

B U L G A R I A N

BASIC COURSE

Taped Exercises

in

Grammatical Structures

Volume III

Units 11-17

Workbook

January 1975

DEFENSE LANGUAGE INSTITUTE

ACKNOWLEDGEMENT

The Bulgarian Basic Course, Taped Exercises, Volumes I, II and III were developed by Mr. Simeon Todorov.

The exercises were developed under DLI Work Unit O114, Revision of Audio Materials in 20 Languages. The Project Officer for this work unit is Dr. Stefan Kaminski, of the DLI Systems Development Agency.

Mr. Karl P. Meng reviewed and proof-read the manuscripts. Mr. V. Selivanovsky prepared the illustrations.

A note of appreciation is due to Mr. Alex Alexander, Chairman, Bulgarian Department, for his enthusiastic support and practical suggestions and to Mr. Dieter Pankow for his valuable professional contributions in correcting the field test edition of this material.

Special appreciation is due to the secretarial staff of SDA, particularly Mrs. Barbara Kopec, Mrs. Irene Ndreu and Mr. George Kadiev, who carried the burden of typing the volumes through the various stages of development.

PREFACE

This is the 3rd volume of the Bulgarian Basic Course, Taped Exercises. The Taped Exercises were developed as part of the overall development specification for DLI Work Unit O111, 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.

TABLE OF CONTENTS

| <u>ITEM</u> | <u>PAGE</u> |
|--|-------------|
| ACKNOWLEDGEMENT | ii |
| PREFACE | iii |
| Unit 11 | 1 |
| a.) the forms of the Bulgarian cardinal numerals (едно́, две, три ... де́сет хи́ляди) | |
| b.) the forms of the Bulgarian ordinal numerals първи, втори, трети ... деведесет и девети) | |
| Unit 12 | 25 |
| Simple Past Tense (Past Perfect Tense) | |
| Unit 13 | 51 |
| Past Imperfect Tense | |
| Unit 14 | 78 |
| Aspect of the Verb | |
| Unit 15 | 107 |
| Long and Short Forms of the Personal Pronouns in Accusative and Dative Cases | |
| Unit 16 | 127 |
| Past Indefinite Tense | |

TABLE OF CONTENTS

| <u>ITEM</u> | <u>PAGE</u> |
|--|-------------|
| Unit 17 | 149 |
| a.) the words -- кой, никой, кого, никого, някой, нещо нищо, ко́лко, няко́лко, ни́колко, чий. | |
| b.) the modal verbs -- <u>мога</u> (can), <u>трябва</u> (must), <u>искам</u> (want). | |

UNIT 11

OBJECTIVES

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

- a.) the forms of the Bulgarian cardinal numbers
(едно́, две, три де́сет хи́ляди)
- b.) the forms of the Bulgarian ordinal numbers
(пе́рви, вто́ри, тре́ти де́сети)

This unit is based on the vocabulary from lessons 1-9 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 numbers and repeat them after the speaker while looking at the graphic representation of both forms - the number itself and its name. Pay attention to the position of stress.

- | | | |
|-----|---------------------|-------|
| 0. | ну́ла | _____ |
| 1. | еди́н, една́, едно́ | _____ |
| 2. | два, две | _____ |
| 3. | три | _____ |
| 4. | че́тири | _____ |
| 5. | пет | _____ |
| 6. | шест | _____ |
| 7. | се́дем | _____ |
| 8. | о́сем | _____ |
| 9. | де́вет | _____ |
| 10. | де́сет | _____ |

Notes

As you have noticed there are three forms for the cardinal number ONE (1); one for each gender. Examples: один молив, одна книга, одно писмо. The neuter form одно is used in general counting (without a noun to follow).

The number TWO (2) has two forms: два for masculine and две for feminine and neuter. Here again the neuter form две is used for general counting (without nouns).

The numbers from THREE to TEN have one form for all genders.

You will note that the final consonant т in шесть (6) is usually omitted in the spoken language.

Step 2.

Exercise 1.

In this exercise you will hear a number of sentences containing cardinal numbers. Write down the numerals in your workbook using Arabic numbers (1, 2, 3, ... etc.) After you finish the exercise, check your answers with the key provided at the end of the unit.

Let us begin!

1. _____
2. _____
3. _____
4. _____
5. _____

- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Exercise 2.

Now let us do some adding. The expression for addition is ПЛЮС or И. Also remember the two expressions: ПРАВИ (makes) and Е РАВНО НА (equals). For example:

две плюс две прави четири (2 + 2 = 4)

or

две и две прави четири (2 + 2 = 4)

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? Let us begin!

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

1. S. 3 + 3 =

R. - - - - -

C. _____

Rpt. - - - - -

2. S. 5 + 5 =

R. - - - - -

C. _____

Rpt. - - - - -

3. S. $4 + 4 =$

R. -----

C. _____

Rpt. -----

4. S. $2 + 3 =$

R. -----

C. _____

Rpt. -----

5. S. $3 + 4 =$

R. -----

C. _____

Rpt. -----

6. S. $4 + 5 =$

R. -----

C. _____

Rpt. -----

7. S. $2 + 1 =$

R. -----

C. _____

Rpt. -----

8. S. $5 + 2 =$

R. - - - - -

C. _____

Rpt. - - - - -

9. S. $8 + 2 =$

R. - - - - -

C. _____

Rpt. - - - - -

Exercise 3.

Now let us do some division. Remember the phrase делено на (divided by). The division sign in Bulgarian is the colon (:). For example:

$$4 : 2 = 2$$

Четири делено на две прави (е равно на) две.

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? Let us begin!

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

1. S. 6 : 3 =

R. - - - - -

C. _____

Rpt. - - - - -

2. S. 10 : 5 =

R. - - - - -

C. _____

Rpt. - - - - -

3. S. 8 : 2 =

R. - - - - -

C. _____

Rpt. - - - - -

4. S. 8 : 4 =

R. - - - - -

C. _____

Rpt. - - - - -

5. S. 10 : 2 =

R. - - - - -

C. _____

Rpt. - - - - -

Exercise 4.

Now let us multiply some numbers. Remember the expression по
(by). For example:

$$1 \times 1 = 1$$

едно́ по́ едно́ пра́ви (е́ ра́вно на) едно́.

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? Let us start!

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

1. S. $2 \times 2 =$

R. - - - - -

C. _____

Rpt. - - - - -

2. S. $3 \times 3 =$

R. - - - - -

C. _____

Rpt. - - - - -

3. S. $4 \times 2 =$

R. - - - - -

C. _____

Rpt. - - - - -

4. S. $2 \times 3 =$

R. -----

C. _____

Rpt. -----

5. S. $2 \times 4 =$

R. -----

C. _____

Rpt. -----

6. S. $2 \times 5 =$

R. -----

C. _____

Rpt. -----

7. S. $3 \times 2 =$

R. -----

C. _____

Rpt. -----

Step 3.

Now let us learn the names of the Bulgarian cardinal numbers from 11 to 20.

Listen to the following numbers and repeat them after the speaker while looking at their written form in your workbook. Pay attention to the stress pattern.

Let us begin!

- | | | | | | | | |
|-----|----|----|---------------|-------|----|-----------------|-------|
| 1. | 11 | -- | еди́найсет | _____ | or | еди́на̀десет | _____ |
| 2. | 12 | -- | двана́йсет | _____ | or | двана́десет | _____ |
| 3. | 13 | -- | три́найсет | _____ | or | три́на̀десет | _____ |
| 4. | 14 | -- | четири́найсет | _____ | or | четири́на̀десет | _____ |
| 5. | 15 | -- | петна́йсет | _____ | or | петна́десет | _____ |
| 6. | 16 | -- | шестна́йсет | _____ | or | шестна́десет | _____ |
| 7. | 17 | -- | седемна́йсет | _____ | or | седемна́десет | _____ |
| 8. | 18 | -- | осемна́йсет | _____ | or | осемна́десет | _____ |
| 9. | 19 | -- | деветна́йсет | _____ | or | деветна́десет | _____ |
| 10. | 20 | -- | два́йсет | _____ | or | два́десет | _____ |

Notes

As you can see there are two ways of saying these numbers: one with -йсет and the other with the regular full form -десет. The particle -на connects the two parts of these compound numbers. In the spoken language, the forms with -йсет are preferred. Also in speech the final sound т is dropped. The stress always falls on -на́!

Exercise 1.

Now you will hear several sentences containing the cardinal numbers from 11 to 20. Write down these numbers in your workbook using Arabic numerals. After you finish, check your work with the key provided at the end of this unit.

Let us start!

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

Exercise 2.

Now let us practice more addition, multiplication and division with the cardinal numbers we have been using so far. First you will hear a stimulus. For example:

$$8 + 8 =$$

You should provide the answer in a complete sentence. For example:

$$8 + 8 = 16$$

After a pause for your response, a confirmation will be given to you. Repeat it after the speaker only if you make a mistake. Your active participation is very important in achieving the objectives of this exercise.

Ready? Let us begin!

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

1. S. $10 + 4 =$

R. - - - - -

C. _____

Rpt. - - - - -

2. S. $9 + 9 =$

R. - - - - -

C. _____

Rpt. - - - - -

3. S. $16 : 2 =$

R. - - - - -

C. _____

Rpt. - - - - -

4. S. $3 \times 5 =$

R. - - - - -

C. _____

Rpt. - - - - -

5. S. $20 : 5 =$

R. - - - - -

C. _____

Rpt. - - - - -

6. S. $4 \times 5 =$

R. - - - - -

C. _____

Rpt. - - - - -

7. S. $2 \times 7 =$

R. - - - - -

C. _____

Rpt. - - - - -

Step 4.

Now let us practice the names of some more Bulgarian cardinal numbers. Listen and repeat the following numbers after the speaker while looking at their written form in your workbook.

Here we go!

- | | | | |
|-----|------|---------------------------|---------|
| 1. | 30 | трийсет or тридесет | (_____) |
| 2. | 40 | четирийсет or четиридесет | (_____) |
| 3. | 50 | петдесет | (_____) |
| 4. | 60 | шейсет or шестдесет | (_____) |
| 5. | 70 | седемдесет | (_____) |
| 6. | 80 | осемдесет | (_____) |
| 7. | 90 | деветдесет | (_____) |
| 8. | 100 | сто | (_____) |
| 9. | 200 | двесте or двеста | (_____) |
| 10. | 300 | триста | (_____) |
| 11. | 400 | четиристотин | (_____) |
| 12. | 500 | петстотин | (_____) |
| 13. | 600 | шестстотин | (_____) |
| 14. | 700 | седемстотин | (_____) |
| 15. | 800 | осемстотин | (_____) |
| 16. | 900 | деветстотин | (_____) |
| 17. | 1000 | хиляда | (_____) |
| 18. | 2000 | две хиляди | (_____) |
| 19. | 3000 | три хиляди | (_____) |

Now stop the tape and read the notes on the following page!

Notes

The numbers between 20 and 30, 30 and 40, and so on, are constructed by addition. For example:

21 = два́йсет и едно́

22 = два́йсет и две

23 = два́йсет и три,

The numbers between 100 and 200, 200 and 300, and so on, are formed in the same fashion. For example:

121 = сто два́йсет и едно́

573 = пѐтстотин седемдесѐт и три

1368 = хи́ляда три́ста шестдесѐт и ѓсем,

The conjunction и always stands before the last number. The thousands are formed in the following manner:

хи́ляда (1,000)

две хи́ляди (2,000)

три хи́ляди (3,000)

че́тири хи́ляди (4,000)

пет хи́ляди (5,000)

шест хи́ляди (6,000)

се́дем хи́ляди (7,000)

ѓсем хи́ляди (8,000)

де́вет хи́ляди (9,000)

де́сет хи́ляди (10,000)

The question used to ask about the cardinal numbers is ко́лко?
(how many, how much).

Start the tape and take Self-evaluative Test No. 1.

Self-evaluative Test No. 1

This test is to check your listening comprehension and recognition. You will hear single and multiple numbers. Write down these numbers using Arabic digits (1, 2, 3 ...). After the test, check your work with the key provided at the end of this unit. Ninety percent accuracy is the accepted level of performance. Good luck!

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

Step 1.

Now let us practice the names of the Bulgarian ordinal numbers (first, second, third ...). Listen to the following ordinal numbers and repeat them after the speaker while looking at their written form in your workbook.

