



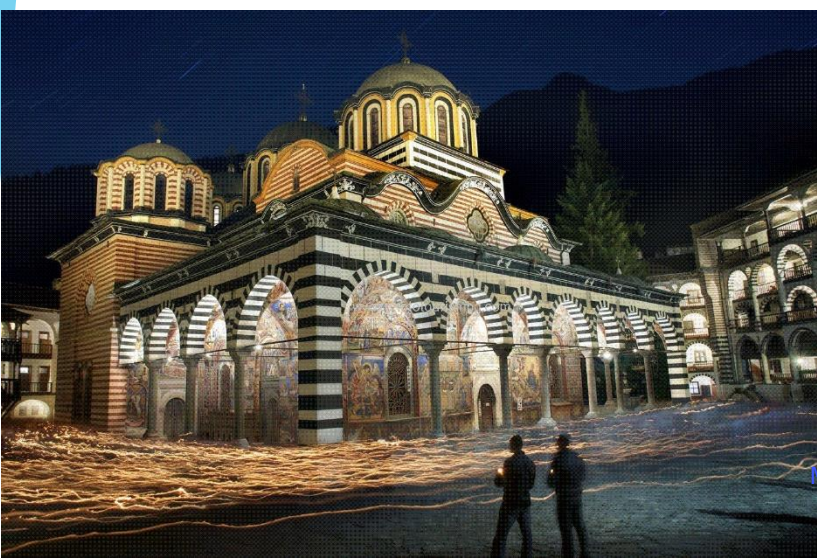
BULGARIAN BASIC COURSE

Taped Exercises in Grammatical Structures

Volume II
Units 4 - 10
Workbook

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DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER



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 сѣм "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 Ивано́в е учи́тел. _____
3. Фред има мо́лив. _____
4. Г-н Ивано́в четѐ вѐстник. _____
5. До́бър ден! _____
6. Ли́дия е студѐнтка. _____
7. Г-жа́ До́брева е учи́телка. _____
8. Тя има ша́пка. _____
9. Ли́дия четѐ кнѝга. _____
10. Аз отѝвам на вече́ря. _____
11. Той пи́е ви́но. _____
12. Ива́н отѝва на се́ло. _____
13. Добро́ у́тро! _____
14. Ти пи́неш писмо́. _____
15. Г-жа́ До́брева има дете́. _____
16. Ива́н но́си ке́пе. _____
17. Ли́дия яде́ гро́зде. _____

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.

(кнѝга - кнѝги)

(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 ма́сата. _____
8. То е на ма́сата. _____
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 кѐпѐ е кафѐво.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Това грѐзде е вкусно.

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Тѐзи учители отиват в кѐщи.

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Тѐзи студѐнти пият ви́но.

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 Христо́в е учи́тел.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Ябълките са сла́дки.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Г-жа До́брева е учи́телка.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Де́тето е до́бро.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Фред и Ли́дия са студе́нти.

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), какво.

Example:

Иван пу́ши цига́ра.

Какво́ 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 какво. 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. Ли́дия четé кнѝга.

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. Фред но́си ке́пе.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Г-н Хри́стов четé вéстник.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Учи́телят пи́ше писмо́.

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 то́зи студéнт?
То́зи студéнт е Фред.
Какъ́в е Фред?
Фред е студéнт.
2. Коя́ е та́зи студéнтка?
Та́зи студéнтка е Ли́дия.
Каква́ е Ли́дия?
Ли́дия е студéнтка.
3. Кой са те́зи студéнти?
Те́зи студéнти са Фред и Ли́дия.
Какви́ са Фред и Ли́дия?
Фред и Ли́дия са студéнти.

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 ви́но е хуба́во.
3. Та́зи унифо́рма е ка́фява.
4. Те́зи студенти́ са америка́нци.
5. Те́зи учите́ли са бълга́ри.
6. Иван е цивиле́н.
7. Това́ гро́зде е вку́сно.
8. То́зи пантало́н е воене́н.
9. Това́ а́гне е пе́чено.
10. Та́зи ша́пка е зеле́на.

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 Ивано́в?
2. Кое ви́но е ху́баво?
Какво́ е това́ ви́но?
3. Коя́ унифо́рма е ка́фява?
Каква́ е та́зи унифо́рма?
4. Кой са́ тези студенти́?
Какви́ са тези студенти́?
5. Кой са́ тези учители́?
Какви́ са тези учители́?
6. Кой е цивиле́н?
Какъв е Ива́н?
7. Кое́ грозде́ е вку́сно?
Какво́ е това́ грозде́?
8. Кой пантало́н е во́енен?
Какъв е то́зи пантало́н?
9. Кое а́гне е пе́чено?
Какво́ е това́ а́гне?
10. Коя ша́пка е зеле́на?
Каква́ е та́зи ша́пка?



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 у́тро, Ли́дия. Как си ти?

L. Здраве́й, Фре́д! Аз съм добре́. Благода́ря!

F. Какво́ прави́ш в Монте́рей?

L. Аз съм студентка. А ти?

F. Аз съм също студент.

L. Много́ добре́! Ние́ сме студенти́.

Mr. Ivanov. Добро́ у́тро! Кой сте вие?

