the blanks with the proper form of the verb СЪМ (to be), third person singular or plural.

1. Фред и Лидия . . . студенти.
2. Г-н Христов . . . учител.
3. Те . . . учители.
4. Училището . . . хубаво.
5. Монтерей . . . в Калифорния.
6. Лидия . . . студентка, а г-жа Добрева . . . учителка.

Start your tape!

C. Listen to the following nouns and mark their grammatical gender.

	M	F	N
1.	()	()	()
2.	()	()	()
3.	()	()	()
4.	()	()	()
5.	()	()	()
6.	()	()	()
7.	()	()	()
8.	()	()	()

Check your answers with the key provided at the end of Unit 4.

If you have made more than two mistakes, repeat steps 1-4 of this unit.

Step 1.

Listen to the following sentences and repeat them after the speaker, while looking at their written forms in your workbook.

Here we go!

1. Ивѧн е студѧнт. _____ () _____
2. Лѧдия е студѧнтка. _____ () _____
3. Те са студѧнти. _____ () _____

These three sentences are affirmative statements. Did you notice how the intonation drops at the end of each one of them? This is the accepted and normal intonational pattern of a declarative sentence.

Now let us change this intonation--instead of lowering your voice at the end of a sentence, raise it.

Listen to and repeat after the speaker:

1. Ивѧн е студѧнт? _____ () _____
2. Лѧдия е студѧнтка? _____ () _____
3. Те са студѧнти? _____ () _____

Here we have transformed the statement into a question.

We have done this by raising the tone of our voice at the end of the sentence. This is one way of asking questions in Bulgarian, which also exists in English.

Let us try it again. Listen to the speaker and repeat the following

sentences after him. They are in pairs--first a statement and then a question. Pay attention to the intonation pattern!

Here we go!

1. _____

2. _____

3. _____

4. _____

5. _____

Step 2.

The interrogative pronoun in Bulgarian corresponding to the English "who", "which" has three forms (one for each gender) in the singular and one form in the plural:

- | | | |
|---------------------------|---|-----|
| 1. Masculine gender | - | кой |
| 2. Feminine gender | - | коя |
| 3. Neuter gender | - | кое |
| 4. Plural for all genders | - | кои |

Questions containing "who", "which" usually refer to the subject of the sentence.

Listen to the following sentences while looking at their graphic representation in your workbook. You are expected to transform these statements into questions by substituting the proper Bulgarian form of "who", "which" for the subject. Do not forget to make the necessary agreement in gender and number. After a pause, during which you are expected to construct the new question sentence, a confirmation will be given to you. Repeat it after the speaker.

For example:

S. Тази студентка е Лидия.

R. Коя е тази студентка?

S. Това кепе е зелено.

R. Кое кепе е зелено?

S. Фред е студент.

R. Кой е студент?

Ready? Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Г-н Христов е учител.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Този студент е Петър Иванов.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Тази студентка е Лидия.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Тази учителка е г-жа Добрева.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Това кѐпе е кафѐво.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Това грозде е вкусно.

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Тѐзи учители отиват в къщи.

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Тѐзи студѐнти пият вино.

R. - - - - -

C. _____

Rpt. - - - - -

Notes

There are four forms in Bulgarian corresponding to the English form "what" ("what kind"):

- | | | |
|---------------------------|---|-------|
| 1. Masculine gender | - | КАКЪВ |
| 2. Feminine gender | - | КАКВА |
| 3. Neuter gender | - | КАКВО |
| 4. Plural for all genders | - | КАКВИ |

Questions with "what" usually refer to the object of the sentence (a person or a thing).

Step 3

Listen to the following sentences while looking at their written representation in your workbook. You are expected to transform these statements into questions by replacing the predicate noun or adjective with the proper Bulgarian form for "what". Do not forget agreement of gender and number.

After a pause, during which you are expected to construct and pronounce the new question sentence, a confirmation will be given to you. Repeat it after the speaker.

Example:

- S. Фред е студент.
R. Какъв е Фред?

Ready? Here we go!

1. S. Г-н Христов е учител.
R. -----
C. _____
Rpt. -----

2. S. Ябълките са сладки.
R. -----
C. _____
Rpt. -----

3. S. Г-жа Добрева е учителка.
R. -----
C. _____
Rpt. -----

4. S. Детето е добро.
R. -----
C. _____
Rpt. -----

5. S. Фред и Лидия са студенти.
R. -----
C. _____
Rpt. -----

6. S. Гроздето е вкусно.

R. -----

C. _____

Rpt. -----

7. S. Лидия е студентка.

R. -----

C. _____

Rpt. -----

8. S. Те са студенти.

R. -----

C. _____

Rpt. -----

Notes

The previous sentences contain the verb "to be". If we have a sentence with any other verb, we then use the form for the neuter gender (which is called the impersonal form), КАКВÓ.

Example:

Иван пу́ши цига́ра.

Каквó пу́ши Ива́н?

Step 4.

Listen to the following sentences while looking at the written representation in your workbook. Transform these statements into questions by using the form КАКВÓ. After a pause, during which you should construct and say the new question sentence, a confirmation will be given to you. Repeat it after the speaker.

Ready? Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt.= Repetition)

1. S. Лидия четé кни́га.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Ива́н и Гео́рги яда́т грóзде.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Г-жа́ Добре́ва има́ дете́.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Фре́д но́си ке́пе.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Г-н Хри́стов четé вéстник.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Учи́телят пи́ше пи́смо.

R. - - - - -

C. _____

Rpt. - - - - -

Step 5.

Listen to the following sentences and repeat them after the speaker while observing their written representation in your workbook. Pay particular attention to the intonation pattern of each sentence.

Ready? Here we go!

1. Кой е този студент?
Този студент е Фред.
Какъв е Фред?
Фред е студент.
2. Коя е тази студентка?
Тази студентка е Лидия.
Каква е Лидия?
Лидия е студентка.
3. Кой са тези студенти?
Тези студенти са Фред и Лидия.
Какви са Фред и Лидия?
Фред и Лидия са студенти.

Notes

The answer given to the "who" questions (the subject questions) and to the "what" questions appear to be identical.

But are they completely identical? If you listened carefully, you noticed a shift in the primary stress (the stress placed on the most important word or phrase in a sentence) in the "who" and the "what" questions. This change or shift makes the difference; that is, it makes it possible to have two answers expressed by what seems to be one form.

Listen to the following examples while looking at their graphic representation in your workbook.

Кой е студѐнт?

Фред е студѐнт.

Какъв е Фред?

Фред е студѐнт.

In the first answer, the primary stress falls on Фред , since the question is about the subject. In the second answer the primary stress falls on студѐнт, since the question is about the object.

Self-evaluative Test No. 2

Write down questions about each of the following ten sentences: one for the subject and one for the predicate noun or adjective.

1. Г-н Ивано́в е гост.
2. Това́ вино́ е хубаво́.
3. Та́зи унифо́рма е кафя́ва.
4. Те́зи студенти́ са америка́нци.
5. Те́зи учители́ са бълга́ри.
6. Иван е цивиле́н.
7. Това́ грозде́ е вкусно́.
8. То́зи панталон е воене́н.
9. Това́ агне́ е печено́.
10. Та́зи шапка́ е зелена́.

Now check your work with the key provided at the end of this unit.

If you have made more than two mistakes you would have to repeat the unit.

Answer Sheet to Self-evaluative Test No. 2

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Key to Self-evaluative Test No. 1

- A. 1. Той е студент.
2. Тя е студентка.
3. Те са студенти.
4. То е на масата.
5. Той е на книгата.
6. Тя е на масата.
7. Тя е учителка.
8. То е на масата.
9. Те са на масата.
10. Той е учител.
- B. 1. Фред и Лидия са студенти.
2. Г-н Христов е учител.
3. Те са учители.
4. Училището е хубаво.
5. Монтерей е в Калифорния.
6. Лидия е студентка, а г-жа Добрева е учителка.
- C. 1. M
2. F
3. M
4. M
5. N
6. F.
7. F.
8. N.

Key to Self-evaluative Test No. 2

1. Кой е гост?
Какъв е г-н Иванов?
2. Кое вино е хубаво?
Какво е това вино?
3. Коя униформа е кафява?
Каква е тази униформа?
4. Кой са тези студенти?
Какви са тези студенти?
5. Кой са тези учители?
Какви са тези учители?
6. Кой е цивилен?
Какъв е Иван?
7. Кое грозде е вкусно?
Какво е това грозде?
8. Кой панталон е военен?
Какъв е този панталон?
9. Кое агне е печено?
Какво е това агне?
10. Коя шапка е зелена?
Каква е тази шапка?



СВ. КИРИЛ И МЕТОДИЙ

UNIT 5

OBJECTIVES

Upon completion of this unit the student will be able to understand and construct sentences orally and in writing using:

- a. the 1st and 2nd person singular and plural forms of the verb СЪМ (to be) in the present tense
- b. the 1st and 2nd person singular and plural forms of personal pronouns
- c. the ЛИ questions in Bulgarian
- d. affirmative answers
- e. negative answers.

This unit is based on the vocabulary from lessons 1-6 of the Bulgarian Basic Course, 1957.

Ninety percent accuracy is the accepted level of performance measured through self-evaluative tests.

Step 1.

Dialogue

Listen to the following dialogue while looking at its written representation in your workbook.

The persons taking part in the conversation are:

Fred - American students
Lidia
Mr. Ivanov - Bulgarian teacher

Ready? Here we go!

F. Добро́ утро, Ли́дия. Как си ти?

L. Здравей, Фред! Аз съм добре́. Благодаря!

F. Какво́ правиш в Монтерей?

L. Аз съм студентка. А ти?

F. Аз съм също студент.

L. Много́ добре́! Ние сме студенти.

Mr. Ivanov. Добро́ утро! Кой сте вие?

F. Аз съм Фред, а това е Ли́дия.

Mr. Ivanov. Какви́ сте вие?

L. Ние сме студенти. А Вие?

Mr. Ivanov. Аз съм учител.

Г. Кой сте Вие?

Mr. Ivanov. Аз съм г-н Иванов.

Now stop the tape and read the following notes!

Notes

The underlined words in the dialogue represent the 1st and 2nd person singular and plural forms of the personal pronouns and the verb СЪМ (to be). These forms have the following English counterparts:

<u>Bulgarian</u>	<u>English</u>
аз съм	I am
ти си	you are
Вие сте	you are
ние сме	we are
вие сте	you are

As you can see from the English translation there are three forms of "you are". What is the difference between them, if any? Let us observe these forms in sentences.

<u>Ти си</u> студент.	_____	You are a student.
<u>Вие сте</u> учител.	_____	You are a teacher.
<u>Вие сте</u> студенти.	_____	You are students.

The words ти си are the form of the 2nd person singular personal pronoun and the verb съм (to be). It is the so-called familiar form, which is used to address close friends or relatives.

Вие сте is the form for the second person plural personal pronoun and the verb съм. However, when it is used in the second person singular it is called the polite or formal form of address. This form is always written with a capital letter and is used in situations when an American would address people as "Mr.," "Mrs." or "Miss." It is also used to address a person or people whom we respect, admire, or otherwise should show deference.

Step 2.

Now you will hear several sentences. Replace the personal nouns with the appropriate personal pronoun and say the new sentence. A confirmation will be given to you. Repeat it after the speaker.

Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Г-жа Добре́ва и Ви́е сте учите́ли.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Аз и Ко́льо сме студенти́.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ти и Ли́дия сте студéнти.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Фред, Ива́н и аз сме в Калифо́рния.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Г-н Христо́в е в Монтерéй.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Ли́дия е в ста́ята.

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Кни́гата е на ма́сата.

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Мо́ливът е на ма́сата.