Let us begin!

- | | | | | |
|-----|----------|-------|--------|-------|
| 1. | първи | _____ | () | _____ |
| 2. | втори | _____ | () | _____ |
| 3. | трети | _____ | () | _____ |
| 4. | четвърти | _____ | () | _____ |
| 5. | пети | _____ | () | _____ |
| 6. | шести | _____ | () | _____ |
| 7. | седми | _____ | () | _____ |
| 8. | осми | _____ | () | _____ |
| 9. | девети | _____ | () | _____ |
| 10. | десети | _____ | () | _____ |

Notes

Bulgarian ordinal numbers behave as adjectives. They have three forms, one for each gender and they take an article.

Key to Exercise 1, Step 2.

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

Key to Exercise 1, Step 3.

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

Key to Self-evaluative Test, No. 1

1. 8
2. 21
3. 46
4. 334
5. 27
6. 400
7. 14
8. 76
9. 52
10. 98

Key to Self-evaluative Test No. 2

1. 4-th
2. 3-rd
3. 6-th
4. 10-th
5. 1-st
6. 5-th
7. 9-th
8. 7-th
9. 8-th
10. 2-nd

UNIT 12

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 1st, 2nd, and 3rd person singular and plural forms of the simple past tense (also called the past perfect tense) in Bulgarian.

This unit is based on vocabulary from lessons 1-10 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 and pay particular attention to the form and function of the simple past tense.

Now stop the tape and read the notes on the following page.

Notes

The simple past tense in Bulgarian denotes a verbal action in the past.

The verb endings of the simple past tense are as follows:

| | <u>Singular</u> | <u>Plural</u> |
|------------|-----------------|---------------|
| 1st person | - x | -xMe |
| 2nd person | - - | -xTe |
| 3rd person | - - | -xa |

As you can see the 2nd and the 3rd person singular have zero endings, i.e., these forms equal the stem of the verb.

The simple past tense is formed when the above endings are added to the stems of the verbs. We will learn these stems as we go along.

The verbs of the 3rd conjugation have the same stems for both the present and the past tenses. The endings for the simple past tense are added directly to the stem of the present tense.

Start the tape!

Step 2.

Now you will hear a number of sentences in the present tense. Transform these sentences into simple past tense by using the word вчѐра (yesterday) to indicate the time of the action and the appropriate endings for the verb.

For example:

Stimulus: Аз вечерѐям в кѐщи.

Response: Вчѐра аз вечерѐях в кѐщи.

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 танцѐвам с Мариѐя.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Ниѐ вечерѐяме в кѐщи.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ние пи́еме червѐно ви́но.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Г-н Хри́стов яде́ грѐзде.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Аз пи́ша с мо́лив.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. Студѐнтите купу́ват грѐзде.

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Ива́н четѐ кни́га.

R. - - - - -

C. _____

Rpt. - - - - -

Step 3.

Listen to the following dialogue and pay particular attention to the simple past tense forms of the verb сѢМ (to be).

Now stop the tape and read the notes on the next page.

Notes

As you have noticed from the dialogue the simple past tense forms of the verb СЪМ (to be) are as follows:

| | <u>Singular</u> | <u>Plural</u> |
|------------|-----------------|---------------|
| 1st person | бях | бяхме |
| 2nd person | беше | бяхте |
| 3rd person | беше | бяха |

Now start the tape!

Step 4.

Now you will hear several sentences containing the verb СЪМ (to be) in the present tense. Transform these sentences into simple past tense by using the appropriate form of the verb. Begin your responses with the word Вчера (yesterday). After a pause for your response a confirmation will be given to you. Repeat it after the speaker only if you have made a mistake. Let us begin!

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

1. S. Г-н Христов е в стаята.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Студѐнтите са на кино.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ти си в къщи.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Ние сме тук.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Гроздето е на масата.

R. - - - - -

C. _____

Rpt. - - - - -

6. S. В Монтерей ли сте вие?

R. - - - - -

C. _____

Rpt. - - - - -

7. S. Лидия там ли е?

R. - - - - -

C. _____

Rpt. - - - - -

8. S. Аз съм тук.

R. - - - - -

C. _____

Rpt. - - - - -

Stop the tape and take Self-evaluative Test No. 1.

Self-evaluative Test No. 1

A. Transform the following sentences from present into simple past tense.

- 1. Ние сме в къщата. _____
- 2. Аз съм студент. _____
- 3. Мария е тук. _____
- 4. Вие сте в стаята. _____
- 5. Книгите са на масата. _____
- 6. Ти си в Калифорния. _____

B. Write all possible questions about the new sentences (the ones you just transformed into the simple past tense).

- 1. _____, _____

- 2. _____, _____

- 3. _____, _____

- 4. _____, _____

- 5. _____, _____

- 6. _____, _____

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, 2, 3, and 4.

Step 1.

Now you will hear a number of sentences in the present tense. Transform these sentences into simple past tense by selecting the correct verb form given after each sentence in your workbook. Say the new sentence and then listen to the confirmation. Repeat it after the speaker only if you have made a mistake. For example, you will hear the sentence:

Аз отивам на кино.

In your workbook you will see the following forms:

a/ отидохме b/ отиде c/ отидох d/ отидоха

The correct answer is "c". Circle this form and say the new sentence.

Аз отидох на кино.

Let us begin!

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

1. S. Ти четеш книга.

a/ четох b/ чете c/ четохме d/ четоха

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Мари́я пи́ше писмо́.

а/ пи́са в/ пи́сах с/ пи́сахте д/ пи́саха

R. -----

C. _____

Rpt. -----

3. S. Аз ям кру́ши.

а/ я́дох в/ я́де с/ я́дохме д/ я́доха

R. -----

C. _____

Rpt. -----

4. S. Студе́нтите са тук.

а/ бях в/ бяхме с/ бяха д/ бяхте

R. -----

C. _____

Rpt. -----

5. S. Те пи́ят ви́но.

а/ пиш в/ пи́хме с/ пи́хте д/ пи́ха

R. -----

C. _____

Rpt. -----

6. S. Г-жа́ Христо́ва сви́ри на пиано.

a/ сви́рихме b/ сви́риха c/ сви́ри d/ сви́рих

R. -----

C. _____

Rpt. -----

7. S. Пе́еме в ста́ята.

a/ пях b/ пя c/ пяхме d/ пяха

R. -----

C. _____

Rpt. -----

8. S. Те танцу́ват.

a/ танцу́ваха b/ танцу́ва c/ танцу́вахме d/ танцу́ваха

R. -----

C. _____

Rpt. -----

Stop the tape and proceed with Step 2.

Step 2.

Now look at the next set of sentences in your workbook. The verbs of these sentences are incomplete. The forms which you see are the simple past tense stems of the verbs. First, complete the sentences by adding the proper simple past tense endings in writing, then start the tape and listen to the confirmation. In case of discrepancies, correct your answers.

Let us begin!

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

1. S. Аз но́си . . . унифо́рма.

R. - - - - -

C. _____

2. S. В́ие я́до . . . кру́ши.

R. - - - - -

C. _____

3. S. Ни́е че́то . . . кнѝги.

R. - - - - -

C. _____

4. S. Те благода́ри . . . за вече́рята.

R. - - - - -

C. _____

5. S. Аз спа . . . до к'сно.

R. -----

C. _____

6. S. Вч'ра н'е танц'ва . . . в клуб'а.

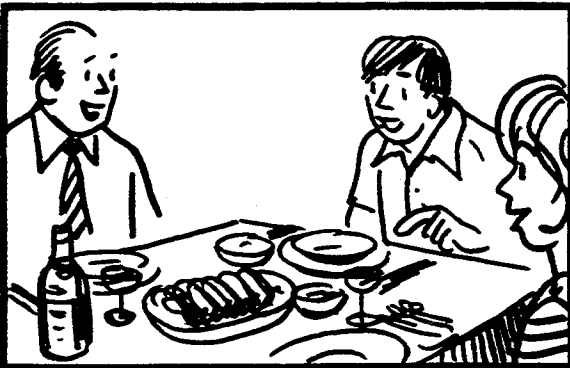
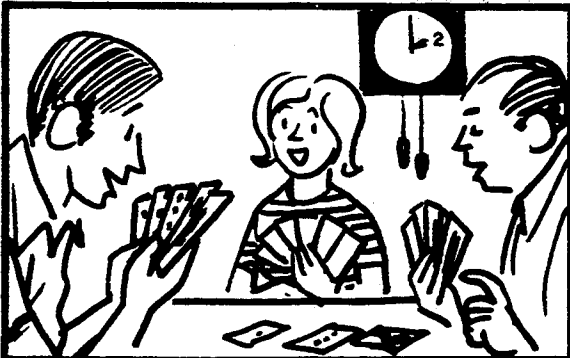
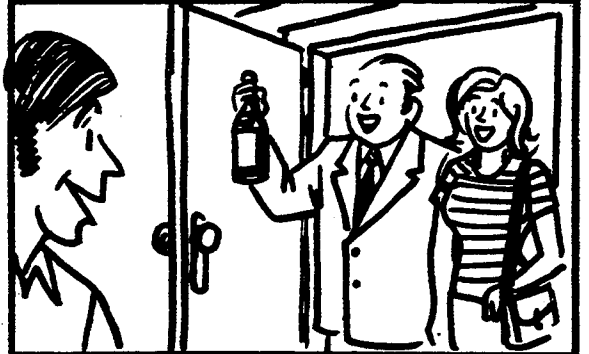
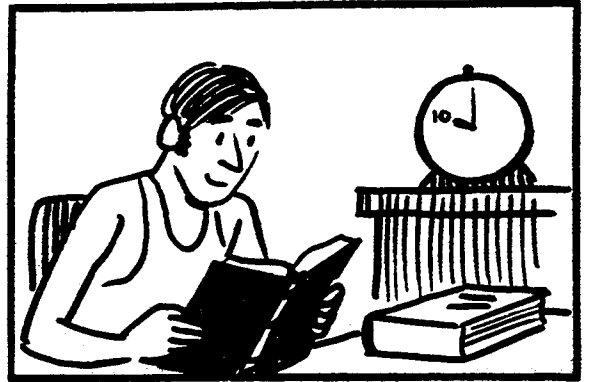
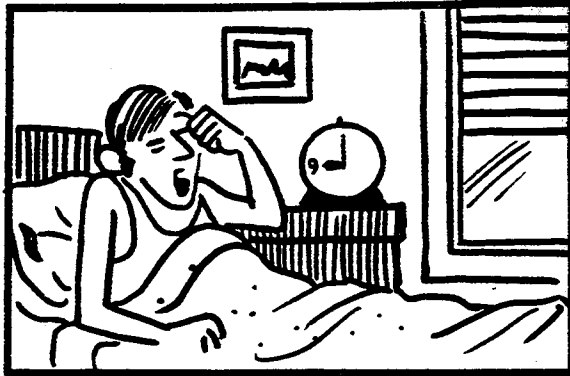
R. -----

C. _____

7. S. Иван стан . . . рано.

R. -----

C. _____



Step 3.

Listen carefully to the following narration while looking at the illustrations relating to it in your workbook. Pay particular attention to the verb forms and their function. Later, you will be asked questions based on the narration. After a pause for your response, a confirmation will be given to you. Compare it with your response without repeating it.

Please begin.