F. Аз съм Фред, а това́ е Ли́дия.

Mr. Ivanov. Какви́ сте вие?

L. Ние́ сме студенти́. А Вие́?

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 сѣм (to be). These forms have the following English counterparts:

<u>Bulgarian</u>	<u>English</u>
аз сѣм	I am
ти си	you are
Віе сте	you are
ніе сме	we are
віе 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> студѣнт.	_____	You are a student.
<u>Віе сте</u> учітел.	_____	You are a teacher.
<u>Віе сте</u> студѣнти.	_____	You are students.

The words ти си are the form of the 2nd person singular personal pronoun and the verb сѣм (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 Калифóрния.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Г-н Хри́стов 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 съм (to be) in the following sentences:

1. Вие г-н Ивано́в.
2. Ние студенти́.
3. Ти Христо́.
4. Аз учител.
5. Вие в Монтерей.

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

1. пу́шим цига́ри.
2. четёш кни́га.
3. но́сите унифо́рма.
4. вече́ряме в кя́щи.
5. четёте вестник.

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 четё книга.	(Mr. Christov is reading a book.)
Г-н Христов ли четё 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. Ни́е сме в Монтерéй.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ви́е пу́шите цига́ри.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ива́н чете́ кни́га.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Аз пи́ша писмо́.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Г-жа́ До́брева́ има ша́пка.

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 пи́сма.

R. Фред чете́ ли кни́га?

Ива́н пи́ше ли пи́сма?

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. Лѝдѝя пѝше писмѝ.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Вѝе ѝмате шѝпка.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Г-н Иванѝв пуѝи цѝгѝра

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Г-жѝ Добреѝва отѝѝа в кѝщи.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Те отѝѝат на кѝно.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Ива́н яде́ гро́зде.

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 ра́кия.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Аз пу́ша сига́ра.

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 WH 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 ста́ята ли е?

Не, аз не съм учи́тел.

Не, той не е в ста́ята.

Ко́льо четё́ ли рома́н?

Не, Ко́льо не четё́ рома́н.

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 има which is няма 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 няма 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 Ива́нов вече́ря ли?
2. Учи́тели ли са г-н Пе́тков 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 Ивано́в.
2. Ние сме студенти.
3. Ти си Хри́сто.
4. Аз съм учите́л.
5. Вие сте в Монтерей.
- B. 1. Ние пу́шим цига́ри.
2. Ти четёш кни́га.
3. Вие но́сите унифо́рма.
4. Ние вече́ряме в кѝщи.
5. Вие четёте вѣстник.

Key to Self-evaluative Test No. 2

- A. 1. Г-н Хри́стов ли оти́ва на ки́но?
Г-н Хри́стов оти́ва ли на ки́но?
На ки́но 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 има ли ша́пка?
Не, г-жа́ До́брева няма ша́пка.
2. Фред има ли ке́пе?
Не, Фред няма ке́пе.
3. Студéнтите имат ли унифо́рми?
Не, студéнтите няма́т унифо́рми.
4. На ма́сата има ли мо́лив?
Не, на ма́сата няма 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 и́ма ве́стник.
Не, той ня́ма ве́стник.

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 -ѢТ, -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 мо́ливът?

Ф. Мо́ливът е на уче́бника.

Л. А къде е кнѝгата?

Ф. Кнѝгата е на ма́сата.

Л. Къде са ве́стниците?

Ф. Ве́стниците са до кнѝгите.

Л. Имаш ли цига́ри, Фред?

Ф. Да, цига́рите са до писмо́то.

Л. Благодарѝ, Фред!

Ф. Мо́ля, няма защо́!

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	мóлив <u>ът</u> , учíтел <u>ят</u>
	Short Form -а, -я	мóлива, учíтел <u>я</u>
Feminine	-та	кнѝг <u>ата</u> студѝнтк <u>ата</u>
Neuter	-то	писмó <u>то</u> детѝ <u>то</u>

As you can see there are two forms of the definite article for the masculine gender: the long form -ѣт (with -ѣт 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.

Мо́ливѣт е на уче́бника.

Уче́бникѣт е до мо́лива.

Учи́телят стои́ до студѣ́нта.

Студѣ́нтѣт стои́ до учи́теля.

The long form of the definite article in Bulgarian -ѣт, -ѣт 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 -ѣт, -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. Ке́не е зе́лено.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Писмо́ е голя́мо.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ви́но е ки́село.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Гро́зде е сла́дко.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Пи́ано..... е ху́аво.

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 ве́стник.....
4. Учѝтел..... пи́ше писмо́.
5. Го́ст..... има цига́ри.
6. Ви́но..... е ки́село.
7. Ива́н отѝва на вече́ря.....
8. Гро́зде..... е зеле́но.
9. Ябѝлка..... е на студѐнт..... .
10. Ке́пе..... е каѣ́йво.
11. На ма́са..... има мо́лив.
12. Мо́лив..... е черве́н.
13. Кру́ша..... е жѝлта.
14. Рома́н е хубав.
15. Ве́стник..... 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 има кѐпе. _____

На ма́сата има 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 ста́ята има ма́са. _____
В ста́ята има ма́си. _____
- b. На ма́сата има кни́га. _____
На ма́сата има кни́ги. _____
- c. Това́ е сла́дка кру́ша. _____
Това́ са сла́дки кру́ши. _____

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; веchéря - веchéри.

