

ЗУСТРІЧ 1.1

Знайомство

← Подорож 1

In this meeting, you will learn:

- ▶ to introduce yourself
- ▶ to get acquainted informally and formally
- ▶ to greet and to say 'goodbye' informally and formally
- ▶ to ask and answer the question І як справи? "How are you?"

Для викладача

1. Introduction

1. The instructor enters the class and gets acquainted with each student individually (e.g., by shaking their hands). The teacher prompts the students to respond to her/him. Here is the sample of the conversation:
 - Добрий день! Я Анна. Ви?
 - Я ...
 - Дуже приємно. (hand-shaking)
 - Дуже приємно.
2. The instructor speaks each line. Students repeat together then individually.
 - Добрий день!
 - Я ... (Алла).
 - Ви?
 - Дуже приємно.
3. Students practice the conversation in pairs. One or two pairs act out the conversation for the whole class.
4. Students walk around the class repeating conversation, getting acquainted with each other.

2. Introducing the syllabus

3. Acquaintance with the characters of the project

1. Students watch a video with characters introducing themselves, saying:

- Добрий день! Я Анна. Ви?
- Я ...
- Дуже приємно. (hand-shaking)
- Дуже приємно.

2. Students repeat the following phrases:

- Добрий день!
- Привіт! Я... А ти?
- Дуже приємно!

Listen to the dialogues. Are the situations in the dialogues formal or informal? [S1-1, S1-2]

Dialogue 1

▶ 0:00 / 0:00   

Dialogue 2

▶ 0:00 / 0:00   

Для викладача
Language in Focus:
Feelings

[Appendix 1.1](#) 

1. Presentation. The instructor pronounces «Привіт, Оксано! Як справи?» and answers «Добре», showing a picture to describe the word (See Вправа 2). In the

same way the instructor introduces the words «погано, непогано, супер».

2. **Receptive Recall.** The instructor pronounces the emotion and asks students to give the number of the picture.
3. **Choral and Individual Response.** The instructor pronounces the names of emotions, showing pictures, and students repeat in chorus and then individually.
4. **Productive Recall.** The pictures only have numbers; no names of emotions are provided. The instructor states the number of a picture and asks students to pronounce the name of the emotion, described in the picture.
5. **Personalization.** Students work with their partners. They ask and answer each other's questions, following the pattern:

Pattern:

— Привіт, як справи?

— Добре / погано / непогано / супер.

How is Oksana feeling in each dialogue? Listen to each dialogue and match them with the pictures. [S1-3, S1-4, S1-5, S1-6]



A



B

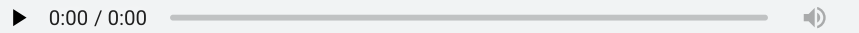


C

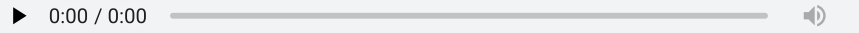


D

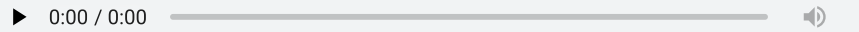
Dialogue 1



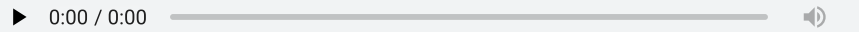
Dialogue 2



Dialogue 3



Dialogue 4



Для викладача **Language Practice**

1. The instructor dramatizes the following dialogue, using the picture in Вправа 3.
 - Привіт!
 - Привіт!
 - Я Оксана. А ти?
 - Я Сергій. Дуже приємно.
 - Дуже приємно.
 - Як справи, Оксано?
 - Супер, дякую!
2. The instructor pronounces each line of dialogue separately. Students repeat in chorus and individually.
3. Students practice the dialogue with their partners.

4. One pair presents the dialogue for the whole class.

3

- a Look at the picture and watch your instructor role-playing a dialogue between Oksana and her friend Serhiy.



- b Listen to your instructor and repeat the sentences from the conversation between Oksana and her friend Serhiy.
- c Work with your partner and prepare a role-play of the dialogue.

4

Walk around the class and get acquainted with as many people as

possible, using the new phrases you
have just learned.

☰ Подорож 1

Станція 1.2 →

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ЗУСТРІЧ 1.3

Знайомство

[← Подорож 1](#)

In this meeting, you will learn:

- pronouns (*khto* "who" and *shcho* "what")
- personal pronouns (*vin* "he", *vona* "she", *vono* "it")
- the gender of nouns (masculine, feminine, neuter)
- the alphabet
- vocabulary (cognates)

- a** Look at the pictures. What are the people saying to each other? Provide as many phrases in Ukrainian as possible.