Now answer the following questions:

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

1. S. Къде́ беше́ Ива́н вче́ра?

R. - - - - -

C. _____

2. S. Късно́ ли ста́на той сутринта́?

R. - - - - -

C. _____

3. S. Какво́ прави́ Ива́н сутринта́?

R. -----

C. _____

4. S. Кой дойде́ на го́сти?

R. -----

C. _____

5. S. Когá дойдóха те?

R. -----

C. _____

6. S. Какво́ прави́ха Сте́фан, Мари́я и Ива́н?

R. -----

C. _____

7. S. Къде́ оти́доха те вечерта́?

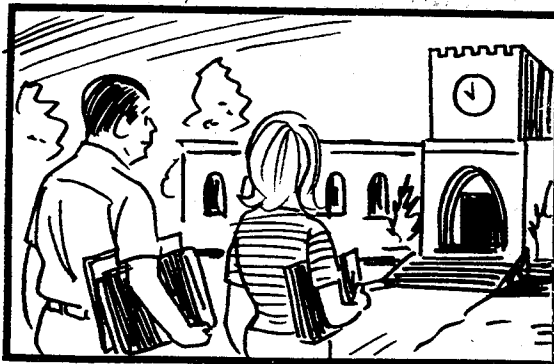
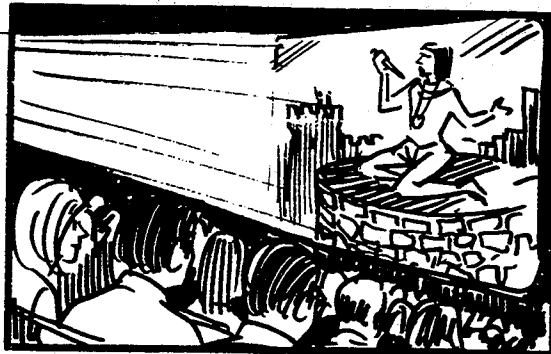
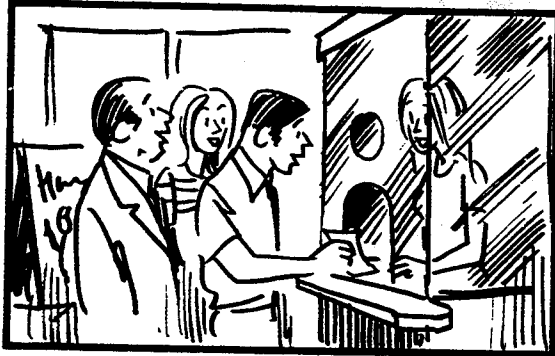
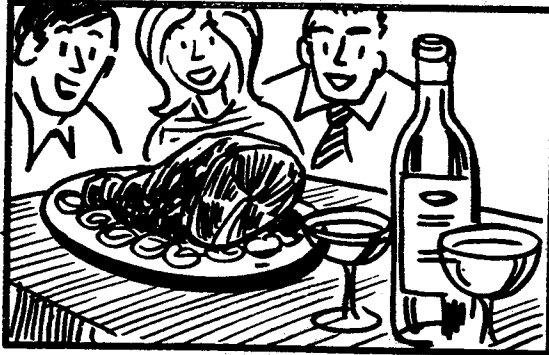
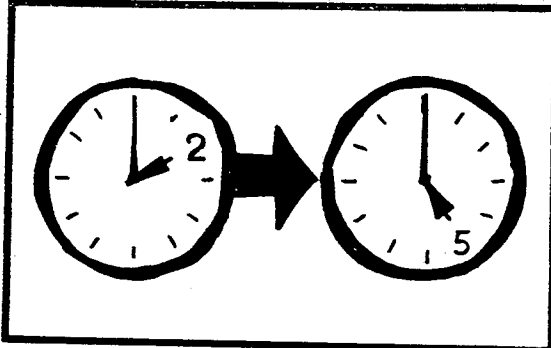
R. -----

C. _____

8. S. Как прека́раха те?

R. -----

C. _____



Step 4.

Listen carefully to the following narration while looking at the illustrations in your workbook associated with the narrative.

Here we go!

Now look at the illustration again. You will take part in the conversation between the people mentioned. If you are a male, take the part of Stefan. If you are a female take the part of Maria. The conversation is based on the narration you have just heard.

It is normal to expect that your responses won't be identical to those of the teacher, but they should be relevant to the narration. You should listen carefully to the model responses and compare their relevance to the narration.

In case of discrepancy or incorrectness, listen to the question again and give a better answer.

Self-evaluative Test No. 2

Rewrite the following story in the simple past tense.

Фред и Лидия ста́ват ра́но сутринта́. Те пия́т кафе́ и яда́т
гро́зде. След това́ те оти́ват на учи́лище.

Учи́лището по́чва в 8 часа́ и свър́шва в 16 часа́. Студе́нтите
чета́т и пи́шат в ста́йте.

Вечерта́ вси́чки оти́ват в клуба́. Там студе́нтите игра́ят,
яда́т, пу́шат, пия́т и танцу́ват. Те сто́ят в клуба́ до ќсно.
След това́ вси́чки оти́ват да спят.

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. Ние бяхме в къщата.
2. Аз бях студент.
3. Мария беше тук.
4. Вие бяхте в стаята.
5. Книгите бяха на масата.
6. Ти беше в Калифорния.

B.

1. Кой беше в къщата?
Къде бяхме ние?
В къщата ли бяхме ние?
Ние ли бяхме в къщата?
2. Аз бях ли студент?
Студент ли бях аз?
Аз ли бях студент?
Кой беше студент?
3. Мария беше ли тук?
Мария ли беше тук?
Кой беше тук?
Къде беше Мария?
Тук ли беше Мария?

4. Ви́е бяхте ли в ста́ята?
Ви́е ли бяхте в ста́ята?
В ста́ята ли бяхте ви́е?
Къде́ бяхте ви́е?
5. Кни́гите бяха ли на ма́сата?
Кни́гите ли бяха на ма́сата?
На ма́сата ли бяха кни́гите?
Какво́ беше на ма́сата?
6. Ти беше ли в Калифо́рния?
Ти ли беше в Калифо́рния?
В Калифо́рния ли беше ти?
Къде́ беше ти?

Key to self-evaluative test No. 2

Фред и Лидия станаха рано сутринта. Те пиха кафе и ядоха грóзде. След това те отидоха на училище.

Училището почна в 8 часа и свърши в 16 часа. Студентите четоха и писаха в стаите.

Вечерта всички отидоха в клуба. Там студентите играха, ядоха, пушиха, пиха и танцуваха. Те стояха в клуба до късно. След това всички отидоха да спят.

UNIT 13

OBJECTIVES

Upon completion of this unit the student will be able to understand and construct sentences orally and in writing using the affirmative, the negative, and the interrogative forms of the past imperfect tense in the forms for 1st, 2nd, and 3rd person singular and plural.

This unit is based on the vocabulary from lessons 1-12 of the Bulgarian Basic Course, 1957.

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

Notes

The past imperfect tense forms of the verb сѣм (to be) are the same as the forms of the verb for the simple past tense.

For example:

Аз бѣх в ста́ята.

Ти бѣше в кѣщи вче́ра.

Ива́н бѣше до́бър студѣнт.

Нѣе бѣхме в кѣното.

Вѣе бѣхте тук сутринта́.

Студѣнтите бѣха в Сан Францѣско.

Step 1.

Now you will hear several sentences in the present tense. Your task is to transform these sentences into past imperfect tense by using the appropriate form of the verb "to be." 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.

Here we go!

Now stop the tape and read the notes that follow.

Notes

1. The past imperfect tense in Bulgarian denotes an action in progress in the past. The past imperfect tense corresponds partially to the past progressive tense in English.

For example:

Аз четя́х кни́га, кога́то го́стите дойдо́ха.

I was reading a book when the guests came.

Вче́ра студе́нтите четя́ха кни́ги.

Yesterday the students were reading books.

Ива́н четеше́ вестник.

John was reading a newspaper.

The past imperfect tense in Bulgarian is also used to indicate repeated action. For example:

Ива́н отива́ше на училище́ все́ки ден.

John was going to school every day.

2. The endings for the past imperfect tense are the following:

| <u>Singular</u> | <u>Plural</u> |
|-----------------|---------------|
| - x | - xme |
| - me | - xte |
| - me | - xa |

In order to form the past imperfect tense, these endings are added to the stems of the verbs.

Now start the tape.

Step 2.

Now you will hear a number of sentences in the present tense. Transform these sentences into the past imperfect tense. In your response use the adverbial phrase по-рано. After a pause for your response, a confirmation will be given to you. Repeat it after the speaker only if you make a mistake.

For example:

Stimulus: Аз танцую́вам с Мари́я.

Response: По-ра́но аз танцую́вах с Мари́я.

Let us begin!

Notes

Verbs of the 1st and 2nd conjugation with the stress on the last syllable have the endings of the past imperfect tense added to a stem ending in я (after ж, ч, ш, the stem ends in а). However, in the 2nd and 3rd person singular the stem ends in е.

For example:

Basic forms - чита́ю, чита́ешь

Present tense - Аз чита́ю кни́га.

Past imperfect tense
1st pers. sing. - Аз чита́л кни́га вче́ра.
2nd pers. sing. - Ты чита́л кни́га вче́ра.
3rd pers. sing. - Той чита́л кни́га вче́ра.

1st pers. plu. - Мы чита́ем кни́га вче́ра.

2nd pers. plu. - Вы чита́ете кни́га вче́ра.

3rd pers. plu. - Те чита́ли кни́га вче́ра.

Step 3.

Now you will hear a number of sentences in the present tense.

Transform these sentences into past imperfect tense by replacing their present tense verbal phrases with the appropriate past imperfect tense forms given in your workbook.

Begin your responses with the word по́-рано. After a pause for your response a confirmation will be given to you. Repeat it after the speaker only if you made a mistake.

Let us begin!

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

1. S. Аз чита́ книга.

а/ чита́х в/ чита́хмe с/ чита́ха д/ чита́ше

R. -----

C. _____

Rpt. -----

2. S. Ма́рия яде́ гро́зде.

а/ яди́хмe в/ яди́х с/ яди́ха д/ яди́ше

R. -----

C. _____

Rpt. -----

3. S. Ни́е чита́ме рома́ни.

а/ чита́хмe в/ чита́ха с/ чита́ше д/ чита́х

R. -----

C. _____

Rpt. -----

4. S. Ни́е стои́м на по́ст.

а/ стои́хте в/ стои́х с/ стои́ д/ стои́хмe

R. -----

C. _____

Rpt. -----

5. S. Ива́н спи в ста́ята.

а/ спя́хте б/ спя́хме с/ спях д/ спеше́

R. -----

C. _____

Rpt. -----

Now stop the tape and take Self-evaluative Test No. 1.

Self-evaluative Test No. 1

Transform in writing the following sentences from present into past imperfect tense. Begin the new sentences with the word по-рано.

1. Учи́телите оти́ват в ста́ята. _____
2. Ива́н е добър студент. _____
3. Да́ват хубави фи́лми. _____
4. Ви́е стоите в училището. _____
5. Той учи́ мно́го. _____
6. Де́тето яде́ грозде. _____
7. В училището има́ мно́го студенти. _____
8. Синът на г-н Петко́в четё́ книги. _____
9. Ви́е сте тук. _____
10. Фред и Ли́дия прека́рват мно́го добре́ заедно. _____
11. Капитан Цо́ков е в Бълга́рия. _____
12. Мари́н спи до къ́сно. _____
13. Аз съ́м в гимна́зията. _____
14. Г-жа́ Цо́кова вече́ря в къ́щи. _____
15. Ни́е няма́ме биле́ти. _____

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, 2 and 3 of this exercise.

Notes

Verbs of the 1st and the 2nd conjugation which do not have the stress on the last syllable in the present tense change their stem vowel ending into e.

For example:

но́ся, но́си

Present Аз но́ся ша́пка.

Past imper- Аз но́сех ша́пка.
fect tense

Ты но́сеше ша́пка.

Той носеше ша́пка.

Мы носехме ша́пки.

Вы носехте ша́пки.

Те носеха ша́пки.

Step 1.

Now you will hear a number of sentences in the present tense. Transform these sentences into the past imperfect tense by replacing the present tense verbs with the appropriate forms given in your work-book. Begin your responses with the word по-рано. After a pause for your oral 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. Г-жа Христова пее в стаята.

a/ пееше b/ пеех c/ пеехме d/ пееха

R. -----

C. _____

Rpt. -----

2. S. Капитанът пише много писма.

a/ пишеше b/ пишех c/ пишехме d/ пишехте

R. -----

C. _____

Rpt. -----

3. S. Вие игра́ете ли на ка́рти?

a/ игра́еха b/ игра́еше c/ игра́ех d/ игра́ехте

R. -----

C. _____

Rpt. -----

4. S. Всі́чки пу́шат в клу́ба.

a/ пу́шеше b/ пу́шеха c/ пу́шехме d/ пу́шех

R. -----

C. _____

Rpt. -----

5. S. Ли́дия сви́ри на пи́ано в гимна́зията.

a/ сви́реше b/ сви́рех c/ сви́реха d/ сви́рехте

R. -----

C. _____

Rpt. -----

6. S. Студе́нти́те но́сят ли́чни ка́рти.

a/ но́сех b/ но́сеше c/ но́сехме d/ но́сеха

R. -----

C. _____

Rpt. -----

7. S. Мари́я и Ли́дия у́чат мно́го .

a/ у́чехме б/ у́чеха с/ у́чех д/ у́чеше

R. -----

C. _____

Rpt. -----

8. S. Дъщеря́та на г-н Петро́в пее́ ху́баво .

a/ пее́ше б/ пее́ха с/ пее́хме д/ пее́х

R. -----

C. _____

Rpt. -----

9. S. Лейтена́нтът у́чи бълга́рски ези́к .

a/ у́чех б/ у́чеха с/ у́чехме д/ у́чеше

R. -----

C. _____

Rpt. -----

Step 2.