R. -----

C. _____

Rpt. -----

Self-evaluative Test No. 1

A. Fill in the correct form of the verb сѡм (to be) in the following sentences:

1. В'іе г-н Иван'ов.
2. Н'іе студ'енти.
3. Ти Хр'істо.
4. Аз уч'ител.
5. В'іе в Монтер'ей.

B. Supply the proper form of the personal pronouns in the following sentences:

1. пушим циг'ари.
2. чет'еш кн'іга.
3. н'осите униф'орма.
4. вечер'яме в к'ъщи.
5. чет'ете в'естник.

Now check your work with the key provided at the end of this unit.

If you have made more than two mistakes you should repeat Part 1.

Notes

The interrogative particle ЛИ could be placed after any word in a sentence about which we are asking the question.

Listen to the following examples while observing their written form in your workbook. Here you will notice that ЛИ is placed after the subject. Pay attention to the intonation and the sentence stress which falls on the word preceding ЛИ.

Иван е студент.	(John is a student)
Иван ли е студент?	(Is John the one who is a student?)
Г-н Христов четé книга.	(Mr. Christov is reading a book.)
Г-н Христов ли четé книга?	(Is Mr. Christov the one who is reading a book?)

Step 1.

Now you will hear eight sentences. After hearing each sentence, transform it into a question by using the particle ЛИ and changing the intonation according to the example above. After a pause, during which you are expected to produce the new structure, a confirmation will be given to you. Repeat it after the speaker.

Ready? Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Г-н Иванов е учител.
R. - - - - -
C. _____
Rpt. - - - - -

2. S. Ние сме в Монтерей.
R. - - - - -
C. _____
Rpt. - - - - -

3. S. Вие пушите цигари.
R. - - - - -
C. _____
Rpt. - - - - -

4. S. Иван четё книга.
R. - - - - -
C. _____
Rpt. - - - - -

5. S. Аз пиша писмо.
R. - - - - -
C. _____
Rpt. - - - - -

6. S. Г-жа Добрева има шапка.
R. - - - - -
C. _____
Rpt. - - - - -

7. S. Фред дава книга на Иван.

R. -----

C. _____

Rpt. -----

8. S. Лидия е студентка.

R. -----

C. _____

Rpt. -----

Notes

A common way of asking questions in Bulgarian is to use the interrogative particle ЛИ which usually follows the verb in the sentence.

Example:

S. Фред чете́ кни́га.

Ива́н пи́ше пи́смо.

R. Фред чете́ ли кни́га?

Ива́н пи́ше ли пи́смо?

Step 2.

You will now hear some more sentences. Transform these sentences into questions according to the examples above. After a pause, during which you are expected to produce the new structure, a confirmation will be given you. Repeat it after the speaker.

Ready? Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt.= Repetition)

1. S. Лидия пише писмо.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Вие имате шапка.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Г-н Иванов пуши цигара

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Г-жа Добрева отива в къщи.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Те отиват на кино.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Ива́н яде́ грóзде.

R. - - - - -

C. _____

Rpt. - - - - -

Notes

In the exercise above, the questions refer to the subject of the sentence rather than the predicate.

Step 3.

Let us try one more exercise. Again some sentences will be given to you. Transform them into questions by using ЛИ. However, this time we have to change the word order of the structure a little. We will place the interrogative particle ЛИ after the object of the sentence. After a pause, during which you are to produce the new structure, a confirmation will be given to you. Repeat it after the speaker.

Before we go into the exercise let us do a couple of examples together.

Repeat the following sentences after the speaker while following their written representation in your workbook. Pay attention to the changes that take place and also to the intonation of the sentences.

Examples:

Фред чете́ кнѝга.
Кнѝга ли чете́ Фред?
Is Fred reading a book?

Ли́дия пи́ше писмо́.
Писмо́ ли пи́ше Ли́дия?
Is Lidia writing a letter?

If you understand the changes you should make, try them now in practice. Ready? Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Ива́н пи́ше пи́смо.
R. - - - - -
C. _____
Rpt. - - - - -

2. S. Г-жа До́брева че́те рома́н.
R. - - - - -
C. _____
Rpt. - - - - -

3. S. Ви́е яде́те я́бълки.
R. - - - - -
C. _____
Rpt. - - - - -

4. S. Г-н Пе́тков пи́е раки́я.
R. - - - - -
C. _____
Rpt. - - - - -

5. S. Аз пу́ша ци́гара.

R. -----

C. _____

Rpt. -----

6. S. Учи́телите пи́шат кни́ги.

R. -----

C. _____

Rpt. -----

7. S. Ко́льо яде́ гро́зде.

R. -----

C. _____

Rpt. -----

8. S. Студе́нтите пи́ят ви́но.

R. -----

C. _____

Rpt. -----

Step 4.

Now we will practice some positive ЛИ questions with the verb СЪМ (to be). In these questions the word order usually is:

Subject - predicate noun (adjective, adverb) - ЛИ - to be.

The subject of the sentence, as you have seen in previous ЛИ questions, can also be in a final position. For example:

Той е студент.

Той студент ли е?

Студент ли е той?

Писмото е на масата.

Писмото на масата ли е?

На масата ли е писмото?

Exercise 1

Now you will hear five sentences which you are expected to transform into ЛИ questions with the subject placed in initial position. After a pause for your oral response, a confirmation will be given to you. Repeat it after the speaker.

Let us begin now!

Exercise 2

Now you will hear five sentences. Transform them into ЛН questions, but this time place the subject in final position. After a pause for your oral response, a confirmation will be given to you. Repeat it after the speaker.

Let us begin!

Step 5.

So far we have learned how to ask different questions in Bulgarian. Now let us learn how to answer these questions, both affirmatively and negatively.

Listen to the speaker and repeat the following examples while following the written representation in your workbook.

Ива́н студент ли е?

Да *, Ива́н е студент.

Ли́дия четё ли кни́га?

Да, Ли́дия четё кни́га.

Now you will be asked some questions. A pause will follow, during which you are expected to provide an affirmative response. Then a confirmation will be given to you. Repeat the confirmation.

Ready? Here we go!

*Да -yes. In affirmative sentences да is always separated by a comma from the rest of the sentence.

Step 6.

Now let us learn to give negative answers. Repeat the following examples while looking at their written representation.

Вие учи́тел ли сте?

Той в стая́та ли е?

Не, аз не съм учи́тел.

Не, той не е в стая́та.

Ко́льо четé ли ромáн?

Не, Ко́льо не четé ромáн.

You have noticed that the present tense forms of the verb "to be" in Bulgarian are stressed after the negative particle не.

Again you will be asked questions. A pause will follow during which you are expected to provide a negative answer to the question. A confirmation will then be given to you.

Ready? Here we go!

Step 7.

Now listen to the following examples while looking at their written representation in your workbook. Pay attention to the intonation and especially to the stressed forms of the verb СЪМ (to be).

Иван не е студент.

Иван не е ли студент?

Те не са в стаята.

Те не са ли в стаята?

Вие не сте военни.

Вие не сте ли военни?

Now you will hear a number of negative sentences. Transform these sentences into negative yes-no questions following the pattern above. After a pause for your oral response, a confirmation will be given to you. Repeat it after the speaker.

Let us begin!

Notes

In negative yes-no questions the particle ли follows the stressed forms of "to be," which carry the sentence stress.

The subject, as in positive yes-no questions, could be in initial or final position.

Notes

There is only one negative particle in Bulgarian, НЕ, which corresponds both to the English "no" and "not." For example:

Иван студент ли е? (Is John a student?)

Не, Иван не е студент. (No, John is not a student.)

There is one exception: the negative form of the verb ИМАМ which is НЯМАМ and the negative form of the impersonal form ИМА (there is, there are), which is НЯМА (there is no, there isn't; there are no, there aren't).

Let us try a few examples. Repeat the following sentences after the speaker while observing their written form in your workbook.

Кольо има ли книга? (Does Nick have a book?)

Не, Кольо няма книга. (No, Nick does not have a book.)

Има ли вестник на масата? (Is there a newspaper on the table?)

Не, на масата няма вестник. (No, there is no newspaper on the table.)

Има ли вестници на масата? (Are there newspapers on the table?)

Не, на масата няма вестници. (No, there are no newspapers on the table.)

Step 8.

Now you will hear several questions. Provide negative answers by using the negative forms НЯМАМ and НЯМА. After a pause for your oral response a confirmation will be given to you. Repeat it after the speaker.

Self-evaluative Test No. 2

A. Write out all possible ли questions about the following sentences.

1. Г-н Хри́стов оти́ва на ки́но.
2. Ли́дия четé писмо́.
3. Ива́н пи́е ви́но.
4. Фред и аз сме студéнти.

B. Make the following statements into questions and give negative answers.

1. Г-жа́ Добрева́ има ша́пка.
2. Фред има ке́пе.
3. Студéнтите има́т унифо́рми.
4. На ма́сата има мо́лив.

C. Give both an affirmative and negative answer to the following questions.

1. Г-н Ива́но́в вече́ря ли?
2. Учи́тели ли са г-н Пе́тко́в и г-жа́ Стоя́нова?
3. Ви́е пу́шите ли?
4. Той има ли ве́стник?

Now check your work with the key provided at the end of this unit. If you have made more than two mistakes you should repeat the unit.

Key to self-evaluative Test No. 1

- A. 1. Вие сте г-н Иванóв.
2. Ние сме студéнти.
3. Ти си Хрiсто.
4. Аз съм учiтел.
5. Вие сте в Монтерéй.
- B. 1. Ние пушим цигáри.
2. Ти четéш кнiга.
3. Вие нóсите унифóрма.
4. Ние вечеряме в кiщи.
5. Вие четéте вéстник.

Key to Self-evaluative Test No. 2

- A. 1. Г-н Хри́стов ли оти́ва на́ кино?
Г-н Хри́стов оти́ва ли на́ кино?
На́ кино ли оти́ва г-н Хри́стов?
2. Ли́дия ли четé писмо́?
Ли́дия четé ли писмо́?
Писмо́ ли четé Ли́дия?
3. Ива́н ли пи́е ви́но?
Ива́н пи́е ли ви́но?
Ви́но ли пи́е Ива́н?
4. Фред и аз ли сме студéнти?
Студéнти ли сме Фред и аз?
- B. 1. Г-жа́ До́брева има́ ли ша́пка?
Не, г-жа́ До́брева ня́ма ша́пка.
2. Фред има́ ли ке́пе?
Не, Фред ня́ма ке́пе.
3. Студéнтите има́т ли унифо́рми?
Не, студéнтите ня́мат унифо́рми.
4. На ма́сата има́ ли мо́лив?
Не, на ма́сата ня́ма мо́лив.

- С. 1. Да, г-н Ивано́в вече́ря.
Не, г-н Ивано́в не вече́ря.
2. Да, г-н Петко́в и г-жа́ Стоя́нова са учи́тели.
Не, г-н Петко́в и г-жа́ Стоя́нова не са учи́тели.
3. Да, ни́е пу́шим.
Не, ни́е не пу́шим.
4. Да, той има́ вестник.
Не, той ня́ма вестник.

UNIT 6

OBJECTIVES

Upon completion of this unit the student will be able to understand and construct simple sentences (up to eight syllables) orally and in writing using:

a.) the definite article -ЪТ, -а, -та, -то, -те for the masculine, feminine, and neuter nouns in singular and plural.

b.) the plural forms of the masculine, feminine, and neuter nouns.

This unit is based on the vocabulary from lessons 1-6 of the Bulgarian Basic Course, 1957.

Ninety percent accuracy is the accepted level of performance measured through self-evaluative tests.

Step 1.

Listen to the following dialogue while looking at its graphic representation in your workbook. Concentrate on the noun endings and the changes they undergo.