Step 3.

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

- а.) Това е мо́лив.
- Това са мо́ливи.
- Той е учи́тел.
- Те са учи́тели.
- б.) Това е сто́л.
- Това са столо́ве.

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 -u to the basic form. With monosyllabic (one syllable) masculine nouns we add the ending -obe 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 -обе 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.) Това са маси. _____
Масите са в стаята. _____
На масите има вестници. _____
Вестниците са на масите. _____
На масата има ключове. _____
Ключовете са на масата. _____
- b.) Ивѐн пише писма. _____
Писмата са на Ивѐн. _____
Лидия има кѐпета. _____
Кѐпетата са на Лидия. _____

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 ста́ята.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Ромáни..... са на ма́сата.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Яб'ялки.. са хубави.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Лидия четé кнйги.....

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Студентите четат вестници.....

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Кепета..... са зелени.

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

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 четё вестник.
12. Иван носи кепе.
13. Лидия пише писма.
14. Стефан има пиано.
15. Гроздето е сладко.

MS	MP	FS	FP	NS	NP

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

1. Това 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 До́брева има́ гост.
13. Момиче́то е ху́баво.
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. Уче́бници.... са на ма́сата.
2. Мо́ливи.... са до ве́стника.
3. Къде́ са романи....?
4. Ключо́ве.... са на ма́сата.
5. Студе́нти.... са в ста́ята.
6. Ябъ́лки.... са хуба́ви.
7. Вина́.... са ки́сели.
8. Ке́пета.... са ка́фяви.
9. Учи́телки.... са добри́.
10. Къде́ са сто́лове.... .
11. Г-н Ива́нов чете́ ве́стници.... .
12. Унифо́рми.... са зеле́ни.
13. Романи.... са в та́зи ста́я.
14. Го́сти.... са в ста́ята.
15. Кру́ши.... са вку́сни.

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. Биле́тът е на ве́стника.
4. Учи́телят пи́ше писмо́.
5. Го́стът има цига́ри.
6. Ви́ното е ки́село.
7. Ива́н оти́ва на вече́рята.
8. Гро́здето е зеле́но.
9. Ябъ́лката е на студѐнта.
10. Ке́пето е кафя́во.
11. На ма́сата има мо́лив.
12. Мо́ливът е черве́н.
13. Кру́шата е жълта.
14. Рома́нът е ху́бав.
15. Ве́стникът 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. Момичетата са хубави.
14. В стаите има маси.
15. Те са студентки.

- С. 1. Уче́бни́ците са на маса́та.
2. Моли́вите са до вестни́ка.
3. Къде́ са рома́ните?
4. Ключо́вете са на маса́та.
5. Студе́нтите са в ста́ята.
6. Ябълки́те са хуба́ви.
7. Вина́та са кисе́ли.
8. Кепета́та са ка́фяви.
9. Учи́телките са добри́.
10. Къде́ са столо́вете?
11. Г-н Ива́нов чете́ вестни́ците.
12. Унифо́рмите са зеле́ни.
13. Рома́ните са в та́зи ста́я.
14. Го́стите са в ста́ята.
15. Кру́шите са вку́сни.

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), върва́ (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), поч́вам (to begin, to start), свърш́вам (to finish, to end), да́вам (to give), оти́вам (to go), ид́вам (to come), вече́рям (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: чита́, пу́ша, вече́рям.

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 чета вестници.

Л. Какво четеш Иван?

Ф. Той четеш книга.

Л. Какво четат студентите?

Ф. И те четат книги.

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

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

Ф. Лидия, ти пишеш ли писмо?

Л. Да, аз пиша писмо.

Ф. Когато ще ядем?

Л. Ние ще ядем в един час.

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 четёш кни́га.

Иван пие ви́но.

Ти пишеш писмо́.

Ли́дия яде́ на ма́сата.

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

Аз чита́ кни́га.

Ти четёш кни́га.

Иван чете́ кни́га.

Ли́дия чете́ кни́га.

То четé кнѝга. _____
 Нѝе четém кнѝги. _____
 Вѝе четéте кнѝги. _____
 Студѝнтите четáт кнѝги. _____

The following verbs conjugate in the same way as the verb чета: пѝша
 (to write), пѝя (to sing), пѝя (to drink), ям, ядѝш, ядѝ (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. Студѝнтите (пѝша) писмá.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Нѝе (пѝя) бѝра.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ти (чета) вѣстник.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Вие (пе́я).

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Г-жа́ Дóбрева (пи́ша) кнѣ́га.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Г-н Ива́нов (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 ци́га́ра.

Ние пу́шим ци́га́ри.

Той сви́ри на пи́ано.

Вие стои́те в ста́ята.

Ти но́сиш уни́фо́рма.

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) сига́ри.