Now you will see a number of sentences in your workbook. The verbs of these sentences are incomplete. These incomplete forms will be the past imperfect stems of the verbs. Complete the sentences by adding the proper endings to the stems in writing. Pronounce the sentence. After a pause for your response a confirmation will be given to you. Repeat it after the speaker only if you made a mistake.

Let us begin!

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

1. S. Деца́та игра́.... на ка́рти.

R. - - - - -

C. _____

Rpt. - - - - -

2. S. Ни́е прека́рва там мно́го добре́.

R. - - - - -

C. _____

Rpt. - - - - -

3. S. Ива́н ста́ва ра́но су́трин.

R. - - - - -

C. _____

Rpt. - - - - -

4. S. Аз пи́ше писма́ все́ки ден.

R. - - - - -

C. _____

Rpt. - - - - -

5. S. Ти чете́ мно́го кни́ги по-рано.

R. - - - - -

C. _____

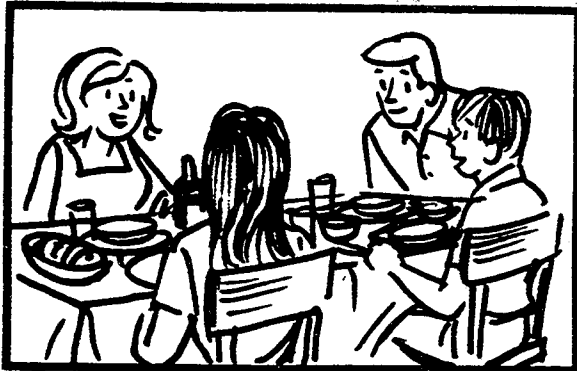
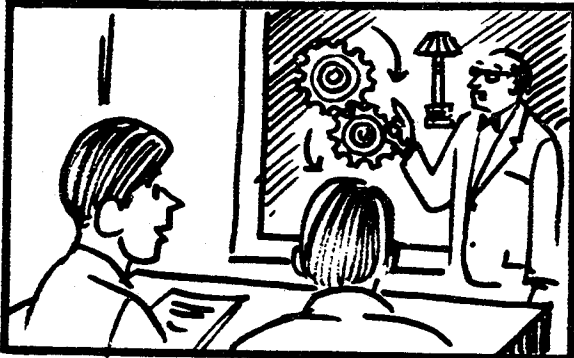
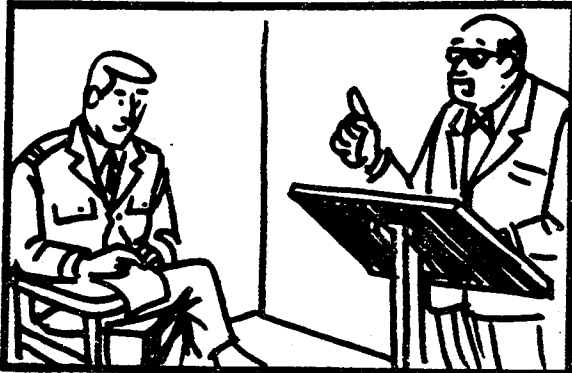
Rpt. - - - - -

6. S. Г-жа́ До́брева сви́ре на пи́ано все́ки ден.

R. - - - - -

C. _____

Rpt. - - - - -



Step 3.

Listen carefully to the following narration while looking at the illustrations in your workbook. After its completion you will be asked questions based on it. After a pause for your response, a confirmation will be given to you. Compare it to your response without repeating it.

Here we go!

Капитан Цоков учеше английски език в Училището за чужди езици. Жената на капитана работеше в една банка. Дъщерята на Цоков учеше в гимназията. Синът на капитан Цоков учеше в техническото училище.

Всеки ден Цокови ставаха рано и отиваха на работа и на училище. Вечер Цокови вечеряха и често ходеха на кино.

Now look at the illustrations and be ready to answer some questions. Always give the full form of the answer.

Let us begin!

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

1. S. Кой учеше английски език?

R. - - - - -

C. _____

2. S. Какво учеше капитан Цоков?

R. - - - - -

C. _____

3. S. Кой работеше в една банка?

R. - - - - -

C. _____

4. S. Къде учеше дъщерята на капитана?

R. - - - - -

C. _____

5. S. Къде учеше синът на капитана?

R. - - - - -

C. _____

6. S. Когá ставаха Цокови всеки ден?

R. - - - - -

C. _____

7. S. Къде отиваха те?

R. - - - - -

C. _____

8. S. Какво правеха Цокови вечер?

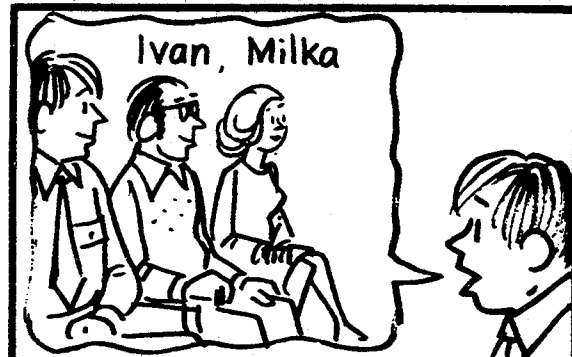
R. - - - - -

C. _____

9. S. Къде ходеха те често?

R. - - - - -

C. _____



Step 4.

Now listen carefully to the following conversation while looking at the illustrations referring to it in your workbook.

Then you will take the part of Marin in the next conversation. Look at the illustrations and try to respond to Peter, keeping in mind the conversation you have just heard. After a pause for your response a confirmation will be given to you. Compare it to your response but do not repeat it.

Self-evaluative Test No. 2

Transform the following sentences from present into past imperfect tense. Begin the new sentences with the word по-рано.

1. Те игра́ят на ка́рти. _____
2. Лейтенáнтът пи́ше мно́го
писа́ма. _____
3. Студе́нтите пу́шат в клу́ба. _____
4. Ви́е учи́те бълга́рски. _____
5. Капитáнът има́ мно́го пари́. _____
6. Деца́та учи́ат бълга́рски ези́к. _____
7. Кни́гите сто́ят на ма́сата. _____
8. Синя́т на Хри́стови но́си
циви́лни дре́хи. _____
9. Ни́е но́сим унифо́рми. _____
10. Фред четé мно́го ромáни. _____
11. Г-жа́ Добрева сви́ри на пиáно. _____
12. Ни́е рабо́тите в ба́нката. _____
13. Мари́я пее́ мно́го хубаво. _____
14. Ни́е четеме́ книги. _____
15. Деца́та пи́ят мля́ко. _____

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 to 4.

Key to self-evaluative Test No. 1

1. оти́ваха
2. бе́ше
3. да́ваха
4. стоя́хте
5. у́чеше
6. яде́ше
7. има́ше
8. четéше
9. бя́хте
10. прека́рваха
11. бе́ше
12. спéше
13. бях
14. вече́ряше
15. ня́махме

Key to self-evaluative Test No. 2

1. игра́еха
2. пи́шеше
3. пу́шеха
4. у́чехте
5. има́ше
6. у́чеха
7. стоя́ха
8. но́сеше
9. но́сехме
10. четéше
11. сви́реше
12. рабо́техте
13. пеéше
14. четя́хме
15. пи́еха

UNIT 14

OBJECTIVES

Upon completion of this unit the student will be able to understand and construct sentences orally and in writing using the imperfective and perfective aspect forms of the following Bulgarian verbs:

| | | |
|--------|-----------|------------------------|
| чета́ | вървя́ | да́вам - дам |
| пея | стоя́ | ля́гам си - лега́на си |
| ям | пра́вя | ста́вам - ста́на |
| пи́ша | спя | прека́рвам - прека́рам |
| игра́я | танцу́вам | по́чвам - по́чна |
| пу́ша | у́ча | купу́вам - ку́пя |
| но́ся | мо́ля | ся́дам - се́дна |
| сви́ря | рабо́тя | взе́мам - взема́ |

This unit is based on the vocabulary from lessons 1-11 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, paying special attention to the verbs used.

Here we go!

Now stop the tape and read the notes on the following page.

Notes

A Bulgarian verb has forms not only for various tenses, but also aspects: perfective and imperfective. That is, it may express not only the time of an action, but also its completion or lack of completion. It has a separate form for each of these two kinds of action. As you have already noticed in the dialogue, the verb чета́ expresses an incomplete action and the verb прочета́ the completed action. In this case the verb чета́ is of imperfective aspect and the verb прочета́ the perfective. Thus, the formation of the perfective aspect is accomplished by the prefixation of the verb form for the imperfective aspect, in this case by the preposition про-. This prefixation causes the change in the aspect of the verb.

Caution: Not all prefixed verbs are of perfective aspect and not all unprefixed verbs are of imperfective aspect. Thus, for all practical purposes you must always learn both forms of the verb as new vocabulary. The imperfective aspect is used to present the action itself where as the perfective aspect is used to present the final results of the action (completion). The imperfective aspect is also used to describe a recurring action. In such case the sentence usually contains adverbial qualifiers such as: обыкновенно, всеки ден, всяка сутрин, често.

Now turn the tape on and continue the unit with step 2.

Step 2.

Now you will hear a number of sentences. Listen very carefully and place a check mark in the appropriate column in your workbook based on whether the verbal action of each sentence is completed or not completed. After finishing the exercise check your work with the key provided at the end of this unit.

| Let us begin! | <u>Not Completed</u> | <u>Completed</u> |
|---------------|----------------------|------------------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
| 8. _____ | _____ | _____ |
| 9. _____ | _____ | _____ |
| 10. _____ | _____ | _____ |
| 11. _____ | _____ | _____ |
| 12. _____ | _____ | _____ |

Stop the tape and read the following notes, then start the tape and continue the unit with step 3.

Notes

Some Bulgarian verbs have two basic forms, one for each aspect.

For example:

| <u>Imperfective</u> | <u>Perfective</u> |
|---------------------|-------------------|
| взѐмам | взѐма |
| ста́вам | ста́на |
| оти́вам | оти́да |
| да́вам | дам |
| прека́рвам | прека́рам |
| купу́вам | ку́пя |
| ся́дам | се́дна |
| по́чвам | по́чна |
| свѣ́ршвам | свѣ́рша |
| ля́гам си | ле́гна си |

With verbs such as these you must memorize both forms. A helpful hint might be the fact that in most cases the imperfective forms are somewhat longer because of the infixes: -ва, -ма, -да etc.

Step 3.

Now you will hear a number of sentences. Listen carefully then place a check mark in the appropriate column in your workbook to indicate whether the verbal action of each sentence is completed or not completed. After you finish the exercise check your work with the key provided at the end of the unit.

Let us begin!

| | <u>Not Completed</u> | <u>Completed</u> |
|-----------|----------------------|------------------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
| 8. _____ | _____ | _____ |
| 9. _____ | _____ | _____ |
| 10. _____ | _____ | _____ |
| 11. _____ | _____ | _____ |
| 12. _____ | _____ | _____ |

Self-evaluative Test No. 1

A. Listen to the following ten sentences and place a check mark in the appropriate column to indicate whether the action was completed or not completed.

| | <u>Not Completed</u> | <u>Completed</u> |
|-----------|----------------------|------------------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |
| 6. _____ | _____ | _____ |
| 7. _____ | _____ | _____ |
| 8. _____ | _____ | _____ |
| 9. _____ | _____ | _____ |
| 10. _____ | _____ | _____ |

Stop the tape and continue the test in writing!