Here we go!

Л. Фред, къде е моливът?

Ф. Моливът е на учебника.

Л. А къде е книгата?

Ф. Книгата е на масата.

Л. Къде са вестниците?

Ф. Вестниците са до книгите.

Л. Имаш ли цигари, Фред?

Ф. Да, цигарите са до писмото.

Л. Благодаря, Фред!

Ф. Моля, няма защо!

Stop your tape and read the notes which follow in your workbook.

Notes

You have noticed from the dialogue that the endings of the Bulgarian nouns change under certain conditions. These changes are caused by the use of the definite article.

There is only one article in Bulgarian, the definite article. As in English, the definite article in Bulgarian is used when speaking of a definite, already mentioned or otherwise known person(s) or thing(s).

The English definite article is a separate word, which stands before the noun and has one form for all genders and numbers. The Bulgarian definite article is added as a suffix to the noun. In the singular it has four forms for the three genders. In the plural there are two forms for all genders.

The following chart represents the singular forms of the definite article in Bulgarian.

Gender	Definite Article Sing.	Examples
Masculine	Long Form -ът, -ят	МОЛИВ <u>ЪТ</u> , учите <u>ЛЯТ</u>
	Short Form -а, -я	МОЛИВА, учите <u>ЛЯ</u>
Feminine	-та	книгата студентката
Neuter	-то	писм <u>ОТО</u> дет <u>ЕТО</u>

As you can see there are two forms of the definite article for the masculine gender: the long form -ЪТ (with -ЯТ as a soft variation), and the short form -а (with -я as the soft variation). Let us see why the two forms are necessary and how they are being used.

Consider the following sentences.

Мо́ливът е на уче́бника.

Уче́бникът е до мо́лива.

Учи́телят стои́ до студéнта.

Студéнтът стои́ до учи́теля.

The long form of the definite article in Bulgarian -ЪТ, -ЯТ is used when the noun is the subject of the sentence. The short form -а, -я is used when the noun is the direct or indirect object of the sentence, or functions in some other role.

Remember that only the masculine nouns in Bulgarian have a long and a short form of the definite article.

The definite article for the feminine nouns is -ТА. Examples:

Това́ е кни́га. Кни́гата е голя́ма.

Това́ е ма́са. Ма́сата е в ста́ята.

The definite article for the neuter nouns is -ТО. Examples:

Това́ е писмо́. Писмо́то е на ма́сата.

Това́ е ке́пе. Ке́пето е зеле́но.

Step 2.

Now let us try to apply in practice what we have said so far.
First, let us use the definite article with some masculine nouns.
Do not forget that there are two forms: long -ЪТ, -ЯТ and short -а,
-я.

Exercise No. 1

Fill in the proper forms of the definite article in the following six sentences. Then say the sentence in the form you have provided. After that a confirmation will be given to you. Repeat it after the speaker. Ready? Here we go!

(S - Stimulus, R - Response, C - Confirmation, Rpt - Repetition)

1. S. Мо́лив..... е на ма́сата.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Ива́н да́ва пантало́н..... на Фред.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Кни́гата е на ве́стник

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Учи́тел има ша́пка.

R. -----

C. _____

Rpt. -----

5. S. Рома́н е ху́бав.

R. -----

C. _____

Rpt. -----

6. S. Ху́бав ли е фи́лм ?

R. -----

C. _____

Rpt. -----

Exercise No. 2

Now let us do a similar exercise but this time with the use of the definite article for feminine nouns. Let us begin!

(S - Stimulus, R - Response, C - Confirmation, Rpt - Repetition)

1. S. Кни́га е на ма́сата.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Ша́пка на г-жа́ До́брева е ху́бава.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Я́бълка е сла́дка.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Но́сиш ли унифо́рма?

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Къде́ е цига́ра?

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Учи́телка е добра́.

R. - - - - -

C. _____

Rpt. - - - - -

Exercise No. 3

Now let us use the definite article with some neuter nouns in the same type of exercise.

Let us begin!

(S - Stimulus, R - Response, C - Confirmation, Rpt - Repetition)

1. S. Кéне е зелéно.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Писмó е голямо.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Вíно е кíсело.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Грóзде е слáдко.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Пиано.... е хубаво.

R. -----

C. _____

Rpt. -----

Self-evaluative Test No. 1

In the following 15 incomplete sentences supply the appropriate forms of the definite article with respect to the gender of the nouns.

1. Студѐнт..... е в ста́я.....
2. Кни́га..... е на ма́са.....
3. Билѐт..... е на вѐстник.....
4. Учѝтел..... пи́ше писмо́.
5. Го́ст..... има цига́ри.
6. Ви́но.....е ки́село.
7. Ива́н отѝва на вече́ря.....
8. Гро́зде..... е зеле́но.
9. Я́бълка..... е на студѐнт..... .
10. Ке́пе..... е каѳѝво.
11. На ма́са..... има мо́лив.
12. Мо́лив..... е черве́н.
13. Кру́ша.....е жѝлта.
14. Рома́н е хубав.
15. Вѐстник..... е до рома́н.....

Now check your work with the key provided at the end of Unit 6.

If you have made more than two mistakes, repeat Step 1 and Step 2 of this unit.

Step 1.

Listen to the following examples and repeat them after the speaker while looking at their written form in your workbook. Pay particular attention to the change of stress which is placed on the last syllable.

Аз че́та пи́смо.	_____	Ху́баво пи́ано.	_____
Аз че́та пи́сма.	_____	Ху́бави пи́ана.	_____

Now you will hear six sentences containing singular neuter nouns with "o" endings. Transform these sentences into plural by changing the final "o" sound of the nouns into "a" sound. A confirmation will be given to you. Repeat it after the speaker.

Exercise 1

Now listen to the following sentences and repeat them after the speaker while looking at their written form in your workbook.

На ма́сата има́ кѐпе. _____

На ма́сата има́ кѐпета. _____

In this manner you should transform the singular neuter nouns in the following sentences into plural by adding -та to their basic form. After a pause, during which you should say the new sentence, a confirmation will be given to you. Repeat it after the speaker.

Exercise 2

Step 2.

Listen to the speaker and repeat the following examples while following their written form in your workbook. Pay attention to the change of the endings of the feminine nouns.

- a. В стаята има маса. _____
В стаята има маси. _____
- b. На масата има книга. _____
На масата има книги. _____
- c. Това е сладка круша. _____
Това са сладки круши. _____

Now you will hear five sentences containing feminine nouns in the singular. Change these singular forms into plural following the previous examples. A confirmation will be given to you. Repeat it after the speaker. Here we go!

Notes

As you can see again from this exercise, the feminine nouns usually end in -а , or -я.

In order to form the plural we drop the final vowel from the ending and substitute -и e.g., ма́са - ма́си; кни́га - кни́ги; ве́чера - ве́чера.

Step 3.

Listen to the following sentences and repeat them after the speaker while looking at their written form in your workbook.

- a.) Товá е мо́лив. _____
Това́ са мо́ливи. _____
Той е учи́тел. _____
Те са учи́тели. _____
- b.) Товá е сто́л. _____
Това́ са сто́лове. _____

Notes

From the examples, we can draw a simple rule covering the formation of the plural of masculine nouns. With polysyllabic (more than one syllable) masculine nouns we simply add -и to the basic form. With monosyllabic (one syllable) masculine nouns we add the ending -ове to the basic form. There are other ways of forming the plural of masculine nouns, but they will be discussed later.

Now you will hear several sentences containing masculine nouns in the singular. Transform them into plural by adding -и or -ове as required. After a pause, during which you are expected to produce the new sentence, you will hear a confirmation. Repeat it after the speaker.

Step 4.

Listen to the speaker and repeat the following sentences while following their written form in your workbook. Pay attention to the use of the article with the plural nouns.

- a.) Товá са ма́си. _____
Ма́сите са в ста́ята. _____
На ма́сите има вéстници. _____
Вéстниците са на ма́сите. _____
На ма́сата има клю́чове. _____
Клю́човете са на ма́сата. _____
- b.) Ива́н пи́ше писма́. _____
Писма́та са на Ива́н. _____
Ли́дия има ке́пета. _____
Ке́петата са на Ли́дия. _____

Notes

All nouns with plural endings -e, -и take the definite article -те in the plural.

All nouns with plural endings -а, -я take the definite article -та in the plural.

Both articles are added to the basic plural forms of the nouns.

Now several sentences containing plural nouns will be given to you in your workbook. Use the proper form of the definite article according to the plural endings of the nouns. After a pause during

which you should say the new sentence, a confirmation will be given to you. Repeat it after the speaker.

Ready? Here we go!

(S - Stimulus, R - Response, C - Confirmation, Rpt - Repetition)

1. S. Момичета..... са в стаята.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Романи..... са на масата.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ябълки.. са хубави.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Лидия четé книги.....

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Студентите четат вестници.....

R. -----

C. _____

Rpt. -----

6. S. Кéпета..... са зелéни.

R. -----

C. _____

Rpt. -----

Self-evaluative Test No. 2

A. Listen to the following fifteen sentences and place a check mark for each of the nouns according to gender and number.

This does not include proper nouns.

Masculine singular -- MS
 Masculine plural -- MP
 Feminine singular -- FS
 Feminine plural -- FP
 Neuter singular -- NS
 Neuter plural -- NP

	MS	MP	FS	FP	NS	NP
1. Панталоните са тук.						
2. Крушите са жълти.						
3. Госпожата е учителка.						
4. Фред е студент.						
5. Ключът е голям.						
6. Това са столове.						
7. Те са учители.						
8. Г-жа Добрева има шапка.						
9. Ние пием вина.						
10. Момичетата са хубави.						
11. Г-н Петков четé вестник.						
12. Иван носи кепе.						
13. Лидия пише писма.						
14. Стефан има пиано.						
15. Гроздето е сладко.						

B. Transform the following sentences from singular into plural by making all necessary changes and write them down in the space provided.

1. Това́ е учи́тел. _____
2. На ма́сата има́ писмо́. _____
3. Яде́те ли я́бълка? _____
4. Къде́ е момче́то? _____
5. Има́ш ли цига́ра? _____
6. Мари́я има́ ке́пе. _____
7. Ни́е пи́шем писмо́. _____
8. Аз има́м дре́ха. _____
9. Той е студéнт. _____
10. Ива́н яде́ кру́ша. _____
11. Фред има́ унифо́рма. _____
12. Г-жа́ Добре́ва има́ гост. _____
13. Момиче́то е хубаво. _____
14. В ста́ята има́ ма́са. _____
15. Тя е студéнтка. _____

C. Fill in the plural forms of the definite article with the nouns in the following sentences:

1. Учѐбници.... са на масата.
2. Моливи.... са до вѐстника.
3. Къде́ са романи....?
4. Ключове.... са на масата.
5. Студѐнти.... са в стаята.
6. Ябълки.... са хубави.
7. Вина́.... са кисели.
8. Кѐпета.... са кафяви.
9. Учителки.... са добри.
10. Къде́ са столове.... .
11. Г-н Иванов четѐ вѐстници.... .
12. Униформи.... са зелени.
13. Романи.... са в тази стая.
14. Гости.... са в стаята.
15. Круши.... са вкусни.

Notes

If you have more than two mistakes for any one of the three parts of this test, you should repeat Part 2 of this unit.

Key to Self-evaluative Test No. 1

1. Студѐнтът е в ста́ята.
2. Кни́гата е на ма́сата.
3. Билѐтът е на вѐстника.
4. Учи́телят пи́ше писмо́.
5. Го́стът има цигáри.
6. Ви́ното е ки́село.
7. Ива́н оти́ва на вече́рята.
8. Гро́здето е зеле́но.
9. Я́бълката е на студѐнта.
10. Ке́пето е кафя́во.
11. На ма́сата има мо́лив.
12. Мо́ливът е червѐн.
13. Кру́шата е жѐлта.
14. Рома́нът е хубав.
15. Вѐстникът е до рома́на.