- b** Listen to each dialogue. Which phrases from the dialogues could be added to those you just provided.
[S1-7, S1-8]

Dialogue 1

▶ 0:00 / 0:00

Dialogue 2

- c** Repeat after the recording.
[S1-7, S1-8]

▶ 0:00 / 0:00

Dialogue 1

▶ 0:00 / 0:00

Dialogue 2

▶ 0:00 / 0:00

- d** Work with your partner to practice
similar dialogues.

[Optional] Walk around the class and
talk to as many people as possible,
greeting them, asking how they are,
and saying “good bye” in Ukrainian.

Для викладача
Language in Focus:

[Appendix 1.3a](#) 

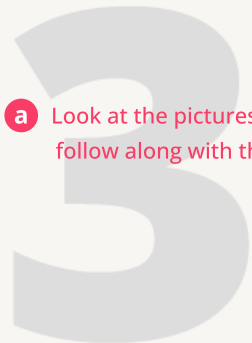
1. Presentation.

“Хто це?” vs “Що це?”

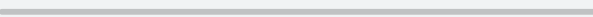
Хто: The instructor points at the students and says «Це Марк. Хто це? Це Марк.», working with students' names in the class. The instructor asks questions «Це Марк?» Students answer «Так, це Марк.» The instructor points at the students «Хто це?» and students answer «Це Марк.» Students work in pairs practicing: «Хто це? Це Марк.»

Що: The instructor presents the pictures of the cognates that students worked with at home and says «Це бар. Що це? Це бар / ресторан / казино / банк / метро / університет/ опера.»

2. Receptive Recall. The instructor asks questions «Це бар?» pointing at different students and showing pictures. Students respond «Так, це бар.»
3. Choral and Individual Response. The instructor pronounces the utterances «Що це? Це бар.», pointing at different students and showing pictures. Students repeat in chorus and then individually.
4. Productive Recall.
 - a) The instructor points at the pictures of cognates and asks «Що це?» Students answer “Це бар.”
 - b) The instructor points at the pictures of cognates and prompts students to make questions about the objects, e.g., Що це?
5. Personalization. Students work with their partners. They ask and answer each other's questions about the students in the group and the objects in the pictures, following the pattern:
 - Що це?
 - Це бар.



a Look at the pictures. Listen and follow along with the words. [S1-9]

▶ 0:00 / 0:00   



1. кафе



2. ресторан



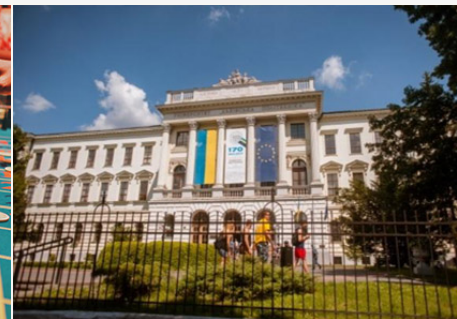
3. банк



4. метро



5. казино

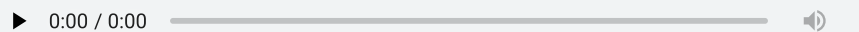


6. університет



7. опера

b Listen and repeat. [S1-9]

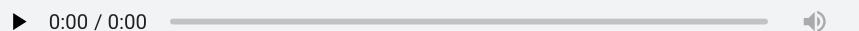


c Work with your partner. Ask and answer each other's questions about the students in the group and the objects in the pictures in a). Pattern:

- Хто це?
- Це Марк.
- Що це?
- Це бар.

Listen and number the images accordingly.

[S1-10]



4



Оксана /Oksana/



Лука /Luka/



метро /metro/



банк /bank/



опера /opera/

Match the corresponding cognates.

1. bank
2. Oksana
3. Luka

- a. Оксана
- b. Лука
- c. банк

4. opera
5. metro

d. метро
e. опера

6

Look at the Ukrainian alphabet. Circle the letters that were used in the Ukrainian cognates in Вправа 5.

Український Алфавіт

Аа	Бб	Вв	Гг	Ґґ	Дд	Ее	Єє	Жж	Зз	Ии
Іі	Її	Йй	Кк	Лл	Мм	Нн	Оо	Пп	Рр	Сс
Тт	Уу	Фф	Хх	Цц	Чч	Шш	Щщ	Юю	Яя	Ьь

7

a Listen and repeat the alphabet. [S1-11]

▶ 0:00 / 0:00



b Pronounce the circled letters.