B. Fill in the proper verb forms in the following ten sentences.

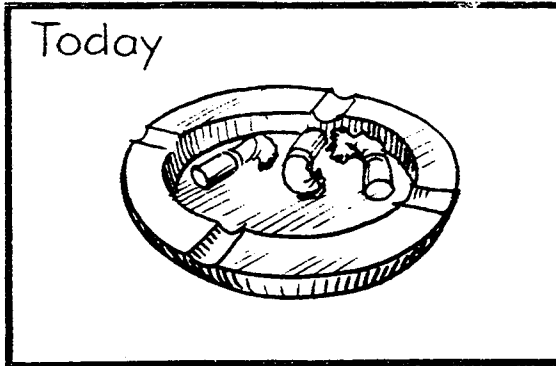
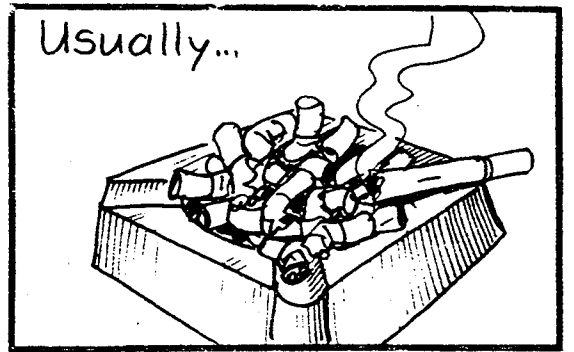
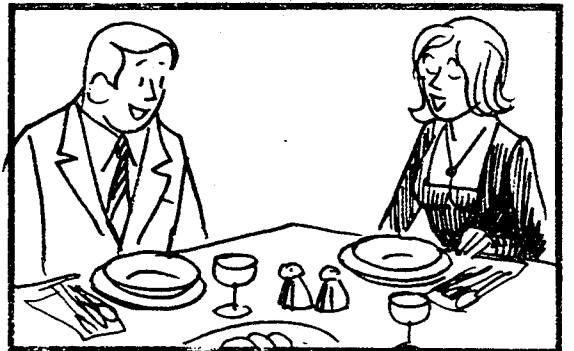
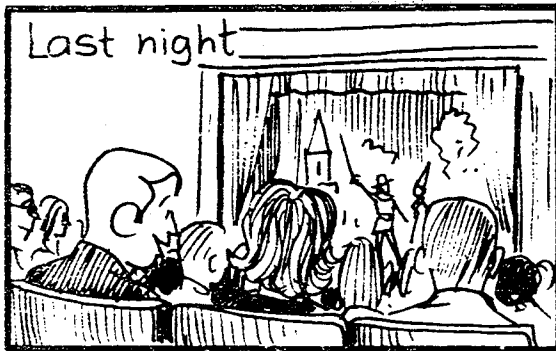
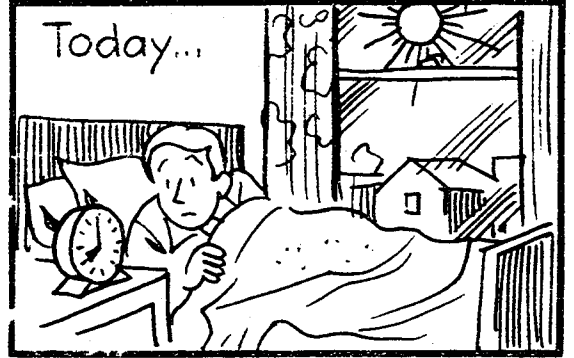
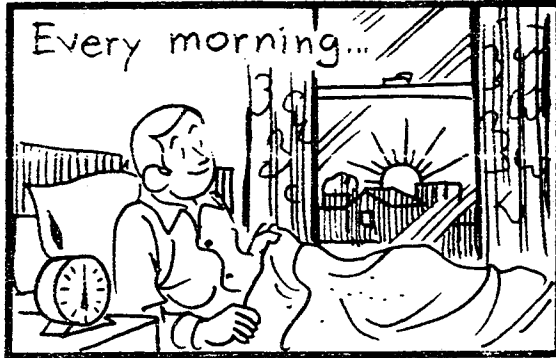
1. Вче́ра Мари́я _____ но́вия уро́к.
(was studying)
2. Ви́е _____ мно́го сига́ри.
(were smoking)
3. Г-н Хри́стов _____ на ра́бота.
(is going)

4. Капитанът _____ цигарата.
(smoked)
5. Всяка сутрин аз _____ рано.
(get up)
6. Лидия _____ една песен на пианото.
(played)
7. Те ни _____ 20,000 лева за къщата.
(give)
8. Стефан _____ писмата.
(wrote)
9. Студентите _____ всички уроци.
(learned)
10. Аз _____ две супи.
(ate)

C. Translate the following ten sentences into Bulgarian:

1. What did you do yesterday?
2. Did you write the letter?
3. Did you read the book?
4. Ivan and Fred were going to school.
5. When did the movie begin?
6. Where do you work?
7. We learned the lesson well.
8. Mr. Petkov is eating soup.
9. We will buy the tickets at the theater.
10. For two hours Lidia was buying a hat.

Check your work with the key provided at the end of this unit. If you made more than two mistakes for each part of the test you should repeat steps 1-3 of this unit.



Step 1.

Listen carefully to the following narration. Pay attention to the aspect of the verbs used in the text.

Now you will be asked questions based on the narration you have just heard. After a pause for your response, a confirmation will be given to you. Compare it to your answer. If there is a discrepancy, replay the question and try to give a better answer. Answer in full sentences. Answers with "yes" or "no" are not accepted.

Let us begin!

Step 2.

Now you will see a number of sentences in your workbook. The verbs of these sentences are given in the infinitive form in English. Above the verbs you will see the signs → for the imperfective aspect and ○ for the perfective aspect. By referring to these signs provide the proper form of the verbal aspect and say the entire sentence. After a pause for your oral response a confirmation will be given to you. Compare it to your response without repeating it. In case of a discrepancy repeat the exercise. Let us begin!

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

1. S. Ч[→]ие (to read) к[→]ниги сега.
 R. -----
 C. _____
2. S. Тази с[○]утрин аз (to read) в[○]естника.
 R. -----
 C. _____
3. S. Капитан Петков (to eat) с[→]упа сега.
 R. -----
 C. _____
4. S. Г-жа Христова (to buy) гр[○]озде вчера.
 R. -----
 C. _____

5. S. Студентите (to learn [→]) уроците сега.

R. -----

C. _____

6. S. Вие (to eat ^o) ли ябълките вчера?

R. -----

C. _____

7. S. Лейтенантът (to give [→]) писмото на Иван сега.

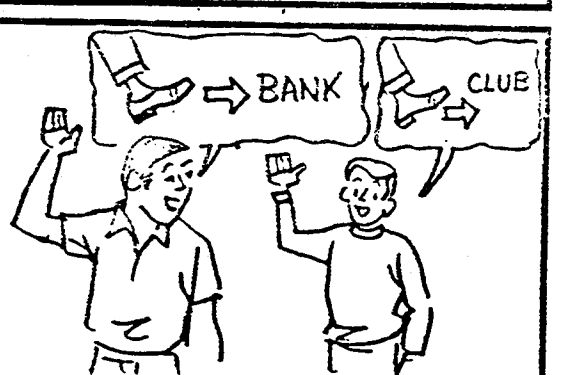
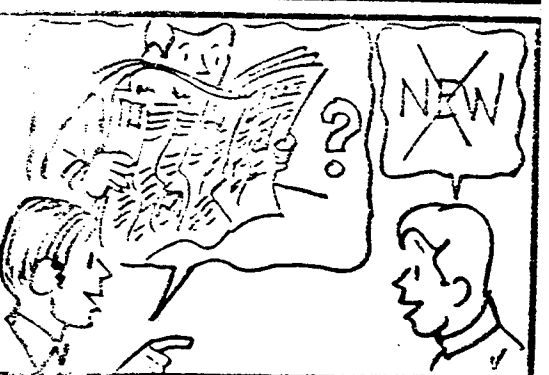
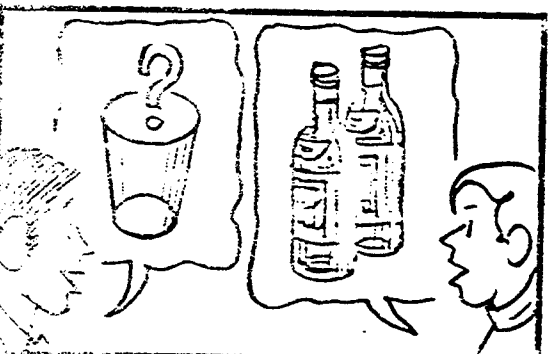
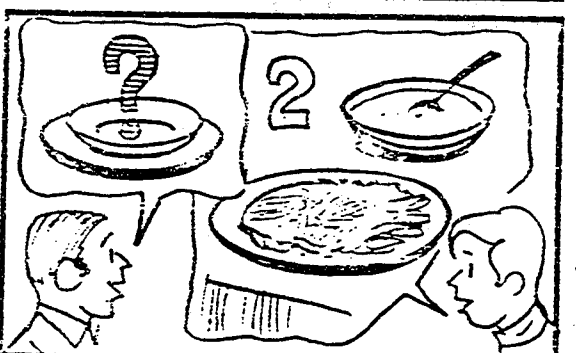
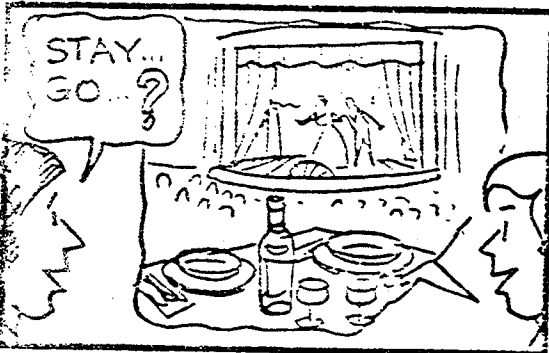
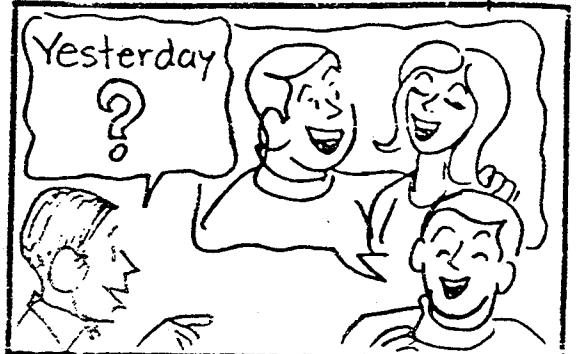
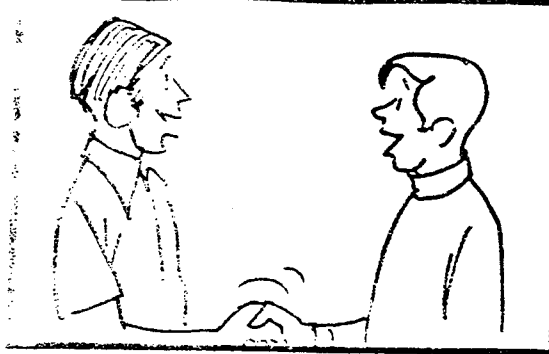
R. -----