Key to Self-evaluative Test, No. 2

A.

	MS	MP	FS	FP	NS	NP
1.		X				
2.				X		
3.			X			
4.	X					
5.	X					
6.		X				
7.		X				
8.			X			
9.						X
10.						X
11.	X					
12.					X	
13.						X
14.					X	
15.					X	

- В. 1. Това са учители.
2. На масите има писма.
3. Ядете ли ябълки?
4. Къде са момчетата?
5. Имаш ли цигари? (Имате ли цигари?)
6. Мария има кепета.
7. Ние пишем писма.
8. Аз имам дрехи. (Ние имаме дрехи.)
9. Те са студенти.
10. Иван яде круши.
11. Фред има униформи.
12. Г-жа Добрева има гости.
13. Момчетата са хубави.
14. В стайте има маси.
15. Те са студентки.

- С. 1. Уче́бниците са на масата.
2. Моли́вите са до вестника.
3. Къде́ са рома́ните?
4. Ключовете са на масата.
5. Студентите са в стаята.
6. Ябълките са хубави.
7. Вината са кисели.
8. Кепетата са кафяви.
9. Учителките са добри.
10. Къде́ са столовете?
11. Г-н Иванов четё вестниците.
12. Униформите са зелени.
13. Романи́те са в тази стая.
14. Гостите са в стаята.
15. Крушите са вкусни.

UNIT 7

OBJECTIVES

Upon completion of this unit the student will be able to understand and construct affirmative, negative and interrogative sentences orally and in writing using the present tense verbs belonging to:

- a.) the first conjugation -- чета́ (to read), пе́я (to sing), ям (to eat), пия́ (to drink), пи́ша (to write);
- b.) the second conjugation -- пу́ша (to smoke), но́ся (to carry, to wear), сви́ря (to play an instrument), вѣрвѣ́ (to walk), стоя́ (to stay), благодаря́ (to thank), пра́вя (to do);
- c.) the third conjugation -- има́м (to have), ня́мам (to have not), стру́вам (to cost), почѣ́вам (to begin, to start), свѣ́ршвам (to finish, to end), да́вам (to give), оти́вам (to go), идѣ́вам (to come), вечѣ́рям (to eat dinner), танцу́вам (to dance).

This unit is based on the vocabulary from Lessons 1-8 of the Bulgarian Basic Course, 1957.

Ninety percent accuracy is the accepted level of performance measured through self-evaluative tests.

Notes

Bulgarian verbs do not have a separate infinitive form. The verbs are given in dictionaries in their 1st person singular, present tense form.

Example: чета́, пу́ша, вечеря́м.

The form of the 1st person singular, present tense is called the basic form of the verb. The form of the 3rd person singular, present tense is considered the stem of the verb.

In Bulgarian there are three conjugations of verbs which are identified by the thematic vowel. The final vowel of this stem clearly indicates the conjugation of the verb.

- a.) first conjugation -е
- b.) second conjugation -и
- c.) third conjugation -а, -я

Step 1.

Listen to the following exchanges. Pay particular attention to the verb forms as well as the word order of the various sentences.

Лидия: Какво четеш, Фред?

Фред: Аз четá вестници.

Л. Какво четé Иван?

Ф. Той четé книга.

Л. Какво четат студентите?

Ф. И те четат книги.

Л. Петко, ние четем книги. Какво четеш ти?

П. Аз не четá сега. Аз пия вино и пея.

Ф. Лидия, ти пишеш ли писмо?

Л. Да, аз пиша писмо.

Ф. Когá ще ядем?

Л. Ние ще ядем в един часá.

Notes

You probably noticed how the verb endings change. This is due to the fact that Bulgarian verbs have different endings for different persons and numbers.

The verb чета́ (to read) belongs to the first or e conjugation. As we stated earlier the thematic vowel for the singular gives us the conjugation of the verb.

Listen to the following sentences and repeat after the speaker while following the written form in your workbook. Pay attention to the verb endings.

Ти чете́ш книга.

Иван пие вино.

Ти пишеш писмо́.

Ли́дия яде́ на масата.

Here is the conjugation of the verb чета́. Repeat the examples after the speaker while following the written form given in your workbook.

Аз чета́ книга.

Ти чете́ш книга.

Иван чете́ книга.

Ли́дия чете́ книга.

То четé кнѳга. _____
Нѳе четéм кнѳги. _____
Вѳе четéте кнѳги. _____
Студéнтите четáт кнѳги. _____

The following verbs conjugate in the same way as the verb чета: пѳша (to write), пéя (to sing), пѳя (to drink), ям, ядéш, ядé (to eat)

Step 2.

In the following exercise you will be given several sentences in writing. The verbs of these sentences will be in their basic forms. Use the proper form to construct a correct sentence. After a pause, for your response, a confirmation will be given to you. Repeat it after the speaker.

Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt = Repetition)

1. S. Студéнтите (пѳша) писмá.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Нѳе (пѳя) бѳра.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ти (чета) вѣстник.

R. -----

C. _____

Rpt. -----

4. S. Вие (пея).

R. -----

C. _____

Rpt. -----

5. S. Г-жа́ Дóбрева (пи́ша) кнѣга.

R. -----

C. _____

Rpt. -----

6. S. Г-н Иванóв (чета́) писмо́.

R. -----

C. _____

Rpt. -----

7. S. Аз (ям) кру́ши.

R. -----

C. _____

Rpt. -----

Step 3.

Now let us try some other verbs. Listen to the following sentences and repeat them after the speaker while following the written form in your workbook.

Here we go!

Аз пу́ша ци́га̀ра.

Ние пу́шим ци́га̀ри.

Той сви́ри на пи́а̀но.

Вие стои́те в ста́я̀та.

Ти но́сиш унифо́рма.

Тя пра́ви су́па.

Notes

As you can see from the examples, the form for the third person singular has the thematic vowel и. This is characteristic of the second conjugation of Bulgarian verbs. The examples illustrate all forms of this conjugation using different verbs which belong to it.

Step 4.

In the following exercise several sentences will be given to you in writing. The verbs of these sentences will be in their basic forms. Use the proper form to construct a correct sentence. After a pause for you to say the sentence, a confirmation will be given to you. Repeat it after the speaker.

Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt = Repetition)

1. S. Г-н Ивано́в (пу́ша) цига́ри.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Какво́ (пра́вя) учи́телите?

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ли́дия (сви́ря) пи́ано.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ни́е (но́ся) унифо́рми.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Віе (но́ся) кни́ги.

R. -----

C. _____

Rpt. -----

6. S. Ти (пра́вя) ви́но.

R. -----

C. _____

Rpt. -----

7. S. Аз (сто́я) в ста́ята.

R. -----

C. _____

Rpt. -----

8. S. Какво́ (пра́вя) Сте́фан?

R. -----

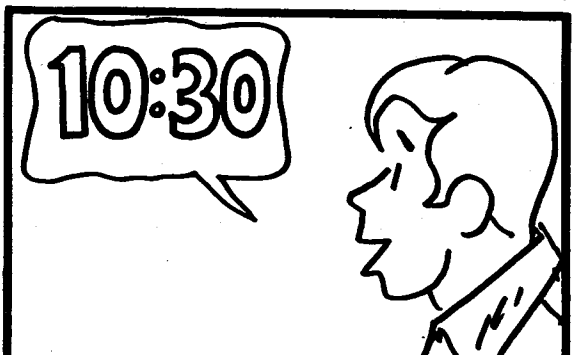
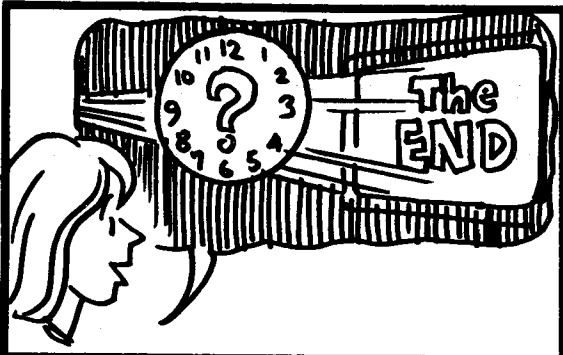
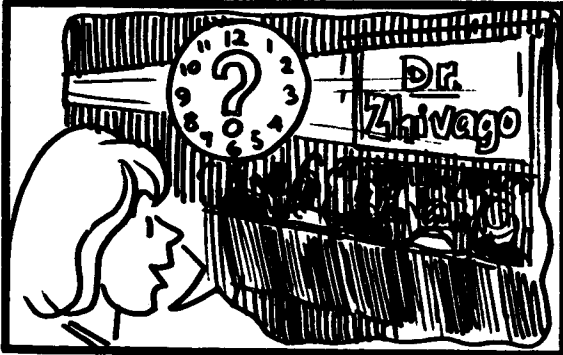
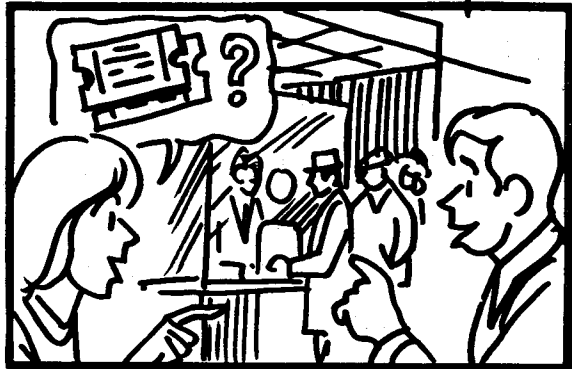
C. _____

Rpt. -----

Step 1.

Listen to the following conversation while looking at the illustrations in your workbook. Topic: Stefan and Maria meet in front of the movie theater.

Stop the tape and read the notes which follow.



Notes

All verbs with the endings -ам, -ям in their basic form (1st person singular) belong to the third conjugation. Here are the forms of this conjugation:

Аз отивам на кино.

Ти идваш в стаята.

Стефан свършва писмото.

Мария вечеря в къщи.

То почва рано.

Ние имаме мoливи.

Вие танцувате хубаво.

Студентите нямат книги.

From the examples you can see that the third person singular forms has the thematic vowel -а or -я. This is characteristic of the third conjugation Bulgarian verbs.

Step 2.

In the following exercise, several sentences will be given to you in writing. The verbs of these sentences will be in their basic form. Use the proper form to construct a correct sentence. After a pause for you to say the sentence, a confirmation will be given to you. Repeat it after the speaker.

Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt = Repetition)

1. S. Билéтът (струвам) éвтино.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Мари́я (отíвам) на кино.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Аз (да́вам) кни́гата на Ива́н.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ви́е (свѣршвам) романа.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Учи́телите (вече́рям) в къщи.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Сте́фан и Мари́я (танцу́вам).

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Ни́е (ня́мам) унифо́рми.

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Г-жа́ До́брева (и́мам) дете́.

R. - - - - -

C. _____

Rpt. - - - - -

Notes

There are several ways to ask questions in Bulgarian. You have already learned the following patterns:

- a.) by raising the voice at the end of a sentence.
- b.) by using the interrogative particle ли.
- c.) by using the interrogative pronouns кой (who) and какъв (what, what kind).

Let us see how these three ways of asking questions could be applied to the verbs of the three types of conjugations we just covered in this unit.

Step 3.

In the following exercise you will hear several sentences. You are expected to form a question with the interrogative particle ли in relation to the verb of the sentence. After a pause for your oral production, a confirmation will be given to you. Repeat it after the speaker.