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. Вие (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.

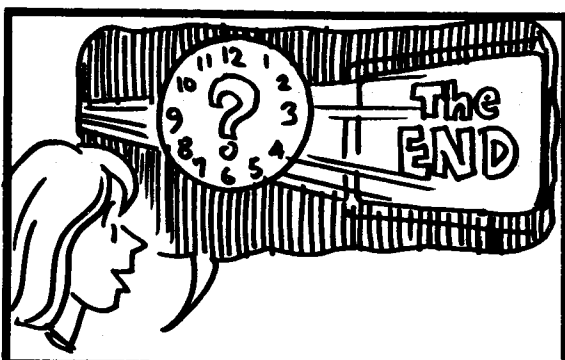
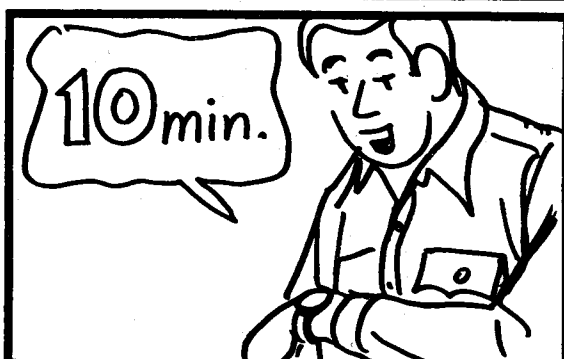
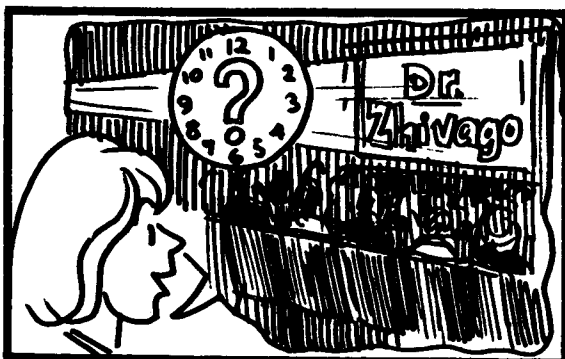
Listen to the following conversation while looking at the illustrations in your workbook. Topic: Stefan and Maria meet in front of the movie theater.

Stop the tape and read the notes which follow.

Unit 7

Part 2

Step 1



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 оти́вам на кѝно.

Ти и́дваш в ста́ята.

Сте́фан свѣршва писмо́то.

Ма́рия вече́ря в кѣщи.

То по́чва ра́но.

Нѝе и́маме мо́ливи.

Ви́е танцу́вате ху́баво.

Студѣ́нтите ня́мат кнѝги.

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 (стру́вам) е́втино.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Мари́я (оти́вам) на кíно.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Аз (да́вам) кни́гата на Ива́н.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ви́е (свѣ́ршвам) рома́на.

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" (КАКБО') 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. Вие _____ на пиано́.
(play)
4. Г-н Петко́в _____ ви́но.
(drinks)
5. Студе́нтката _____ в ста́ята.
(sings)
6. Ние _____ кни́ги и мо́ливи.
(carry)
7. Мари́я и Сте́фан _____ на ки́но.
(are going)
8. Гео́рги _____ цивíлни дрéхи.
(wears)
9. Г-н Петро́в _____ вéстник.
(reads)
10. Аз _____ кру́ши на Еле́на.
(give)
11. Вие _____ я́бълки и гро́зде.
(eat)
12. Ние _____ кни́ги.
(have)

13. Филмът _____ в един часа́, а
(starts, to begin)
_____ в три.
(ends)
14. Ко́льо и Хри́сто _____ черве́но ви́но.
(drinks)
15. Ива́н _____ на учи́теля.
(thanks)
16. Сте́фан и Мари́я _____ биле́ти.
(have)
17. Кру́шите _____ мно́го.
(cost)
18. Студе́нтите _____ два ча́са.
(walk)
19. Той _____ в ста́ята и
(stands, stays)
_____ цига́ра.
(smokes)
20. Фред и Ли́дия _____ .
(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 добре́. _____

2. Ли́дия има́ червѐна ша́пка. _____

3. Студѐнтите пия́т ракия́. _____

4. Фред сви́ри на пи́ано. _____

5. Вие́ идв́ате на кѐно. _____

6. Сте́фан и Мари́я вече́рят
на ма́сата. _____

7. Ти пу́шиш мно́го. _____

8. Ива́н благода́ри за кни́гата. _____

9. Вие́ отив́ате в кѝщи. _____

10. Те яда́т ябѝлки. _____

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 Мари́я билéт?
(Имам)
7. Когá _____ вие?
(вечерям)
8. Ние _____ грóзде на студéнтите.
(давам)
9. Г-жа́ Хри́стова 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. чете́
10. да́вам
11. яде́те
12. има́ме
13. по́чва, сви́ршва
14. пи́ят
15. благода́ри
16. има́т
17. стру́ват
18. върва́т
19. стои́, пу́ши
20. танцу́ват

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 черве́на ша́пка?
Не, Ли́дия нѐма черве́на ша́пка.
3. Пѝят ли студѐнтите раки́я?
Не, студѐнтите не пѝят раки́я.
4. Сви́ри ли Фред на пи́ано?
Не, Фред не сви́ри на пи́ано.
5. И́двате ли ви́е на ки́но?
Не, ни́е не и́дваме на ки́но.
6. Вече́рят ли Сте́фан и Мари́я на ма́сата?
Не, Сте́фан и Мари́я не вече́рят 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 кѝщи?
Не, ни́е не оти́ваме в кѝщи.
10. Яда́т ли те я́бълки?
Не, те не яда́т я́бълки.