C. _____

8. S. Филмът (to begin ^o) в 8 часа вечерта.

R. -----

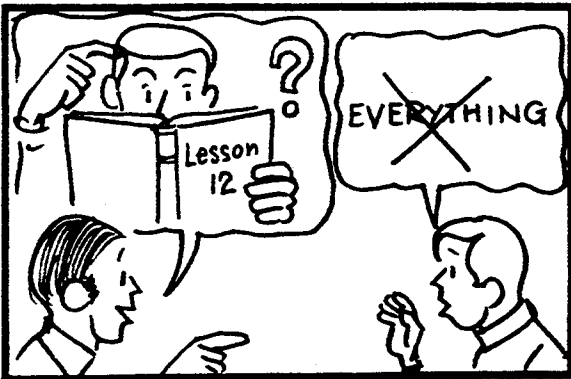
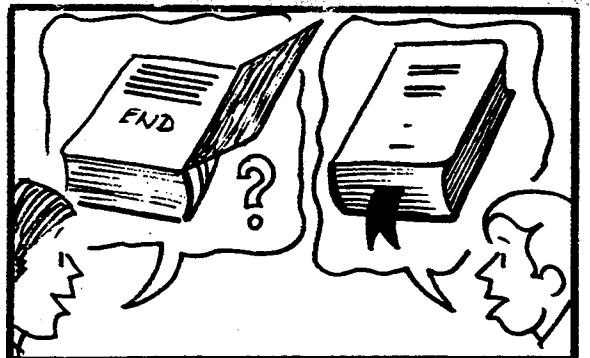
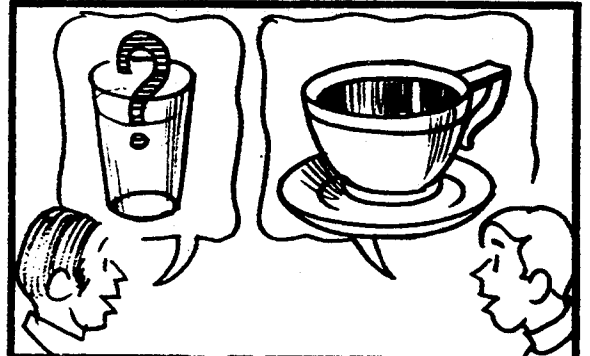
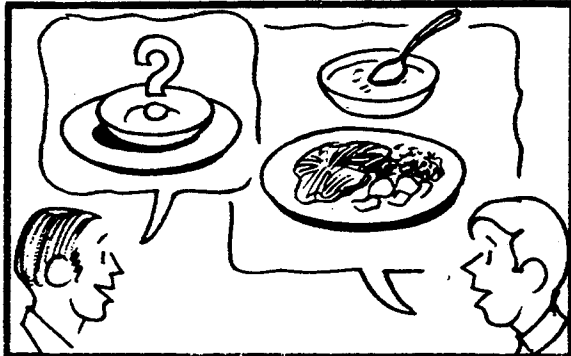
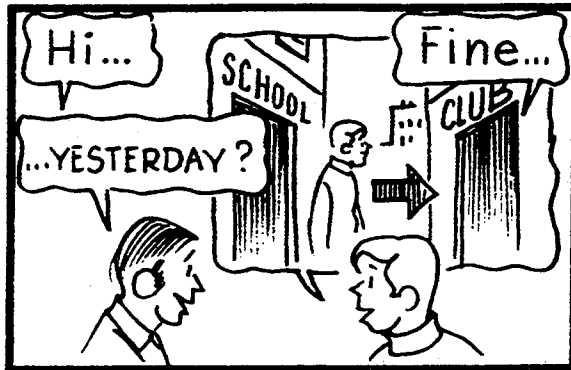
C. _____



Step 3.

Listen carefully to the following model conversation between Ivan and Fred while looking at the illustrations in your workbook. Again, pay particular attention to the forms signifying verbal aspect.

Let us begin!



Step 4.

Now you will participate in a similar conversation. Look at the illustrations in your workbook. You will be Fred. Your answers should reflect the situations in the illustration and they should correspond to the questions directed at you. Do not repeat it. Compare it to your response. If there is a discrepancy, repeat the question and try to give a better answer. Be careful with the verbal aspect.

Let us start now!

Now take the Self-evaluative Test No. 2.

Self-evaluative Test No. 2

A. Read the following sentences carefully and write down whether the verbal aspect is perfective or imperfective.

1. Вчѐра Ивѐн кѹпи билѐти за теѐтър.
2. Студѐнтите чѐсто вечѐрят в клубѐа.
3. Довѐчера аз ще си лѐгна рѐно.
4. Мариѐя написѐ писмѐ за Стѐфан.
5. Г-н Христѐв работѐ в бѐнкѐта.
6. Ние имѐме уроци всеѐки ден.
7. Лиѐдия и Фред танцѹват в клубѐа.
8. В кѐното дѐват хѹбав филм.
9. Учительѐт посвѐри на пиѐно.
10. Снѐщи Фред отѐде на кѐно.

B. Transform the verbs in the following sentences from imperfective to perfective aspect.

1. Аз пуѐших еднѐ цигѐра.
2. Ивѐн ядѐ ябѐлката.
3. Студѐнтите купѹваха билѐти.
4. Вчѐра Лиѐдия пя еднѐ пѐсен.
5. Стѐфан чѐте тѐзи кнѐга сутринтѐ.
6. Фред и Мариѐн отѐваха в бѐнкѐта.

7. В кѝното да̀ваха интерѝсен фѝлм.
8. Деца̀та вървя̀ха из гра̀да.
9. Пѐгър учи уро̀ка.
10. Г-н Петко̀в пѝса писмо̀ вчѐра.

ANSWER SHEET

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 two mistakes in each part you should repeat part 2.

Key to the exercise in Step 2.

| | <u>Imperfective</u> (incomplete action) | <u>Perfective</u> (complete action) |
|-----|--|--|
| 1. | X | |
| 2. | | X |
| 3. | X | |
| 4. | X | |
| 5. | | X |
| 6. | X | |
| 7. | | X |
| 8. | X | |
| 9. | | X |
| 10. | | X |
| 11. | | X |
| 12. | X | |

Key to the exercise in Step 3.

| | <u>Imperfective</u> (incomplete action) | <u>Perfective</u> (complete action) |
|-----|--|--|
| 1. | | X |
| 2. | X | |
| 3. | X | |
| 4. | | X |
| 5. | X | |
| 6. | X | |
| 7. | | X |
| 8. | X | |
| 9. | | X |
| 10. | | X |
| 11. | X | |
| 12. | | X |

Key to self-evaluative Test No. 1

| | <u>Imperfective</u> (incomplete action) | <u>Perfective</u> (complete action) |
|-------------|--|--|
| A. | | |
| 1. | | X |
| 2. | X | |
| 3. | | X |
| 4. | | |
| 5. | | X |
| 6. | X | |
| 7. | | X |
| 8. | | X |
| 9. | X | |
| 10. | | X |
| B. | | |
| 1. учёше | | |
| 2. пу́сехте | | |
| 3. оти́ва | | |
| 4. изпу́ши | | |
| 5. ста́вам | | |
| 6. изсви́ри | | |
| 7. да́ват | | |
| 8. напи́са | | |
| 9. нау́чиха | | |
| 10. изя́дох | | |

C.

1. Какво прави вчѐра?
2. Написа ли писмото?
3. Прочѐте ли книгата?
4. Иван и Фред отиваха на училище.
5. Когѧ почна филмът?
6. Къде работиш? (Къде работите?)
7. Ние научихме урока добре.
8. Г-н Петков яде супа.
9. Ние ще купим билети в театъра.
10. Два часа Лидия купуваше шапка.

Key to self-evaluative Test No. 2

- A. 1. perfective
2. imperfective
3. perfective
4. perfective
5. imperfective
6. imperfective
7. imperfective
8. imperfective
9. perfective
10. perfective

- B. 1. изпúших
2. изя́де
3. кúпи́ха
4. изпя́
5. прочéте
6. оти́доха
7. да́доха
8. повърв́яха
9. наúчи
10. напи́са

UNIT 15

OBJECTIVES

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

- a) the short and the long forms of the personal pronouns expressing the direct object,
- b) the short and the long forms of the personal pronouns expressing the indirect object.

This unit is based on the vocabulary from lessons 1 to 13 of the Bulgarian Basic Course, 1957.

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

Step 1.

Listen carefully to the following dialogue. Pay special attention to the new forms used and their function.

Notes

The Bulgarian personal pronouns have three cases:

1. Nominative - for the subject.
2. Accusative - for the direct object.
3. Dative - for the indirect object.

There are both long and short forms of the personal pronouns expressing the direct object.

Before we proceed with the exercise, let us list these forms.

| | <u>Short</u> | <u>Long</u> |
|-----------------|--------------|-------------|
| <u>Singular</u> | ме | мене |
| | те | тебе |
| masculine | го | него |
| feminine | я | нея |
| neuter | го | него |
| <u>Plural</u> | ни | нас |
| | ви | вас |
| | ги | тях |

Notice that the masculine and neuter forms for the 3rd person singular and plural are the same.

The long forms of the personal pronouns are used in the following circumstances:

1. After a preposition:

Ива́н е по́-голям от не́я.

Капита́нът гово́ри с не́я.

2. When the logical stress falls on the object, expressed by a personal pronoun:

Г-н Хри́стов ча́ка нас.

Ни́е забра́вихме не́го.

3. When two objective pronouns are opposing each other:

Аз ви́дях не́го, не не́я.

Те ча́кат ме́н, не ча́кат Ва́с.

As a general tendency, the short forms of the personal pronouns are used more often than the long forms.

Now start the tape!

Step 2.

Next you will hear a number of sentences in which you should substitute the direct noun object of each sentence with the proper short form of the personal pronoun.

For example:

Аз видя́х Ли́дия.

Аз я видя́х.

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

Let us begin!

Step 3.

Now you will hear some more sentences. Replace the direct object noun or pronoun with the long forms of the personal pronouns.

For example:

Аз ви́ждам Ива́н.

Аз ви́ждам него́.

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.

Here we go!

Now take the Self-evaluative Test No. 1.

Self-evaluative Test No. 1

Transcribe the following sentences into Bulgarian using the appropriate forms of the personal pronouns:

1. I see him. _____
2. I see him, not her. _____
3. The students like them. _____
4. John hears you. _____
5. John hears you, not me. _____
6. We are waiting for you,
not for them. _____
7. They went to town with them,
not with us. _____
8. The children see us, not you. _____
9. The students surrounded him. _____
10. The soldiers surrounded them,
not us. _____
11. I like you. _____
12. The teacher is looking at you,
not at me. _____
13. The school is far from us, but
not from you. _____
14. The teacher is looking at me. _____
15. I like you, not her. _____

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 of the unit.

Notes

There are two forms of the personal pronouns to express the indirect object of the sentence: short and long. You have already seen them used in the dialogue. However, for the sake of refreshing our memory we will list them again.

Stop the tape and read these examples from your workbook!

| | <u>Short</u> | <u>Long</u> |
|-----------------|--------------|-------------|
| <u>Singular</u> | МИ | на мѐне |
| | ТИ | на тѐбе |
| masculine | МУ | на нѐго |
| neuter | МУ | на нѐго |
| feminine | И | на нѐя |
| <u>Plural</u> | НИ | на нас |
| | ВИ | на вас |
| | ИМ | на тях |

Note that the singular feminine form is always stressed in order to mark the distinction between this form and the conjunction И.

You have also noticed that the masculine and the neuter forms in singular and in plural are the same.

Now let us do some exercises. Start the tape and proceed with step 1.

Step 1.

In this step you will hear a number of sentences. Replace the indirect object of these sentences with the proper short forms of the personal pronouns.

For example:

Аз да́вам кні́гата на Ива́н.

Аз му да́вам кні́гата.

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

Let us begin!

Step 2.

Now we will do a similar exercise but this time replace the indirect object of the sentences which you will hear with the long forms of the personal pronouns.

For example:

Аз да́вам кни́гата на Ива́н.

Аз да́вам кни́гата на не́го.

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

Let us begin!

Now take the Self-evaluative Test No. 2.

Self-evaluative Test No. 2

Translate the following sentences into Bulgarian using the appropriate forms of the personal pronouns:

1. I give the newspaper to him,
not to her. _____
2. Give him the book! _____
3. Write us a letter! _____
4. You gave the hat to him,
not to her. _____
5. Give me the cap! _____
6. Fred sold the uniform to me,
not to you. _____
7. The teacher speaks to us,
not to you. _____
8. Mr. Ivanov is speaking to them. _____
9. The captain gave the document
to them, not to us. _____
10. Give them the documents! _____
11. Tell her! _____
12. Lidia brought me some apples. _____
13. Marin wrote a letter to her,
not to you. _____
14. Did you give him the clothes? _____
15. I am showing the book to her,
not to you. _____

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 of the unit.

Key to Self-evaluative Test No. 1

1. Аз го виждам.
2. Аз виждам него, не нея.
3. Студентите ги харесват.
4. Иван те чува.
5. Иван чува тебе, а не мене.
6. Ние чакаме Вас, не тях.
7. Те отидоха в града с тях, а не с нас.
8. Децата виждат нас, а не вас.
9. Студентите го заградиха.
10. Войниците заградиха тях, а не нас.
11. Аз те харесвам.
12. Учителят гледа тебе, а не мене.
13. Училището е далеч от нас, но не от вас.
14. Учителят ме гледа.
15. Аз харесвам тебе, не нея.