Remember that ли always follows the word we are asking the question about. In this case it will be the verb.

There are two correct structures possible, thus both are given in the confirmation.

Ready? Here we go!

Step 4.

Now let us do a similar exercise, this time, however, asking the "who" (КОЙ) questions in regard to the subject of the sentence. Do not forget to make the necessary agreements in gender and number.

Here we go!

Now let us ask the "what" (КАКБО́) questions in regard to the object of the sentences. The neuter form is used in these questions. Remember that in this type of question the object and the subject change places.

Ready? Here we go!

Step 5.

In the following exercise you will hear several questions. Give negative answers using two negatives--one form negating the whole sentence and the other negating the verb of the sentence. (This material was covered in Unit 4.) After a pause, during which you should say the negative sentence, a confirmation will be given to you. Repeat it after the speaker.

Here we go!

Self-evaluative Test No. 1

Fill in the proper form of the verbs in the following twenty sentences. Then check your work with the key to this exercise provided at the end of this unit. More than two mistakes means that you should repeat Steps 1-4 of this unit. Good luck!

1. Г-жа́ Ивано́ва _____ писмо́.
(writes)
2. Ти _____ на го́сти.
(are going)
3. Вие́ _____ на пиано́.
(play)
4. Г-н Петко́в _____ ви́но.
(drinks)
5. Студе́нтката _____ в ста́ята.
(sings)
6. Ние́ _____ кни́ги и мо́ливи.
(carry)
7. Мари́я и Сте́фан _____ на ки́но.
(are going)
8. Гео́рги _____ цивилни дрéхи.
(wears)
9. Г-н Петро́в _____ вéстник.
(reads)
10. Аз _____ кру́ши на Еле́на.
(give)
11. Вие́ _____ я́бълки и грóзде.
(eat)
12. Ние́ _____ кни́ги.
(have)

13. Фíлмът _____ в едѝн часá, а
(starts, to begin)
_____ в три.
(ends)
14. Ко́льо и Хрѝсто _____ червѝно вѝно.
(drinks)
15. Ивáн _____ на учѝтеля.
(thanks)
16. Стѝфан и Марѝя _____ билѝти.
(have)
17. Кру́шите _____ мнóго.
(cost)
18. Студѝнтите _____ два часá.
(walk)
19. Той _____ в стáята и
(stands, stays)
_____ цигáра.
(smokes)
20. Фред и Лѝдия _____ .
(are dancing)

Self-evaluative Test No. 2

A. Transform the following ten sentences into questions starting each question with the subject. Then give negative answers to these questions.

1. Г-н Петро́в танцу́ва добре. _____

2. Ли́дия има червѐна ша́пка. _____

3. Студѐнтите пия́т ракия́. _____

4. Фред сви́ри на пи́ано. _____

5. Вие идв́ате на кино́. _____

6. Сте́фан и Мари́я вечеря́т
на ма́сата. _____

7. Ти пу́шиш мно́го. _____

8. Ива́н благода́ри за кни́гата. _____

9. Вие отив́ате в къ́щи. _____

10. Те яда́т я́бълки. _____

B. Fill in the proper form of the verb in the following ten sentences.

1. Ние _____ в къщи.
(идвам)
2. Ти _____ кепето на Иван.
(давам)
3. Вие _____ ли униформа?
(имам)
4. Когá _____ филмът?
(почвам)
5. Стéфан _____ ли на кино?
(отивам)
6. _____ ли Мария билéт?
(Имам)
7. Когá _____ вие?
(вечерям)
8. Ние _____ грóзде на студéнтите.
(давам)
9. Г-жá Хрiстова и г-н Иванóв _____ писмá.
(нямам)
10. Г-н Петкóв _____ цигáрите.
(свършвам)

Now check your work with the key provided at the end of the unit.
If you have made more than two mistakes for each exercise (A or B),
you should repeat Part 2.

Key to Self-evaluative Test, No. 1

1. пи́ше
2. оти́ваш
3. сви́рите
4. пи́е
5. пее́
6. но́сим
7. оти́ват
8. но́си
9. чете
10. да́вам
11. яде́те
12. има́ме
13. по́чва, свѣршва
14. пия́т
15. благода́ри
16. има́т
17. струва́т
18. върва́т
19. стои́, пу́ши
20. танцува́т

Key to Self-evaluative Test, No. 2

A.

1. Танцу́ва ли г-н Петро́в добре́?
Не, г-н Петро́в не танцу́ва добре́.
2. Ё́ма ли Ли́дия червёна ша́пка?
Не, Ли́дия нýма червёна ша́пка.
3. Пия́т ли студёнтите ракия́?
Не, студёнтите не пия́т ракия́.
4. Сви́ри ли Фред на пи́ано?
Не, Фред не сви́ри на пи́ано.
5. Идв́ате ли ви́е на кино́?
Не, ни́е не идв́аме на кино́.
6. Вечё́рят ли Сте́фан и Мари́я на ма́сата?
Не, Сте́фан и Мари́я не вечё́рят на ма́сата.
7. Пу́шиш ли ти мно́го?
Не, аз не пу́ша мно́го.
8. Благода́ри ли Ива́н за кни́гата?
Не, Ива́н не благода́ри за кни́гата.
9. Оти́вате ли ви́е в къ́щи?
Не, ни́е не оти́ваме в къ́щи.
10. Яда́т ли те я́бълки?
Не, те не яда́т я́бълки.

- В.
1. Ни́е и́дваме в кѝщи.
 2. Ти да́ваш ке́пето на Ива́н.
 3. Ви́е и́мате ли унифо́рма?
 4. Кога́ по́чва фи́лмът?
 5. Сте́фан оти́ва ли на ки́но?
 6. И́ма ли Мари́я биле́т?
 7. Кога́ вече́рята ви́е?
 8. Ни́е да́ваме гро́зде на студѝнтите.
 9. Г-жа́ Хри́стова и г-н Ива́нов ня́мат писма́.
 10. Г-н Петко́в свѝршва цига́рите.

UNIT 8

OBJECTIVES

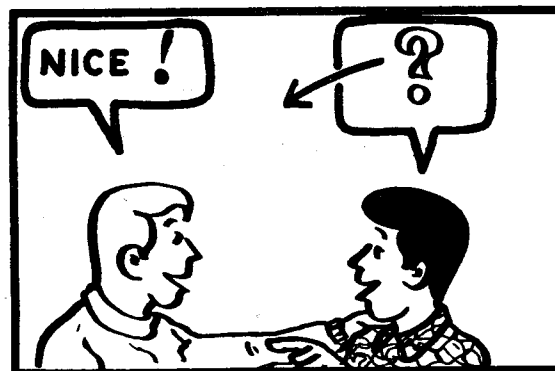
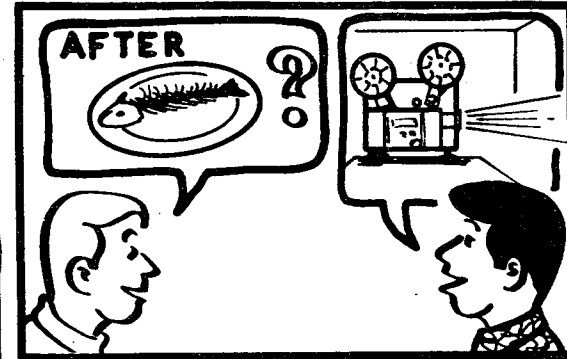
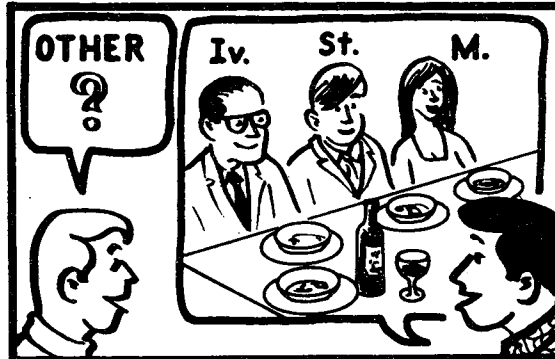
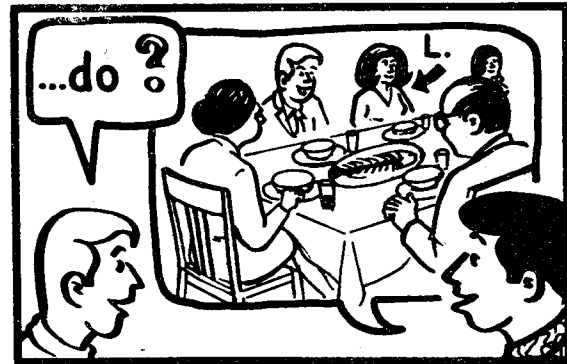
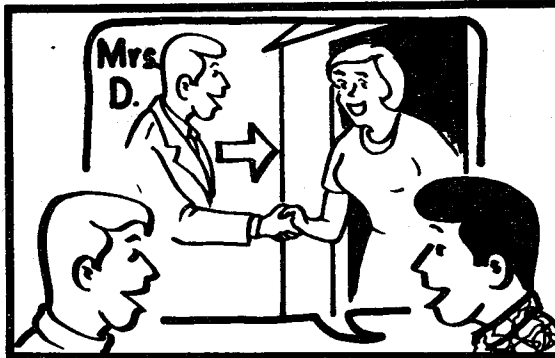
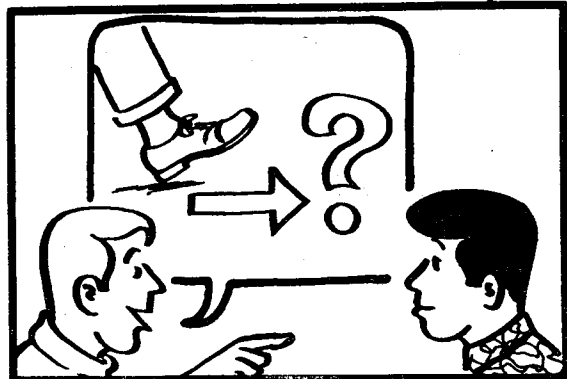
Upon completion of this unit the student will be able to understand and construct future tense sentences (positive and negative statements and questions) orally and in writing using:

- a.) the future particle ще.
- b.) the future forms of the verb съм (to be).
- c.) the negative construction няма да.

This unit is based on the vocabulary from Lessons 1-8 of the Basic Bulgarian Course, 1957. Ninety percent accuracy is the accepted level of performance measured through self-evaluative tests.

Step 1.

Listen to the following dialogue while looking at the illustrations depicting the situation. Pay particular attention to the new form of the verbs and how they are used.



Notes

Undoubtedly, you have noticed a new element in the dialogue-- the particle Ще preceding the verbs. This particle is used to form the future tense in Bulgarian.

Step 2.

You will hear several sentences in the present tense. Place the future particle Ще before the verbs of the sentences and say the new sentences. A confirmation will be given to you. Repeat it after the speaker.

Here we go!

Notes

As you can see the formation of the future tense in Bulgarian is quite simple. It is constructed by placing the particle Ще before the present tense form of the verb.

Step 3.

Now you will be given six sentences in the present tense using the verb СЪМ (to be). Transform these sentences into the future. A confirmation will be given to you. Repeat it after the speaker.

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Аз съм студѐнт.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Ти си в ста́ята.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ива́н е в Калифо́рния.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ние сме на го́сти.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Вие сте добре́.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Кни́гите са на ма́сата.

R. - - - - -

C. _____

Rpt. - - - - -

Notes

Now you know the future forms of the verb "сѢМ" (to be). However, there are other future forms for сѢМ which are used very often.