В.

1. Ние идваме в къщи.
2. Ти даваш кепето на Иван.
3. Вие имате ли униформа?
4. Кога почва филмът?
5. Стефан отива ли на кино?
6. Има ли Мария билет?
7. Кога вечеряте вие?
8. Ние даваме грозде на студентите.
9. Г-жа Христова и г-н Иванов нямат писма.
10. Г-н Петков свършва цигарите.

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.

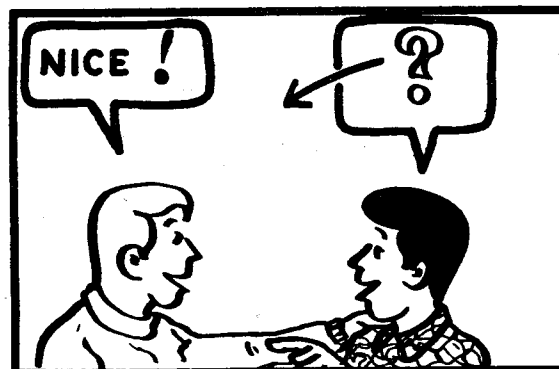
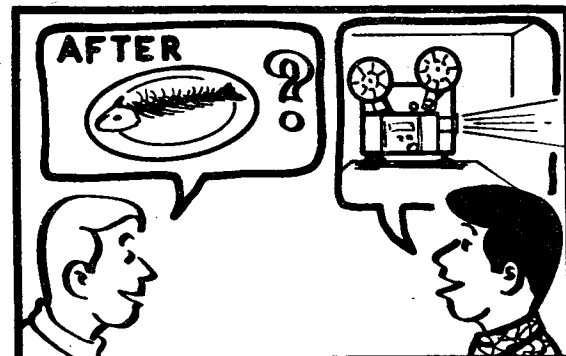
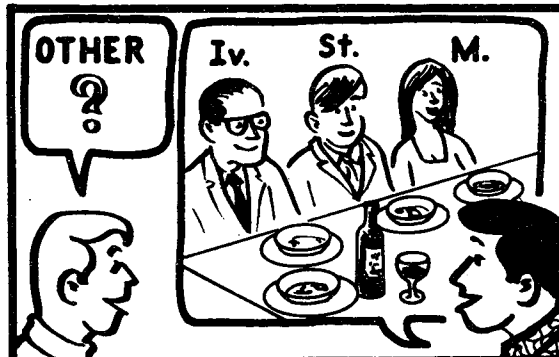
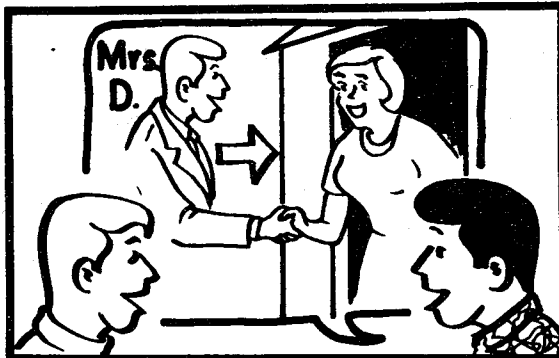
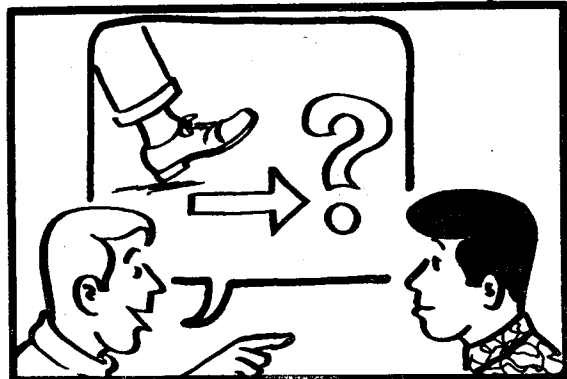
Step 1.

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.

Unit 8

Part 1

Step 1



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 добре.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Книгите са на масата.

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 сига́ри.

R. - - - - -

C. _____

Rpt. - - - - -

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

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Г-н Петко́в ще вече́ря в кя́щи.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Вие 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 бя́да в кя́щи.

R. - - - - -

C. _____

Rpt. - - - - -

9. S. Вие 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 отива́ме ли на кѝно?

Сте́фан - Не, няма да отива́ме на кѝно.

М. Ще сви́рим ли на пи́ано?

С. Не, няма да сви́рим на пи́ано.

М. Ще вече́ряме ли?