Key to Self-evaluative Test No. 2

1. Аз давам вестника на него, а не на нея.
2. Дай му книгата!
3. Напишете ни писмо!
4. Ти даде шапката на него, а не на нея.
5. Дай ми кепето!
6. Фред продаде униформата на мене, а не на тебе.
7. Учителят говори на нас, а не на вас.
8. Г-н Иванов им говори.
9. Капитанът даде документа на тях, а не на нас.
10. Дайте им документа!
11. Кажете и!
12. Лидия ми донесе ябълки.
13. Марин написа писмо на нея, а не на тебе.
14. Ти даде ли му дрехите?
15. Аз показвам книгата на нея, а не на вас.



Български къщи в
Родопите

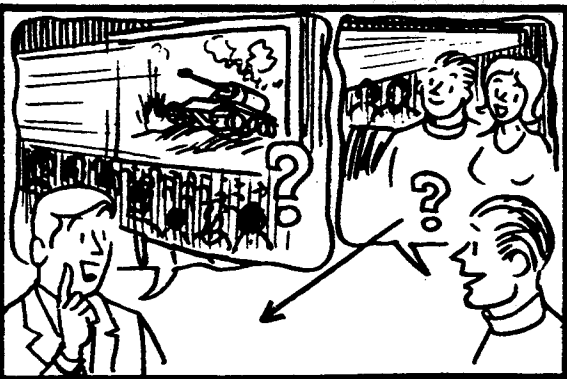
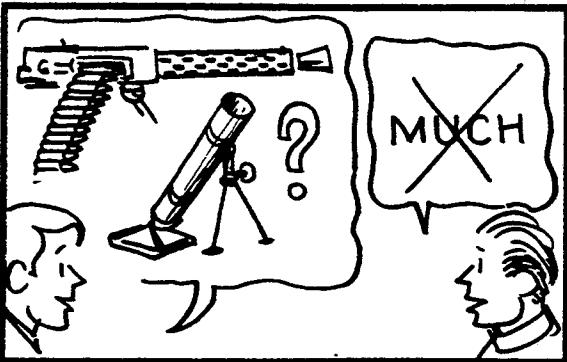
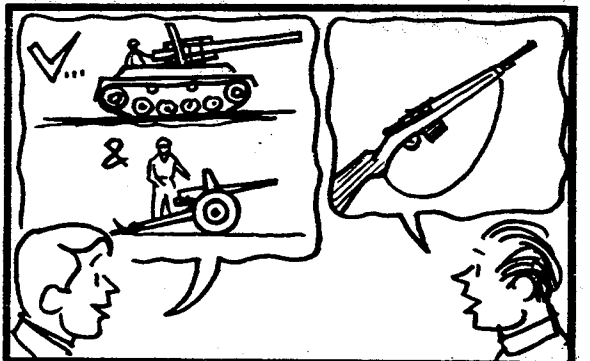
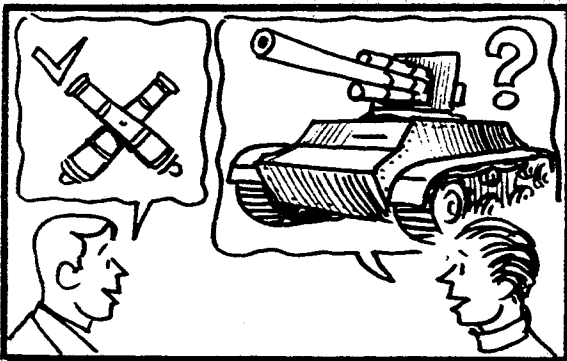
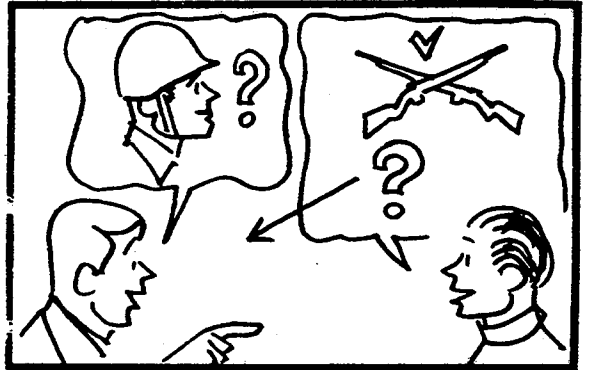
UNIT 16

OBJECTIVES

Upon completion of this unit the student will be able to understand and construct sentences orally and in writing in the past indefinite (present perfect) tense using the affirmative, negative and interrogative sentences.

This unit is based on the vocabulary from lessons 1-14 of the Bulgarian Basic Course, 1957.

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



Step 1.

Situation:

Ivan and Fred are in the library, looking at various books.

Listen carefully to the following dialogue while looking at the illustrations in your workbook. Pay special attention to the new verb forms used in it.

Here we go!

Now stop the tape and read the following notes.

Notes

You have noticed the new grammatical forms used in the dialogue and you have probably recognized them as the verb forms for the Bulgarian past indefinite tense introduced to you in class.

The past indefinite tense is a compound tense and consists of the auxiliary verb СЪМ and the past active participle of the verb.

The auxiliary verb СЪМ in this tense is conjugated the same way as in the present tense. The participle is derived from the past tense, 3rd person singular and takes the following endings: -Л, -ЛА and -ЛО in singular, and -ЛИ in plural. Note also that there is full agreement between the verb forms and the subject of the sentence in gender and number.

Examples:

Аз съм чел (-а, -о) този роман.

Ти си чел (-а, -о) този роман.

Той е чел този роман.

Тя е чела този роман.

То е чело този роман.

Ние сме чели този роман.

Вие сте чели този роман.

Те са чели този роман.

The past indefinite tense in Bulgarian is used to denote the following:

1. A past action completed before the time of speaking. The precise time of the completion is not known. We are not interested in the time of the action but in the fact that such action has taken place.

For example:

Аз съм чел тази книга.

I have read this book. (some time in the past)

Ние сме ходили в България.

We have been to Bulgaria.

Г-н Христов е чел много.

Mr. Christov has read a lot.

2. In questions, to ask if an action has ever taken place, without referring to any time.

For example:

Гледал ли си този филм?

Have you seen this movie?

Вечеряли ли сте?

Have you eaten supper?

Не сте ли ходили в България?

Haven't you been to Bulgaria?

3. In negative statements to indicate that an action has never taken place.

For example:

Не съм вечерял още.

I have not eaten supper yet.

Не съм чел тази книга.

I have not read this book.

Не съм бил в България още.

I have not been to Bulgaria yet.

The past indefinite tense has other uses as well. However, you will learn more in respect to this tense later on in the course.

Now it is time to do some exercises in order to practice the use of the past indefinite tense.

Start the tape and proceed with step 2 of this unit.

Step 2.

Now you will hear a number of sentences in the simple past tense. Transform these sentences into the past indefinite tense, using the appropriate forms of the verb for this tense.

For example:

S. Аз чéтох тáзи кнiгá.

R. Аз сьм чел тáзи кнiгá.

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!

Step 3.

Now you will hear a number of statements. Ask questions about these statements by using the interrogative construction in the past indefinite tense.

For example:

S. Ива́н е чел вѣстника.

R. Чел ли е Ива́н вѣстника?

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!

Self-evaluative Test No. 1

Transform the following sentences into the past indefinite tense by using the appropriate form of the verb for this tense.

1. Аз написах писмото.
2. Ние гледахме много филми.
3. Чете ли тази книга?
4. Аз платих за вечерята.
5. Ти взе вестника.
6. Пи ли мляко?
7. Иван забрави документите.
8. Лидия говори с Христо.
9. Яде ли днес?
10. Вие научихте ли урока?
11. Той гледа този филм.
12. Телефонирахте ли на майора?
13. Аз казах това на г-н Петров.
14. Писмото е на масата.
15. Студентите забравиха книгите.

Answer Sheet for Self-Evaluative Test No. 1

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

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, 2,
and 3 of this unit.

Step 1.

Now you will be asked a number of questions. Provide a negative answer using the form for the past indefinite tense. The forms сѢМ, е, etc. are stressed after the negative particle не.

For example:

S. Вечѣрѣхте ли?

R. Не, не сме вечѣряли.

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

Let us begin!

Step 2.

Now we will do a similar exercise with the verb СЪМ. You will hear a number of sentences containing this verb. Transform them into the past indefinite tense by using the appropriate form of the verbs. The past active participle of СЪМ is БИЛ, БИЛА́, БИЛО́, БИЛИ́.

For example:

S. Аз съм в училището.

R. Аз съм бил в училището.

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!

Self-evaluative Test No. 2

Transform the following sentences into the past indefinite tense by using the appropriate form of the verbs for this tense.

1. Лейтенант Петров служи в пехотата.
2. Ние ходихме в България.
3. Четохте ли тези книги?
4. Войниците плениха един майор.
5. Вие продадохте къщата.
6. Ние стреляхме с миномети.
7. Иван и Мария са в училището.
8. Ти си в къщи.
9. Вие пихте вино в ресторанта.
10. Неприятелите раниха сержант Христов.
11. Пехотата загради неприятеля в гората.
12. Ние изоставихме моста.
13. Те купиха нови картечници.
14. Аз мислех за тежкия поход.
15. Лидия е в гората.

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.

Answer Sheet for Self-evaluative Test No. 2

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Key to self-evaluative Test No.1

1. Аз съм напи́сал писмото.
2. Ние сме гле́дали мно́го фи́лми.
3. Чел ли си та́зи кни́га?
4. Аз съм плати́л за вече́рята.
5. Ти си взел ве́стника.
6. Пил ли си мля́ко?
7. Ива́н е забра́вил докуме́нтите.
8. Ли́дия е гово́рила с Хри́сто.
9. Ял ли си днес?
10. Вие нау́чили ли сте уро́ка?
11. Той е гле́дал то́зи фи́лм.
12. Телефони́рали ли сте на майо́ра?
13. Аз съм ка́зал това́ на г-н Петро́в.
14. Писмо́то е било на ма́сата.
15. Студе́нтите са забра́вили кни́гите.

Key to self-evaluative Test No. 2

1. Лейтенант Петро́в е служи́л в пехо́тата.
2. Ние сме ходили в Бълга́рия.
3. Чели ли сте та́зи кни́га?
4. Войни́ците са плени́ли еди́н майо́р.
5. Вие сте прода́ли къ́щата.
6. Ние сме стрéляли с миноме́ти.
7. Ива́н и Мари́я са би́ли в учи́лището.
8. Ти си бил в къ́щи.
9. Вие сте пи́ли ви́но в рестора́нта.
10. Неприя́телите са рани́ли сержант Христо́в.
11. Пехо́тата е загради́ла непри́теля в гора́та.
12. Ние сме изоста́вили мо́ста.
13. Те са купи́ли но́ви карте́чници.
14. Аз съм мисли́л за те́жкия по́ход.
15. Ли́дия е би́ла в гора́та.