Self-evaluative Test No. 1

Now you will hear 20 sentences. In the space provided mark each sentence to indicate whether it is in the present or future tense.

	PRESENT	FUTURE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

If you have made more than two mistakes, you will have to repeat Steps 1-4 of this unit.

Notes

The present tense forms of the verb СЪМ (to be) can not be used in positive ЛИ questions in the future tense. Instead we use the verb БЪДА (бъдеш, бъде, бъдем, бъдете, бъдат). For example:

Иван ще е в стаята.

Иван ще бъде ли в стаята?

Ние ще сме студенти.

Ние ще бъдем ли студенти?

Step 1.

In this exercise you will hear several statements in the future tense. Transform these statements into questions by placing the interrogative particle ли after the verb of the sentence. After your response a confirmation will be given to you. Repeat it after the speaker.

Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Ива́н ще пи́ше писмо́.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Ни́е ще пу́шим цига́ри.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ма́рия и Сте́фан ще оти́ват на ки́но.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Г-н Петко́в ще вече́ря в къщи.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Ви́е ще по́чвате дре́хата.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Г-жа́ Христо́ва ще сви́ри на пи́ано.

R. - - - - -

C. _____

Rpt. - - - - -

7. S. В ки́ното ще да́ват ху́бав фи́лм.

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Днес аз ще бѣ́да в къщи.

R. - - - - -

C. _____

Rpt. - - - - -

9. S. Ви́е ще сте тук.

R. - - - - -

C. _____

Rpt. - - - - -

10. S. Ти ще си студент.

R. - - - - -

C. _____

Rpt. - - - - -

Step 2.

Listen to the following exchanges while looking at their written form in your workbook. Pay attention to the formation and use of the negative statements.

Мария - Ще отиваме ли на кино?

Стефан - Не, няма да отиваме на кино.

М. Ще свирим ли на пиано?

С. Не, няма да свирим на пиано.

М. Ще вечеряме ли?

С. Не, няма да вечеряме.

М. Ще бъдеш ли в къщи?

С. Не, няма да бъда в къщи.

М. Христо ще бъде ли в киното?

С. Не, Христо няма да бъде в киното.

Notes

Negative statements in the future tense are formed with the help of the auxiliary verb няма, the particle да, plus the present tense forms of the verbs. Thus the whole construction is няма да + a verb.

Now let us do the following exercise. You will hear several questions or affirmative statements. Provide a negative response by using the construction няма да. After a pause for you to say your sentence, a confirmation will be given to you. Repeat it after the speaker.

Ready? Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Аз ще съм в къщи.
R. - - - - -
C. _____
Rpt. - - - - -

2. S. Ще бъдете ли тук утре?
R. - - - - -
C. _____
Rpt. - - - - -

3. S. Ще имаме ли книги?
R. - - - - -
C. _____
Rpt. - - - - -

4. S. Ще стойте ли в стаята?
R. - - - - -
C. _____
Rpt. - - - - -

5. S. Ще бъдеш ли в киното?

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Иван ще четё ли книгата?

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Студентите ще нóсят ли униформы?

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Стёфан ще пише ли на Мария?

R. - - - - -

C. _____

Rpt. - - - - -

Step 3.

Now you will hear several negative statements with the construction няма да. Transform these statements into questions by inserting the interrogative particle ли between няма and да, then repeat the new structure. A confirmation will be given to you. Repeat it after the speaker.

Ready? Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Аз няма да пу́ша.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Мари́я няма да сви́ри на пиано́.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Студе́нтите няма да б́дат тук.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Филмът няма да почне рано.

R. -----

C. _____

Rpt. -----

5. S. Книгата няма да бъде на масата.

R. -----

C. _____

Rpt. -----

6. S. Вие няма да сте в Калифорния.

R. -----

C. _____

Rpt. -----

7. S. Ние няма да пием вино.

R. -----

C. _____

Rpt. -----

Self-evaluative Test No. 2

A. Transform the following 10 statements into questions:

1. Аз ще четá кни́га.
2. Ние ще ядém грóзде.
3. Г-жа́ Дóбрева ще има гóсти.
4. Вие ще сте в къ́щи.
5. Лидия и Хрiсто ще са в стáята.
6. Вечéрята ще б́де вку́сна.
7. Писмóто ще е на мáсата.
8. Учiтелите ще са добри́.
9. Ябълката ще е со́чна.
10. В кiното ще да́ват фiлм.

B. Give negative answers to the following 10 questions.

1. Г-н Иванóв ще б́де ли в къ́щи?
2. Ние ще б́дем ли там?
3. Вие ще танцúвате ли след вечéря?
4. Ти няма ли да ядéш грóзде?
5. Мари́я няма ли да пи́ше писмó?
6. Студéнтите ще отiват ли на кiно?
7. Учiтелката ще сви́ри ли на пиáно?
8. Фiлмът ще свърши ли?
9. Ще отiвате ли на вечéря?
10. Вие ще нóсите ли ша́пка?

Answer Sheet for Self-evaluative Test No. 2

A.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Now check your work with the key provided at the end of this unit.

If you have made more than one mistake for each part of the test, you will have to repeat Part 2 of this unit.

Key to Self-Evaluative Test, No. 1

	PRESENT	FUTURE
1.	X	
2.		X
3.		X
4.	X	
5.	X	
6.		X
7.		X
8.	X	
9.		X
10.		X
11.		X
12.		X
13.	X	
14.		X
15.		X
16.		X
17.	X	
18.		X
19.		X
20.	X	

Key to Self-Evaluative Test, No. 2

A.

1. Аз ще четá ли кнѝга?
2. Нѝе ще ядѝм ли грóзде?
3. Г-жá Дóбрева ще ѝма ли гóсти?
4. Вѝе ще бѝдете ли в кѝщи?
5. Лѝдия и Хрѝсто ще бѝдат ли в стáята?
6. Вечѝрята ще бѝде ли вкúсна?
7. Писмóто ще бѝде ли на мáсата?
8. Учѝтелите ще бѝдат ли добрѝ?
9. Ябълката ще бѝде ли сóчна?
10. В кѝното ще дáват ли фѝлм?

B.

1. Г-н Иванóв нѝма да бѝде (е) в кѝщи.
2. Нѝе нѝма да бѝдем (сме) там.
3. Аз нѝма да танцúвам след вечѝря.
4. Аз нѝма да ям грóзде.
5. Мариá нѝма да пѝше писмó.
6. Студѝнтите нѝма да отѝват на кѝно.
7. Учѝтелката нѝма да свѝри на пиáно.
8. Фѝлмът нѝма да свѝрши.
9. Нѝе нѝма да отѝваме на вечѝря.
10. Аз нѝма да нóся шáпка.

UNIT 9

OBJECTIVES

Upon completion of this unit the student will be able to understand and construct sentences orally and in writing using:

- a.) the imperative forms of the Bulgarian verbs.
- b.) the descriptive imperative forms да, нека да, нека да не.
- c.) the demonstrative pronouns, този-о̀нзи, тази-о̀нази, това-о̀нова, тези-о̀нези.

This unit is based on the vocabulary from lessons 1-8 of the Basic Bulgarian Course, 1957.

Ninety percent accuracy is the accepted level of performance through self-evaluative tests.

Step 1.

Listen to the following conversation while observing its written representation in your workbook. Pay particular attention to the new forms of the verbs used in it. Also note the intonational pattern and the emphasis which these forms receive.

Иван: Фред, не пуши в стаята!

Фред: А къде да пуша?

И. Иди в клуба. Там пуши и пий кафе.

Ф. Добре, ще отида. Вие стойте тук!

И. Къде ще вечеряте с Лидия?

Ф. Ще вечеряме в къщи.

И. Нека да отидем на кино след това.

Ф. Добре, да отидем.

И. Нека да не носим униформи!

Ф. Ще носим цивилни дрехи.

Notes

In Bulgarian imperative sentences are used to express a command or request. As such, they may refer to the second and third person singular and the first, second and third person plural. Bulgarian verbs have special imperative forms only for the second person singular and plural. The stress falls on the last syllable. As in English, the personal pronoun is seldom expressed unless it is emphatic.

Step 2.

Now let us do the following exercise. You will hear several sentences containing verbs in their basic forms. You are expected to form imperative sentences for the second person singular. You can accomplish this by following these three steps:

- a.) drop the personal pronoun
- b.) replace the vowel ending of the verbs with -и
- c.) place the stress on the last syllable.

For example:

Stimulus -- Аз чита́ю кни́гу.

Response -- Читай кни́гу!

After a pause for your response a confirmation will be given to you. Repeat it after the speaker only if you make a mistake.

Let us begin!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Аз чита́ю вестник.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Аз пи́ша писмо́.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Аз но́ся ша́пка.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Аз сви́ря на пи́ано.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Аз пра́вя дре́хи.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Аз пу́ша в ста́ята.

R. - - - - -

C. _____

Rpt. - - - - -

Step 3.

Now you will hear some more similar sentences which you are expected to transform into imperative sentences for the second person plural. You can accomplish this by following these steps:

- a.) drop the personal pronoun
- b.) replace the vowel ending of the verbs with -ete
- c.) place the stress on the first e of the ending -éte

For example:

Stimulus: Аз четá кнѝгата.

Response: Четéте кнѝгата!

After a pause for your response a confirmation will be given to you. Repeat it after the speaker.

Let us begin!

(S = Stimulus, R = Response, C = Confirmation, Rpt.= Repetition)

- 1. S. Аз пу́ша цига́ри.
- R. - - - - -
- C.
- Rpt. - - - - -

2. S. Аз пи́ша писмо́.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Аз но́ся ша́пка.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Аз сви́ря на пиано́.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Аз у́ча в та́зи ста́я.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Аз че́та́ сега́.

R. - - - - -

C. _____

Rpt. - - - - -

Notes

Verbs with a consonant ending in their basic form (1st person singular, present tense) form the imperative with the endings -и for 2nd person singular and -éте for 2nd person plural and the polite form.

Example:

четá	чети́	четéте
пуша́	пуши́	пуше́те
сви́ря	свири́	свирéте

Step 4.

In this exercise you will hear several sentences containing verbs in the 1st person singular. Form imperative sentences for the second person singular by making the following changes:

- a.) drop the personal pronoun
- b.) replace the last sound-letter (vowel or consonant) with -й

For example:

Stimulus: Аз по́чвам кнѝгата.

Response: По́чвай кнѝгата!

After a pause for your response a confirmation will be given to you. Repeat it after the speaker only if you make a mistake.

Ready? Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Аз пе́я в ста́ята.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Аз пия́ вино.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Аз танцую́вам в ста́ята.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Аз вече́рям с Ли́дия.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Аз по́чвам писмо́то.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Аз свѣршвам вѣстника.

R. - - - - -

C. _____

Rpt. - - - - -

Step 5.

Now you will hear a number of sentences. Transform them into imperative sentences for the second person plural by making the following changes:

a.) drop the personal pronoun

b.) replace the final sound-letter (vowel or consonant) of the basic form with -йте.

For example:

Stimulus: Аз по́чвам кнѝгата.

Response: По́чвайте кнѝгата!

After a pause for your response a confirmation will be given to you. Repeat it after the speaker only if you make a mistake.

Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Аз пе́я в кѝщи.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Аз пия́ ви́но.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Аз сто́я тук.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Аз ве́черам с Ли́дия.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Аз танцу́вам с Мари́я.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Аз свѣ́ршвам писмо́то.

R. - - - - -

C. _____

Rpt. - - - - -

Notes

Verbs that have a vowel before the ending of the first person singular, present tense, form the imperative with the endings -й for second person singular and -йте for the second person plural.

Example:

пе́я	пе́й	пе́йте
стоя́	сто́й	сто́йте
вече́рям	вече́рай	вече́райте

Now stop the tape and read the following notes in your workbook.