С. Не, няма да вече́ряме.

М. Ще бѣ́деш ли в кѣ́щи?

С. Не, няма да бѣ́да в кѣ́щи.

М. Хри́сто ще бѣ́де ли в кѝното?

С. Не, Хри́сто няма да бѣ́де в кѝното.

Notes

Negative statements in the future tense are formed with the help of the auxiliary verb ня́ма, the particle да, plus the present tense forms of the verbs. Thus the whole construction is ня́ма 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 има ли книги?

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ще стойте ли в стаята?

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Ще бъ́деш ли в кѝното?

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Ива́н ще четѐ ли кнѝга?

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Студѐнтите ще но́сят ли унифо́рми?

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Сте́фан ще пи́ше ли на Мари́я?

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 пуша.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Мари́я няма да сви́ри на пиано.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Студе́нтите няма да бъ́дат тук.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Фíлмът нýма да пóчне рáно.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Кнýгата нýма да бýде на мáсата.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Вúе нýма да сте в Калифóрния.

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Нúе нýма да пúем вúно.

R. - - - - -

C. _____

Rpt. - - - - -

Self-evaluative Test No. 2

A. Transform the following 10 statements into questions:

1. Аз ще четá кнѝга.
2. Нѝе ще ядѝм грóзде.
3. Г-жа́ Дóбрева ще ѝма гóсти.
4. Вѝе ще сте в кѝщи.
5. Лѝдия и Хрѝсто ще са в ста́ята.
6. Вечѝрята ще бѝде вку́сна.
7. Писмо́то ще е на ма́сата.
8. Учи́телите ще са добри́.
9. Я́бълката ще е со́чна.
10. В кѝното ще да́ват фѝлм.

B. Give negative answers to the following 10 questions.

1. Г-н Ивано́в ще бѝде ли в кѝщи?
2. Нѝе ще бѝдем ли там?
3. Вѝе ще танцу́вате ли след вечѝря?
4. Ти няма ли да ядѝш грóзде?
5. Мари́я няма ли да пи́ше писмо́?
6. Студѝнтите ще отѝват ли на кѝно?
7. Учи́телката ще сви́ри ли на пиáно?
8. Фѝлмът ще сви́рши ли?
9. Ще отѝвате ли на вечѝря?
10. Вѝе ще но́сите 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 чета́ ли кни́га?
2. Ние ще яде́м ли гро́зде?
3. Г-жа́ Добрева́ ще има́ ли го́сти?
4. Вие ще бъ́дете ли в кѝщи?
5. Ли́дия и Хри́сто ще бъ́дат ли в ста́ята?
6. Вече́рята ще бъ́де ли вку́сна?
7. Писмо́то ще бъ́де ли на ма́сата?
8. Учи́телите ще бъ́дат ли добри́?
9. Ябѝлката ще бъ́де ли со́чна?
10. В ки́ното ще да́ват ли фи́лм?

B.

1. Г-н Ива́нов няма́ да бъ́де (е) в кѝщи.
2. Ние няма́ да бъ́дем (сме) там.
3. Аз няма́ да танцу́вам след вече́ря.
4. Аз няма́ да ям гро́зде.
5. Мари́я няма́ да пи́ше писмо́.
6. Студе́нтите няма́ да оти́ват на ки́но.
7. Учи́телката няма́ да сви́ри на пи́ано.
8. Фи́лмът няма́ да свѝрши.
9. Ние няма́ да оти́ваме на вече́ря.
10. Аз няма́ да но́ся ша́пка.

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-о́нзи, тази-о́нази, това-о́нова, тези-о́нези.

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 ста́ята!

Фред: А къде́ да пу́ша?

И. Иди́ в клуба́. Там пуши́ и пий кафе́.

Ф. Добре́, ще оти́да. Вие стойте тук!

И. Къде́ ще вече́ряте с Ли́дия?

Ф. Ще вече́ряме в къщи́.

И. Нека да оти́дем на кино́ след това́.

Ф. Добре́, да оти́дем.

И. Нека да не но́сим унифо́рми!

Ф. Ще но́сим цивилни́ дрехи́.

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:

чета́

чети́

четéте

пу́ша

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 пѣя ви́но.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Аз танцѹ́вам в ста́нта.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Аз ве́черам с Ли́дия.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Аз по́чвам писмо́то.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Аз свѣ́ршвам ве́стника.

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 ве́чера́м с Ли́дия.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Аз та́нцу́вам с Ма́рия.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Аз свѣ́ршвам пи́смото.

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
сто́я	сто́й	сто́йте
вече́рям	вече́ряй	вече́ряйте

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 кúним билéти за кíно.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Студéнтите ще отíдат на гóсти.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Аз ще вечéрям в кýщи.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ние сви́рим на пи́ано.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Учи́телят но́си циви́лни дре́хи.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Те оти́ват на вече́ря.

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Г-жа́ Хри́стова четé ве́стник.