The biggest letter І in the world in Rivne, Ukraine. (Photo: [Радіо Свобода](#).)

8

Read the following Ukrainian words.

Оксана, опера, Лука, банк, метро.



Write your name in Ukrainian. Walk around the class and ask your classmates to read it.

Grammar in Focus: Personal Pronouns

Person	Singular		Plural	
First	"I"	я	"we"	ми

Second	"you"	ти	"you"	ви
Third	"he"	він	"they"	вони
	"she"	вона		
	"it"	воно		

Для викладача

Grammar in Focus: Personal Pronouns (він, вона, воно)

Appendix 1.3b 

1. **Presentation.** Він, вона: The instructor points at the students and says «Він Марк. Хто він? Він Марк. Вона Джесіка. Хто вона? Вона Джесіка», working with students' names in the class. The instructor asks questions «Він Марк? Students answer Так, він Марк». The instructor points at the students «Хто він?» and students answer «Він Марк». Students work in pairs practicing: «Хто він? Він Марк. Хто вона? Вона Джесіка.» **Він, вона, воно:** The instructor presents the pictures of the cognates from Вправа 10 and says «Кафе – воно. Ресторан – він. Банк – він. Метро – воно. Казино – воно. Університет – він. Опера – вона.»
2. **Receptive Recall.** The instructor asks questions «Він ..? Вона ..?» pointing at the pictures. Students respond «(Він) ресторан. (Вона) опера.»
3. **Choral and Individual Response.** The instructor pronounces the utterances «Бар – він. Банк – він. Метро – воно.», pointing at different pictures of cognates. Students repeat in chorus and then individually.
4. **Productive Recall.** The instructor points at the pictures of cognates without scripts on them (See Appendix 1), and asks «Опера – ...? Бар – ...?» Students finish the sentences by providing corresponding personal pronouns.
5. **Personalization.** Students work with their partners. Taking turns, they point at the the pictures of cognates and provide nouns and their partners provide a corresponding personal pronoun. They may practice either a) or both a) and b) patterns.

Optional Suggestion. Students are in a circle. a) One student says a cognate noun/name and throws a ball. Another student catches the ball and provides an appropriate pronoun. b) One student says a pronoun and throws a ball. Another student catches the ball and provides an appropriate cognate noun/name.

a Look at the pictures. Listen and follow along with the words. [\[S1-12\]](#)

▶ 0:00 / 0:00





1. кафе – воно



2. ресторан – він



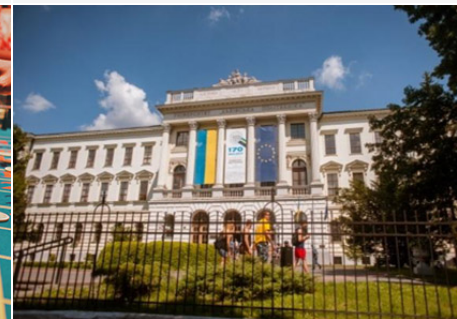
3. банк – він



4. метро – воно



5. казино – воно



6. університет – він



7. опера – вона

b Listen and repeat. [S1-12]

c Work with your partner. Ask and answer each other's questions about the students in the group and the objects in the pictures in a). Follow the patterns:

Pattern A:

опера → вона

Джеймс → він

Pattern B:

— Хто це?

— Це Марк.

— Що це?

— Це бар.

☰ Подорож 1

← Станція 1.2 | Станція 1.4 →

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ЗУСТРІЧ 1.5

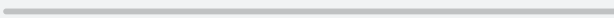
Знайомство

[← Подорож 1](#)

In this meeting, you will learn:

- ▶ the gender of nouns (masculine, feminine, neuter)
- ▶ the alphabet
- ▶ vocabulary (geographical names)
- ▶ cultural information about some major establishments in Ukraine
- ▶ to carry on a simple conversation
- ▶ to write in cursive

a Listen and repeat the Ukrainian alphabet.
[S1-11]

▶ 0:00 / 0:00   

Український Алфавіт

Аа	Бб	Вв	Гг	Ґґ	Дд	Ее	Єє	Жж	Зз	Ии
Іі	Її	Йй	Кк	Лл	Мм	Нн	Оо	Пп	Рр	Сс
Тт	Уу	Фф	Хх	Цц	Чч	Шш	Щщ	Юю	Яя	Ь

b Listen and say aloud the missing letters. [S1-13]