Notes

You have probably noticed several new constructions used in the dialogue in Step 1. For example:

Нека да отидем на кино! Let's go to the movies.

Добре, да отидем! O.K. Let's go.

Нека да не носим униформи! Let's not wear uniforms.

Нека вечерят в къщи! They ought to (let them) have dinner at home.

Нека той да учи сега! He should (have him) study now.

The forms да, нека, нека да, нека да не in combination with verbs in the present tense express a request, a wish, or an order referring to all persons and numbers. If the subject is used, it is placed before да.

Нека те да учат сега!

Нека той да дойде в къщи!

Нека студентите да пеят!

Step 6.

Now you will hear a number of sentences. Use the phrase Нека да omitting the subject. After a pause for your oral response a confirmation will be given to you. Repeat it after the speaker only if you make a mistake.

Let us begin!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Ние ще купим билети за кино.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Студентите ще отидат на гости.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Аз ще вечерям в къщи.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ние сви́рим на пи́ано.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Учи́телят но́си циви́лни дрéхи.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Те оти́ват на вече́ря.

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Г-жа́ Хри́стова четé вéстник.

R. - - - - -

C. _____

Rpt. - - - - -

Now take Self-evaluative Test No. 1.

Self-evaluative Test No. 1

A. Transform the following statements into imperative sentences, first singular and then plural (second person only).

1. Аз пия́ ви́но. _____
2. Аз пи́ша писмо́то. _____
3. Аз но́ся унифо́рмата. _____
4. Аз оти́вам на ки́но. _____
5. Аз по́чвам романа́. _____
6. Аз вече́рям в кѝщи. _____
7. Аз вървя́ в ста́ята. _____
8. Аз сви́ря на пиано́. _____
9. Аз пе́я с Ли́дия. _____
10. Аз свѝршвам романа́. _____

B. Transform the following sentences into imperative sentences by using the construction нека да with the subject.

1. Ни́е вече́ряме в кѝщи. _____
2. Студѐнтите танцу́ват в ста́ята. _____
3. Той върви́ в ки́ното. _____
4. Те сви́рят на пиано́. _____
5. Ни́е пи́ем ви́но. _____

Now check your work with the key provided at the end of this unit.

If you have made more than two mistakes you should repeat Steps 1-6.

Step 1.

Now listen to the following sentences while looking at the illustrations in your workbook. Pay attention to the new forms and how they are used.

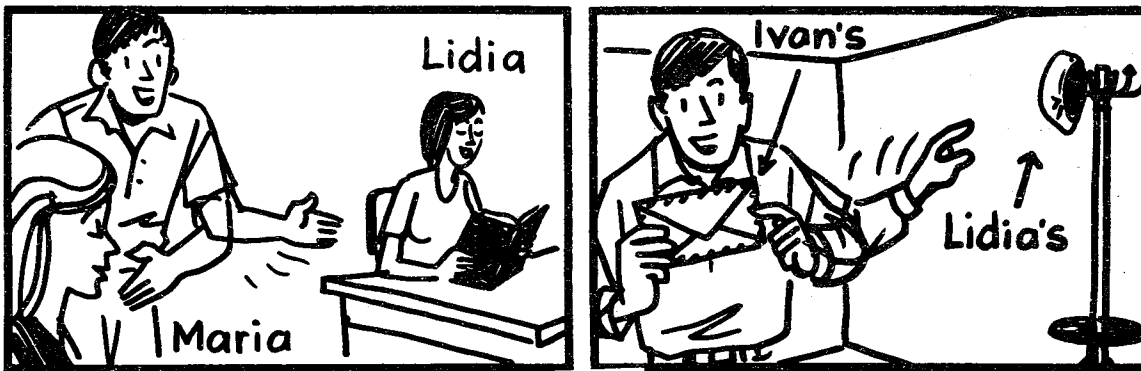
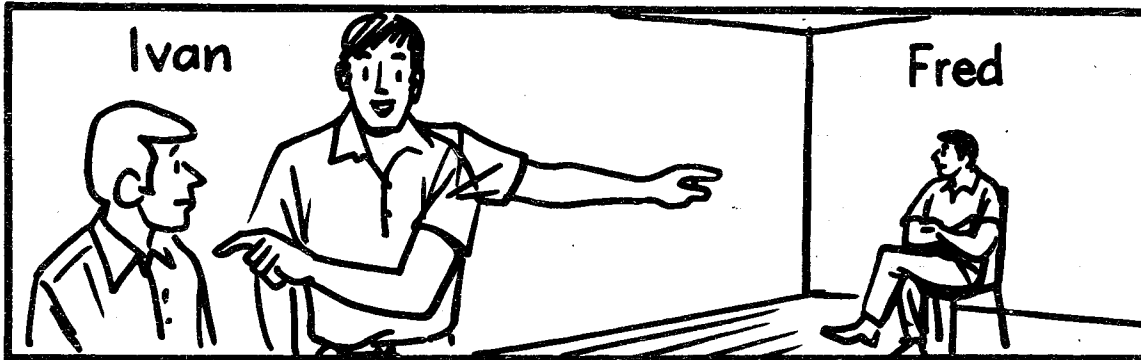
Let us start with Picture one.

1. (Това е кни́га.)
(Онова е мо́лив.)
2. (Тези студенти четат кни́ги.)
(Онези студенти пишат писма́.)
3. (Този студент е Ива́н.)
(Онзи студент е Фред.)
4. (Тази студентка тук е Мари́я.)
(Онази студентка там е Ли́дия.)
5. (Това писмо́ е на Ива́н.)
(Онова кепе́ е на Ли́дия.)

Notes

Bulgarian demonstrative pronouns have a separate form for each of the three genders in the singular. They have only one form for all three genders in the plural.

The pronouns agree in gender and number with the nouns they qualify and usually stand before them.



Step 2.

Now you will hear several sentences. Use the demonstrative pronouns indicating near persons and things with the subjects of these sentences. After a pause for your response a confirmation will be given to you. Repeat it after the speaker only if you make a mistake.

Ready? Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Студентът е тук.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Моливът е червен.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Книгата е голяма.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Келето е зелено.

R. -----

C. _____

Rpt. -----

5. S. Крушите са жълти.

R. -----

C. _____

Rpt. -----

6. S. Панталонът е военен.

R. -----

C. _____

Rpt. -----

7. S. Вечерята е вкусна.

R. -----

C. _____

Rpt. -----

8. S. Гроздето е дребно.

R. -----

C. _____

Rpt. -----

Step 3.

Now we will do a similar exercise, only this time in your responses use the form of the demonstrative pronoun indicating distant persons and objects. After a pause for your response, a confirmation will be given to you. Repeat it after the speaker only if you make a mistake.

Ready? Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Кни́гата е голя́ма.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Учи́телят е добъ́р.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Унифо́рмите са там.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Кѐпето е каѳяво.
R. - - - - -
C. _____
Rpt. - - - - -

5. S. Грѓдето е ѓдро.
R. - - - - -
C. _____
Rpt. - - - - -

6. S. Ключѓт е на Иван.
R. - - - - -
C. _____
Rpt. - - - - -

7. S. Студентѓт е добѓр.
R. - - - - -
C. _____
Rpt. - - - - -

8. S. Шапката е червена.
R. - - - - -
C. _____
Rpt. - - - - -

Now take the Self-evaluative Test No. 2.

Self-evaluative Test No. 2

Using the following ten sentences as stimuli, write new twenty sentences using both forms of the demonstrative pronouns ТАЗИ and ОНАЗИ.

1. Студентката е хубава. _____

2. Вестникът е на Иван. _____

3. Крушите са евтини. _____

4. Кепето е на Фред. _____

5. Моливите са червени. _____

6. Ябълката е сладка. _____

7. Господинът е учител. _____

8. Стаята е голяма. _____

9. Писмото е за г-жа Петрова. _____

10. Студентите учат български. _____

Now check your work with the key provided at the end of this unit.
If you have made more than two mistakes you should repeat Part 2.

Key to Self-evaluative Test No. 1

A.

1. Пий ви́но!
Пийте ви́но!
2. Пиши́ писмо́то!
Пише́те писмо́то!
3. Носи́ унифо́рмата!
Носе́те унифо́рмата!
4. Оти́вай на кино́!
Оти́вайте на кино́!
5. Почва́й романа́!
Почва́йте романа́!
6. Вече́рай в къщи́!
Вече́райте в къщи́!
7. Върви́ в ста́ята!
Върве́те в ста́ята!
8. Свири́ на пиано́!
Свире́те на пиано́!
9. Пе́й с Ли́дия!
Пе́йте с Ли́дия!

10. Свѣршвай романа!
Свѣршвайте романа!

В.

1. Нека ние да вечеряме в къщи!
2. Нека студентите да танцуват в стаята!
3. Нека той да върви в киното!
4. Нека те да свирят на пиано!
5. Нека ние да пием вино!

Key to Self-evaluative Test No. 2

1. Та́зи студéнтка е ху́бава.
Она́зи студéнтка е ху́бава.
2. То́зи вéстник е на Ива́н.
О́нзи вéстник е на Ива́н.
3. Те́зи кру́ши са е́втини.
Оне́зи кру́ши са е́втини.
4. Това́ ке́пе е на Фред.
Онова́ ке́пе е на Фред.
5. Те́зи мо́ливи са червéни.
Оне́зи мо́ливи са червéни.
6. Та́зи я́бълка е сла́дка.
Она́зи я́бълка е сла́дка.
7. То́зи господи́н е учи́тел.
О́нзи господи́н е учи́тел.
8. Та́зи ста́я е голя́ма.
Она́зи ста́я е голя́ма.
9. Това́ писмо́ е за г-жа Петро́ва.
Онова́ писмо́ е за г-жа Петро́ва.
10. Те́зи студéнти учат бълга́рски.
Оне́зи студéнти учат бълга́рски.

Map of the Bulgarian Dialects



Political frontier -----
 Dialect frontier ++++++

UNIT 10

OBJECTIVES

Upon completion of this unit the student will be able to understand and construct sentences orally and in writing using:

- a.) the masculine, feminine, and neuter forms of Bulgarian adjectives in singular and plural.
- b.) the proper agreement between adjectives and nouns (in gender, number, and article).
- c.) the forms of the comparative (по-) and the superlative (най-) degree with adjectives.

This unit is based on vocabulary from Lessons 1-8 of the Basic Bulgarian Course, 1957.

Ninety percent accuracy is the accepted level of performance measured through self-evaluative tests.

Step 1.

Listen to the following narration while looking at the illustrations in your workbook. Pay attention to the new forms in the text.