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 рома́на. | _____ | _____ |
| 6. Аз вече́рям в кя́щи. | _____ | _____ |
| 7. Аз вървя́ в ста́ята. | _____ | _____ |
| 8. Аз сви́ря на пи́ано. | _____ | _____ |
| 9. Аз пе́я с Ли́дия. | _____ | _____ |
| 10. Аз свършвам рома́на. | _____ | _____ |

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

- | | |
|-------------------------------------|-------|
| 1. Ние вече́ряме в кя́щи. | _____ |
| 2. Студе́нтите танцу́ват в ста́ята. | _____ |
| 3. Той върви́ в ки́ното. | _____ |
| 4. Те сви́рят на пи́ано. | _____ |
| 5. Ние 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.

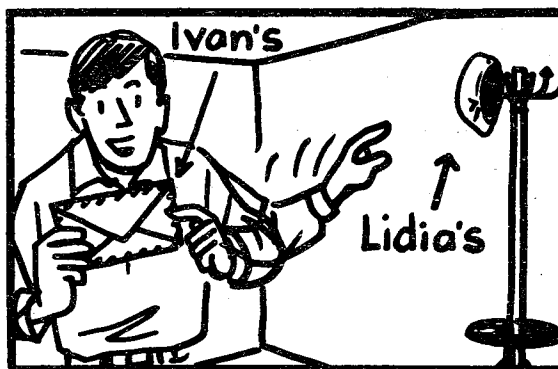
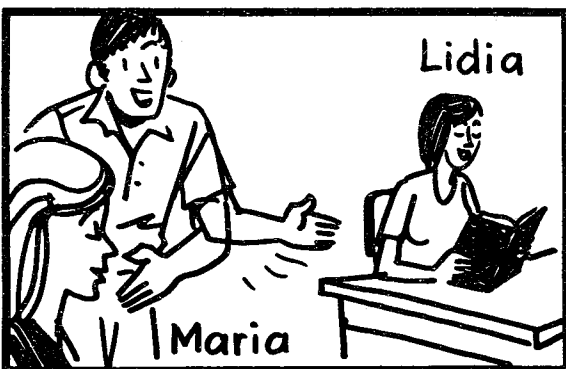
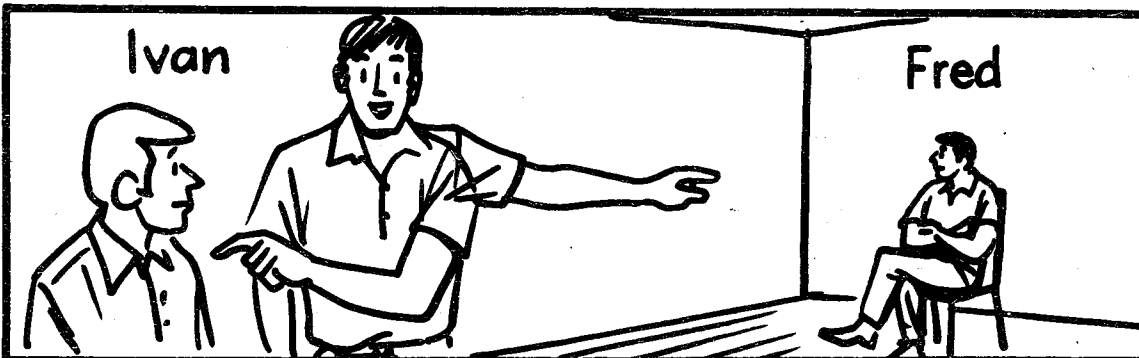
Let us start with Picture one.

1. (Това е кнѣга.)
(Онова е молив.)
2. (Тѣзи студѣнти четат кнѣги.)
(Онѣзи студѣнти пишат писма.)
3. (Този студѣнт е Иван.)
(Онзи студѣнт е Фред.)
4. (Тази студѣнтка тук е Марѣя.)
(Онази студѣнтка там е Лѣдия.)
5. (Това писмо е на Иван.)
(Онова кѣпе е на Лѣдия.)

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. Кепето 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 добър.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Унифо́рмите са там.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ке́нето е ка́фяво.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Гро́здето е е́дро.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Ключи́т е на Ива́н.

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Студе́нтът е до́бър.

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Ша́пката е червѐна.

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 ки́но!

Оти́вайте на ки́но!

5. По́чвай рома́на!

По́чвайте рома́на!

6. Вече́рай в кѝщи!

Вече́райте в кѝщи!

7. Върви́ в ста́ята!

Върве́те в ста́ята!

8. Свири́ на пи́ано!

Свире́те на пи́ано!

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 студѐнтка е ху́бава.
Она́зи студѐнтка е ху́бава.
2. То́зи вѐстник е на Ива́н.
О́нзи вѐстник 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 червѐни.
Оне́зи мо́ливи са червѐни.
6. Та́зи я́бълка е сла́дка.
Она́зи я́бълка е сла́дка.
7. То́зи господа́н е учи́тел.
О́нзи господа́н 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 студѐнти учат бѐлгарски.
Оне́зи студѐнти учат бѐлгарски.

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.