▶ 0:00 / 0:00

2

a Listen and circle the letter you hear. [S1-14]

▶ 0:00 / 0:00

1. Аа, Оо, Уу.
2. Бб, Пп, Рр.
3. Лл, Мм, Нн.
4. Гг, Ґґ, Хх.
5. Ии, Іі, Її.
6. Її, Яя, Юю.
7. Цц, Чч, Шш, Щщ.
8. Іі, Її, Йй.
9. Бб, Вв, Фф.
10. Ее, Єє, Сс.
11. Жж, Зз, Сс.

- b** Work with your partner. Read all the letters in section a above, taking turns.

Let's play Bingo! Study the Bingo Card. Listen to the recording and cross out the letters in your sheet as you hear them. When you complete a column, loudly say: "Bingo!" [S1-15]

▶ 0:00 / 0:00

Вв ☐	Гг ☐	Гг ☐	Дд ☐	Ее ☐
Єє ☐	Жж ☐	Зз ☐	Ии ☐	Іі ☐
Її ☐	Йй ☐	Лл ☐	Нн ☐	Пп ☐
Рр ☐	Уу ☐	Фф ☐	Хх ☐	Цц ☐
Чч ☐	Шш ☐	Щщ ☐	Юю ☐	Яя ☐

- a** Write five letters. Read them to your partner who must write them down. Share your results.

- b** Write five letters. Share them with your partner who must say them out loud.

Для викладача
**Language Game:
Alphabet**

1. The instructor gives each student three blank cards.
2. On each card, students write one letter, both uppercase and lowercase.
3. Students put all their cards with letters in a hat or bag.
4. Students take turns to pull out a card and read the letter out loud.

- a** Work with your partner. Study the Ukrainian abbreviations. What do you think they represent?



1.



2.



3.



4.

- b** Listen to the cultural information about the abbreviations in (a). Were your guesses correct? [S1-16]

▶ 0:00 / 0:00



АТБ or “Агротехнічний бізнес” is the largest network of discount supermarkets in Ukraine.



ТСН or Телевізійна служба новин is a daily news service on the most popular Ukrainian TV channel “1+1”.



ЧНУ or Чернівецький національний університет імені Юрія Федьковича is a prestigious university in Western Ukraine. It is recognized by UNESCO as a World Heritage Site.



МАУ or “Міжнародні авіалінії України” is an air carrier and the largest airline of Ukraine.

c Read the abbreviations out loud.



Для викладача

Language Game: Alphabet in Cursive

Appendix 1.5

You will need one worksheet for each group of students.

1. Letters in cursive written on separate sheets of papers: one letter, both capital and small, on a separate sheet.
2. Divide students into three groups. Give each group a list of upright letters, and explain to them that they will need to find corresponding letters in cursive. Sheets with letters in cursive can be in a pile on the table. As an option, you can hang them up on the walls all over the classroom.
3. When students complete the task, encourage them to share results.

a Work collaboratively. Study the geographical names in cursive. Rewrite these words using print letters.

	Cursive	Upright	English variant
1.	<i>Київ</i>	Київ	Kyiv
2.	<i>Ермонтоп</i>		

3. Канада
4. Торонто
5. Монте-Карло
6. Гренландіє
7. Рінекс
8. Онтаріо
9. Україна

b Share your results.

c What are the English equivalents for these geographical names? Share your answers.

d What is the gender of these geographical names? Discuss with your classmates.

- a** Match the sentences in cursive and in print. Share your results.

Cursive

(1) Я Алла. А ви?

(2) Добрый день!

(3) Дуже приємно.

(4) Я Петро.

(5) Добрый день!

(6) Дуже приємно.

Upright

(a) Добрый день!

(b) Дуже приємно.

(c) Я Петро.

(d) Добрый день!

(e) Я Алла. А ви?

(f) Дуже приємно.

- b** Work with your partner. Put the sentences in order. Listen and check.
[S1-1]

- c** Work with your partner. Role-play the dialogue in (a).

- d** Is the dialogue in (a) formal or informal? Why do you think so?

▶ 0:00 / 0:00



- e How would you get acquainted informally? Work with your partner and prepare a role-play of such a situation.

☰ Подорож 1

← Станція 1.4 | Пересадка 1.6 →

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