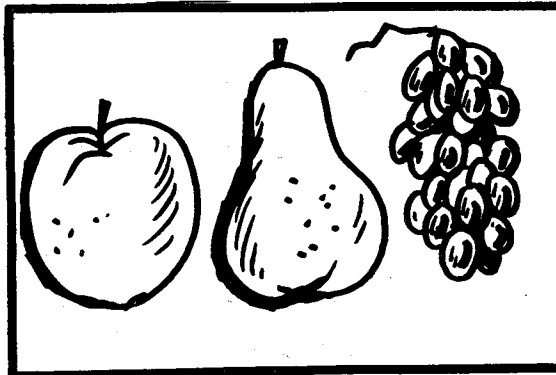
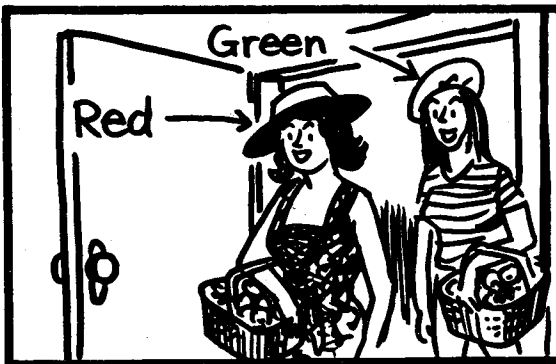
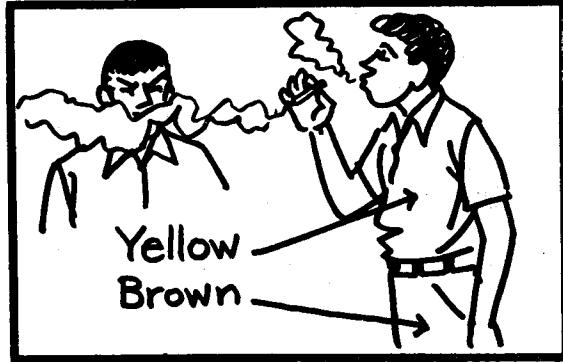
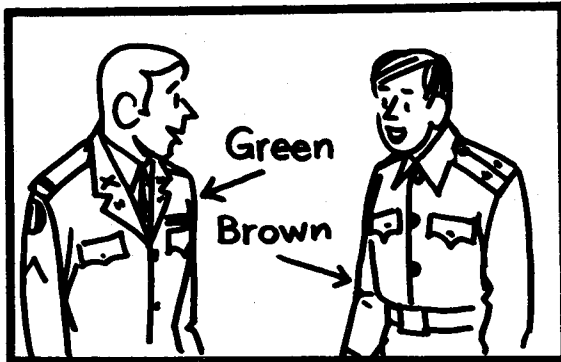
В голямата стая има много студенти. Те носят военни униформи. Фред носи зелена униформа, а Иван - кафява.

И г-н Петков е в стаята. Той носи цивилни дрехи. Г-н Петков има кафяв панталон и жълта риза. Той пуши български цигари.

Г-жа Добрева и Мария влизат в стаята. Г-жа Добрева има червена шапка. Мария има зелено кепе. Те донесят едри, сочни и вкусни круши, ябълки и грозде. Крушите са по-сладки от ябълките. Гроздето е най-сладко.

Студентите и учителите ще имат забава.

Now stop the tape and read the notes on the following pages. After that continue with Step 2.



Notes

As in English, adjectives precede the nouns which they modify.

For example:

зелена униформа, кафяв панталон
зелено кепе, цивилни дрехи

The basic forms of Bulgarian adjectives are given in dictionaries.

For example:

The majority of Bulgarian adjectives modifying masculine nouns have a consonant ending: добър, хубав, кафяв, евтин, etc. Some adjectives end in -и: български (Bulgarian), руски (Russian) агнешки, etc.

Adjectives with a consonant ending in their basic form take -а in order to form the feminine gender and -о to form the neuter gender.

For example:

голям	голяма	голямо
зелен	зелена	зелено
хубав	хубава	хубаво

Adjectives with a vowel ending -и in their basic form change this -и to -а for the feminine gender and -о for the neuter gender.

For example:

български	българска	българско
руски	руска	руско

In addition to agreement in gender and number between the adjectives and the nouns, there is an agreement in article. When we have a construction involving an adjective and a noun the form of the definite article is added to the adjective. This form, of course, must reflect the gender and the number of the noun.

The forms of the definite article for adjectives are:

- 1) Masculine -ЯТ (long form)
 -Я (short form)
- 2) Feminine -ТА
- 3) Neuter -ТО
- 4) Plural for all
 genders -ТЕ

The definite article for the masculine adjectives is used in the following manner: the definite article is added, not to the basic form, but to the basic form enlarged with -и. For example:

На ма́сата има червѐн мо́лив.

Червѐният мо́лив е на ма́сата.

жѐлт жѐлти+ят (-я)

хубав хубави+ят (-я)

The feminine, neuter and plural forms of the definite article are added directly to the feminine, neuter and plural forms of the adjectives.

For example:

червѐна ша́пка

червѐната ша́пка

зеле́но ке́пе
добри́ студенти́

зеле́ното ке́пе
добри́те студенти́

Note that ъ is retained only in the basic form and dropped from the final syllable in all other adjectival forms, e.g.,

добър студент

добра студентка

добро момиче

добри́ студенти́

е is dropped from the final syllable of some adjectives.

цивилен панталон

цивилна униформа

цивилно ке́пе

цивилни дрехи

я becomes е before a syllable containing the front vowel

голяма стая

големи стаи

Step 2.

In the following exercise you will hear a number of short sentences. Expand these sentences by modifying the direct object of the sentence with the correct form of the adjective given in your workbook.

Listen to each sentence first, then say the new sentence aloud and listen to a confirmation. If you find that you were wrong, repeat the confirmation.

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Иван има шапка.

a) червѐн b) червѐно c) червѐна d) червѐни

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Мари́я яде́ круша́.

a) жѐлта b) жѐлти c) жѐлт d) жѐлто

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Г-н Хри́стов но́си пантало́ни.

a) цивилно b) цивилни c) цивилна d) цивилен

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ли́дия но́си дре́хи.

- a) во́енен b) во́енни c) во́енно d) во́енна

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Това́ е фи́лм.

- a) ху́бав b) ху́баво c) ху́бави d) ху́бава

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Го́стите ще яда́т а́гне.

- a) пе́чен b) пе́чена c) пе́чено d) пе́чени

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Г-жа До́брева четé вéстник.

- a) голя́мо b) голя́ма c) голе́ми d) голя́м

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Фрéd пуши цигáра.

- a) скъп b) скъпо c) скъпи d) скъпа

R. -----

C. _____

Rpt. -----

9. S. Студéнтите нóсят унифóрми.

- a) кафяв b) кафяви c) кафява d) кафяво

R. -----

C. _____

Rpt. -----

Step 3.

Now you will hear a number of sentences containing adjectives modifying the subject. After each sentence there will be a pause during which you are expected to examine the incomplete sentence in your workbook and write in the correct form of the adjective from the sentence you just heard. After that a confirmation will be given to you. Repeat it after the speaker and make corrections (if any) in your workbook.

Here we go!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Зелѐната шапка е на масата.

R. - - - - - молив е на масата.

C. _____

Rpt. - - - - -

2. S. Голямата книга е на Иван.

R. - - - - - вѐстник е на Иван.

C. _____

Rpt. - - - - -

3. S. Жѐлтата круша е сладка.

R. - - - - - круши са сладки.

C. _____

Rpt. - - - - -

4. S. Скѣпите дрѣхи са на Мари́я.

R. - - - - - кепе е на Мария.

C. _____

Rpt. - - - - -

5. S. Пѣченото а́гне е вку́сно.

R. - - - - - я́бълка е вку́сна.

C. _____

Rpt. - - - - -

6. S. Цивѣлния́т пантало́н е на г-н Хри́стов.

R. - - - - - дрѣхи са на г-н Хри́стов.

C. _____

Rpt. - - - - -

7. S. Кафѣя́вата ри́за е тук.

R. - - - - - дом е тук.

C. _____

Rpt. - - - - -

8. S. Ху́бавото момѣ́че е там.

R. - - - - - ма́са е там.

C. _____

Rpt. - - - - -

9. S. Вкусната вечеря е на масата.

R. - - - - - ви́но е на масата.

C. _____

Rpt. - - - - -

Self-evaluative Test No. 1

Fill in the noun modifiers in the following sentences:

1. Ива́н има _____ кѐпе.
(green)
2. Мари́я яде́ _____ кру́ша.
(yellow)
3. Студѐнтите четат _____ кнѝги.
(big)
4. Г-н Христо́в пѝе _____ ви́но.
(red)
5. Ни́е яде́м _____ а́гне.
(roasted)
6. _____ я́бълки са скѝпи.
(the sweet)
7. И́мате ли _____ дрѐхи.
(nice)
8. Пу́шите ли _____ цигáри.
(Bulgarian)
9. Тук ли е _____ ша́пка.
(the civilian)
10. Фред но́си _____ пантало́н.
(brown)

Step 1.

In this exercise you will hear several sentences containing adjectives in the positive form. You are expected to construct new sentences in the comparative degree. You can accomplish this by placing the particle ПО- before the adjectives. For example:

1. Stimulus: Ива́н е до́бър студент.

Какъв студент е Сте́фан?

Response: Сте́фан е по-до́бър студент от Ива́н.

2. Stimulus: Мари́я има хубава шапка.

Каква шапка има Ли́дия?

Response: Ли́дия има по-хубава шапка от Мари́я.

After a pause for your response to the question, a confirmation will be given to you. Repeat it after the speaker only if you made a mistake.

Let us try it now!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Та́зи кни́га е голя́ма.

Каква́ е она́зи кни́га?

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Жълтото грозде е кисело.
Какво е зеленото грозде?

R. -----

C. _____

Rpt. -----

3. S. Крушите са едри.
Какви са ябълките?

R. -----

C. _____

Rpt. -----

4. S. Този молив е евтин.
Какъв е онзи молив?

R. -----

C. _____

Rpt. -----

5. S. Лидия е хубаво момиче.
Какво момиче е Мария?

R. -----

C. _____

Rpt. -----

6. S. Жълтата круша е сладка.

Каква е зелената круша?

R. - - - - -

C. _____

Rpt. - - - - -

Notes

In writing, the comparative particle но́- is separated from the adjective by a dash. Note that the stress falls on the particle но́-.

Step 2.

Now you will hear more sentences containing nouns and adjectives. Form the superlative degree of these adjectives by placing the particle най- before them. For example:

Stimulus: Ив'ан е доб'ър студ'ент.

Response: Ив'ан е най-доб'ър студ'ент.

(John is the best student.)

After a pause for your response a confirmation will be given to you. Repeat it after the speaker.

Let us try it now!

(S = Stimulus, R = Response, C = Confirmation, Rpt. = Repetition)

1. S. Голямата кн'ига е тук.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Добрият студ'ент е в стаята.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Мари́я но́си ху́бави дре́хи.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Фре́д и Ли́дия са до́бри студéнти.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Студéнтите я́дат вку́сните я́бълки.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Ци́га́рата е сла́дка след ве́чeря.

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Това́ ви́но е ки́село.

R. - - - - -

C. _____

Rpt. - - - - -

Notes

In writing, the superlative particle на́й- is separated from the adjective by a dash. Note that the stress always falls on the particle на́й-.

Self-evaluative Test No. 2

Write the comparative and the superlative forms of the following ten sentences:

1. Хубавият филм е в това кино.
2. Добрите студенти са там.
3. Тази вечеря е вкусна.
4. Скъпият роман е в къщи.
5. Крушата е сладка.
6. Едрите круши са тук.
7. Това момиче е хубаво.
8. Голямото дете е момче.
9. Лидия свири на скъпото пиано.
10. Големите книги са на масата.

Now check your work with the key provided at the end of this unit.

If you have made more than one mistake you should repeat Part 2.

Key to Self-evaluative Test, No. 1

1. зелéно
2. жълта
3. голéми
4. червéно
5. пéчено
6. сладките
7. хубави
8. бългáрски
9. цивíлната
10. кафяв

Key to Self-evaluative Test, No. 2

- | | |
|------------------|---------------|
| 1. по́-хубавият | най́-хубавият |
| 2. по́-добрите | най́-добрите |
| 3. по́-вкусна | най́-вкусна |
| 4. по́-скъпият | най́-скъпият |
| 5. по́-сладка | най́-сладка |
| 6. по́-едрите | най́-едрите |
| 7. по́-хубаво | най́-хубаво |
| 8. по́-голямото | най́-голямото |
| 9. по́-скъпото | най́-скъпото |
| 10. по́-големите | най́-големите |