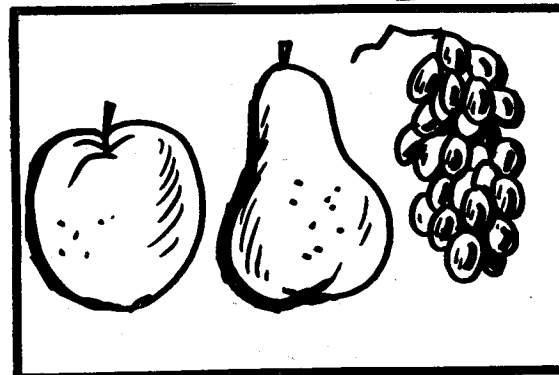
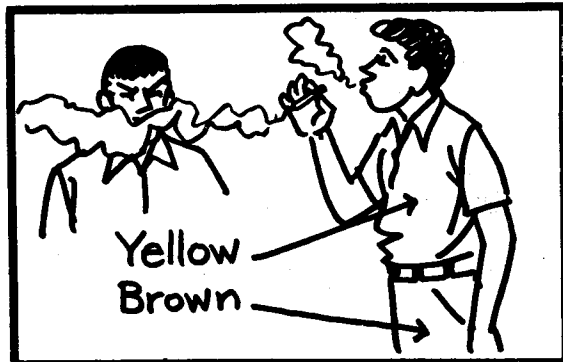
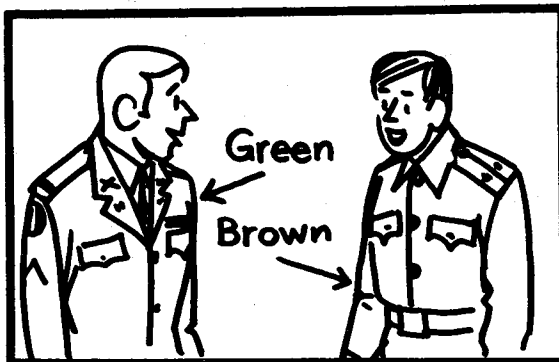
В голямата стая има много студенти. Те носят военни униформи. Фред носи зелена униформа, а Иван - кафява.

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 донесат 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:

зеле́на унифо́рма, ка́фяв пантало́н
зеле́но ке́пе, циви́лни дрéхи

The basic forms of Bulgarian adjectives are given in dictionaries.

For example:

The majority of Bulgarian adjectives modifying masculine nouns have a consonant ending: до́бър, ху́бав, ка́фяв, е́втин, etc. Some adjectives end in -и: бѐлгарски (Bulgarian), ру́ски (Russian) а́гнешки, 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:

голя́м	голя́ма	голя́мо
зеле́н	зеле́на	зеле́но
ху́бав	ху́бава	ху́баво

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:

бѐлгарски	бѐлгарска	бѐлгарско
ру́ски	ру́ска	ру́ско

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)

ху́бав ху́бави+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

добри 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 четё́ вестник.

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

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Фре́д пу́ши цига́ра.

- a) скѣп b) скѣпо c) скѣпи d) скѣпа

R. - - - - -

C. _____

Rpt. - - - - -

9. S. Студе́нтите но́сят унифо́рми.

- a) каѣяв b) каѣяви c) каѣява d) каѣяво

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 ша́пка е на ма́сата.

R. - - - - - мо́лив е на ма́сата.

C. _____

Rpt. - - - - -

2. S. Голя́мата кнѝга е на Ива́н.

R. - - - - - вћстник е на Ива́н.

C. _____

Rpt. - - - - -

3. S. Жѝлтата кру́ша е сла́дка.

R. - - - - - кру́ши са сла́дки.

C. _____

Rpt. - - - - -

4. S. Скѣпите дрѣхи са на Мари́я.

R. - - - - - кепе е на Мария.

C. _____

Rpt. - - - - -

5. S. Пе́ченото 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. Кафѣ́вата 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 _____ кни́ги.
(big)
4. Г-н Хри́стов пие _____ ви́но.
(red)
5. Ни́е яде́м _____ а́гне.
(roasted)
6. _____ я́бълки са скѝпи.
(the sweet)
7. И́мате ли _____ дре́хи.
(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.

Какъ́в студент е Сте́фан?

Response: Сте́фан е по́-добър студент от Ива́н.

2. Stimulus: Мари́я има хуба́ва шапка.

Каква́ шапка има Ли́дия?

Response: Ли́дия има по́-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: Ива́н е добър студент.

Response: Ива́н е най-добър студент.

(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 книга е тук.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Добрият студент е в стаята.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Мари́я но́си ху́бави дре́хи.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Фре́д и Ли́дия са добри́ студенти́.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Студенти́те яда́т вку́сните я́бълки.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Цига́рата е сла́дка след вече́ря.

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. по'-хубавият | най'-хубавият |
| 2. по'-добрите | най'-добрите |
| 3. по'-вкусна | най'-вкусна |
| 4. по'-скъпият | най'-скъпият |
| 5. по'-сладка | най'-сладка |
| 6. по'-едрите | най'-едрите |
| 7. по'-хубаво | най'-хубаво |
| 8. по'-голямото | най'-голямото |
| 9. по'-скъпото | най'-скъпото |
| 10. по'-големите | най'-големите |