UNIT 17

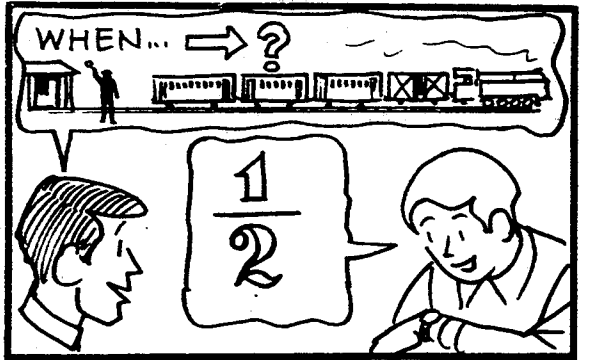
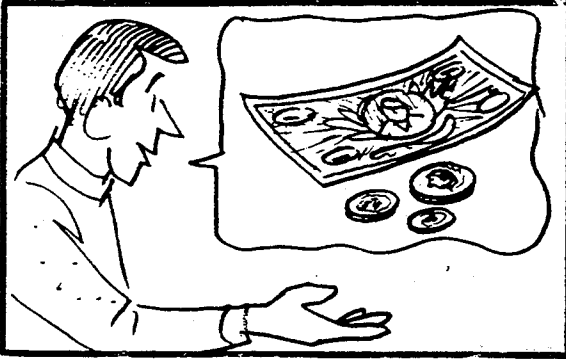
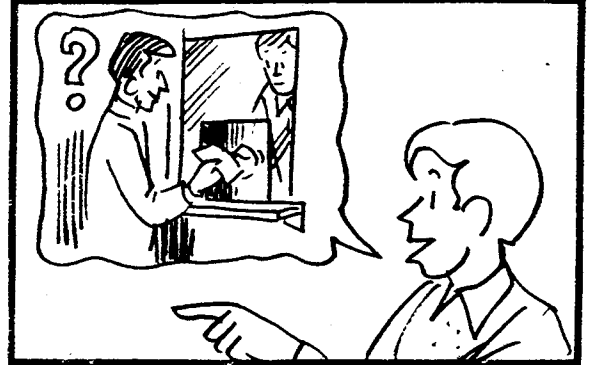
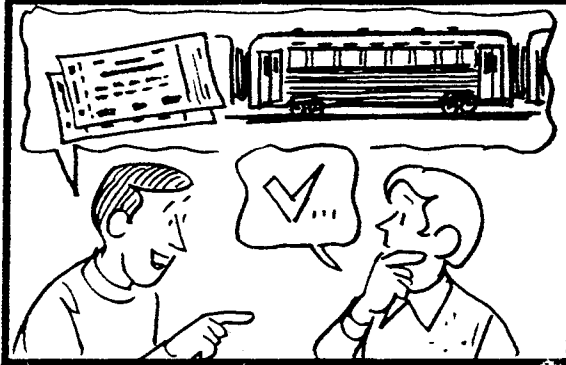
OBJECTIVES

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

- a) the modal verbs: мога (can), трябва (must), искам (want),
- b) the verbs of motion: отивам (to go), ходя (to go), вървя (to walk), тръгвам (to start going), влизам (to enter), излизам (to get out), връщам (to return),
- c) some prepositions which go with the verbs above: в, на, по, от, за.

This unit is based on the vocabulary from lessons 1-15 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 the illustrations referring to it. Pay special attention to the new forms appearing in the dialogue and their use.

Here we go!

Now stop the tape and read the notes which follow!

Notes

1. In Bulgarian necessity and obligation are expressed by the modal (impersonal) verb трябва (must, have to). Like all modal verbs трябва is used in combination with another verb.

For example:

1. Аз трябва да работя.

I must work.

2. Ти трябва да четеш.

You must read.

3. Иван трябва да учи.

John must study.

4. Ние трябва да вървим.

We must go.

5. Вие трябва да ядете.

You must eat.

6. Студентите трябва да пишат.

The students must write.

The connection between the verb трябва and any other verb is accomplished by the particle да. Only the second verb (not the modal verb) is conjugated in this case.

2. The modal verb МОГА (can), conjugates as the verbs of the first conjugation.

For example:

1. Аз мо́га да че́та́ бѳлгарски.
I can read Bulgarian.
2. Ти мо́жеш да научи́ш уро́ка.
You can learn the lesson.
3. Ли́дия мо́же да дой́де с нас.
Lidia can come with us.
4. Мо́жем ли да оти́дем на ки́но?
Can we go to the movies?
5. Ви́е мо́жете ли да стрѳля́те?
Can you shoot?
6. Студѳнти́те мо́гат да дой́дат.
The students can come.

As you can see from the examples above the modal verb МОГА and the other verb is conjugated each according to its own conjugation.

3. The modal verb ИСКАМ (want, wish) is conjugated as the verbs of the third conjugation.

For example:

1. Аз искам да ям.
I want to eat.
2. Искаш ли да четеш?
Do you want to read?
3. Христо иска да пише писмо.
Christo wants to write a letter.
4. Ние искаме да пушим.
We want to smoke.
5. Вие искате да пиете вино.
You want to drink wine.
6. Войниците искат да танцуват.
The soldiers want to dance.

Now start the tape and continue with step 2.

Step 2.

Now you will hear a number of sentences. In your oral response use the modal verb тря́бва.

For example:

S. Аз у́ча сега́.

R. Аз тря́бва да у́ча сега́.

After a pause for your response, a confirmation will be given to you. Compare it to your response and in case of a discrepancy, repeat the entire sentence.

Let us begin!

Step 3.

Now you will hear a number of sentences. In your oral response use the modal verb МОГА (can).

For example:

S. Аз го́воря бѣлгарски.

R. Аз мо́га да го́воря бѣлгарски.

After a pause for your response, a confirmation will be given to you. Compare it to your response and in case of a discrepancy, repeat the entire sentence.

Let us begin!

Step 4.

Now you will hear a number of sentences. In your response use the modal verb іскам (want).

For example:

S. Аз ям су́па.

R. Аз іскам да ям су́па.

After a pause for your oral response, a confirmation will be given to you. Compare it to your response and in case of a discrepancy, repeat the entire sentence.

Let us begin!

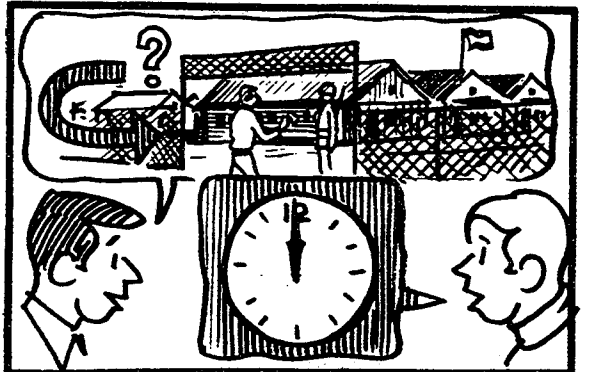
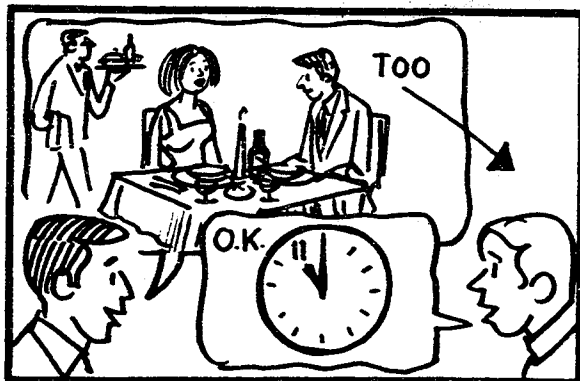
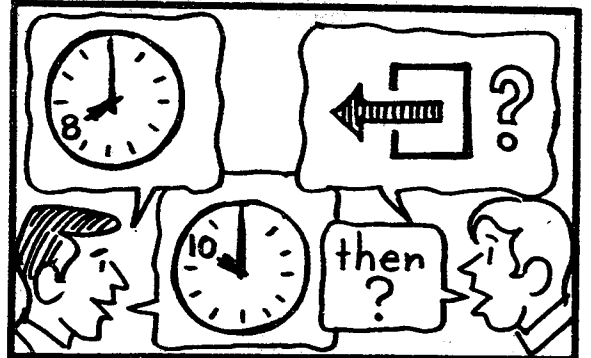
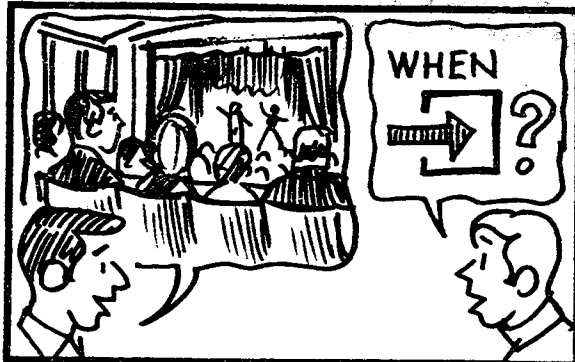
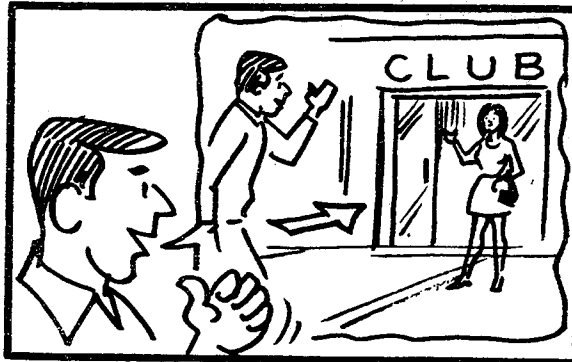
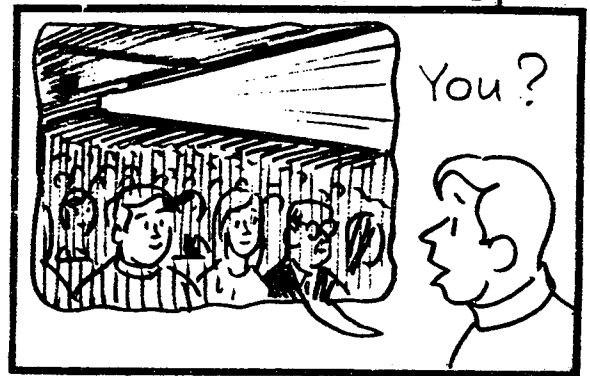
Now take Self-evaluative Test No. 1 in your workbook.

Self-evaluative Test No. 1

In the following sentences, provide in writing the Bulgarian form of the verb in parentheses. If required make all necessary changes and agreements.

1. Ива́н (wants) да яде́ грóзде.
2. Ние́ (must) да учим все́ки ден.
3. Студе́нтите (can) да четат́ бълга́рски кни́ги.
4. Майо́рът (can) да гово́ри бълга́рски.
5. Вие́ (want) но́ви дре́хи.
6. Мари́я (can) да танцу́ва хубаво.
7. Аз (want) да оти́да в каза́рмата.
8. Влакът́ (must) да зами́не на вре́ме.
9. Ти (must) да ми́слиш пове́че.
10. Ти (want) да стреля́ш с пу́шка.
11. Ние́ (can) да зами́нем у́тре.
12. Войни́ците (want) да взема́т мо́ста.
13. Редник Петро́в (must) да но́си карта́чницата.
14. Студе́нтите (can) да но́сят цивилни дре́хи.
15. (must) да телефони́рате на г-жа До́брева.
16. Лейтенантът́ (wants) да пие́ ви́но.
17. Походът́ (can) да е дълъ́г.
18. Неприя́телят (wants) да ни загради́.
19. Ефрейторът́ (must) да ста́не ра́но.
20. Ние́ (want) да напра́вим нов мост.

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, 2, 3, and 4 of part 1.



Step 1.

Listen carefully to the following dialogue while looking at the appropriate illustrations in your workbook. Pay special attention to the verbs of motion used as well as the prepositions required by those verbs.

Let us begin!

Step 2

Now you will hear a number of sentences. Ask a question referring to the verbal action in the stimulus sentence utilizing the correct interrogative prepositional phrase.

For example:

S. Аз идвам от киното.

Иван отива на кино.

R. Откъде идвам аз?

Къде отива Иван?

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

Let us begin!

Self-evaluative Test No. 2

Translate the following sentences into Bulgarian:

1. I am going to the club.
2. Fred goes to school every day.
3. The soldiers went on long march.
4. The teacher is returning to the school.
5. The students came home late.
6. We entered the forest early in the morning.
7. The train leaves at 2 o'clock.
8. They came out of the house.
9. My friend is coming home tomorrow.

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

If you have more than two mistakes repeat part 2.

Answer Sheet for Self-evaluative Test No. 2

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

Key to self-evaluative Test No. 1

1. и́ска
2. тря́бва
3. мо́гат
4. мо́же
5. и́скате
6. мо́же
7. и́скам
8. тря́бва
9. тря́бва
10. и́скаш
11. мо́жем
12. и́скат
13. тря́бва
14. мо́гат
15. Тря́бва
16. и́ска
17. мо́же
18. и́ска
19. тря́бва
20. и́скаме

Key to self-evaluative Test No. 2

1. Аз отивам в клуба.
2. Фред ходи на училище всеки ден.
3. Войниците отидоха на дълъг поход.
4. Учителят се връща в училището.
5. Студентите се върнаха в къщи късно.
6. Ние влязохме в гората рано сутринта.
7. Влакът тръгва в 2 часа.
8. Те излязоха от къщата.
9. Моят другар ще дойде в къщи утре.