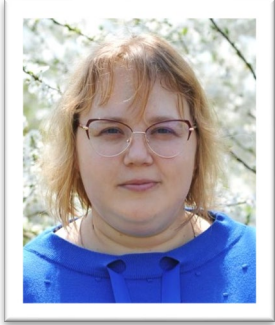




How to teach Use of English for NMT



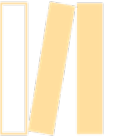
Yana Sverdliuk

ELT Consultant for Linguist

- 10 years of experience
- Worked with NUS in primary and secondary school
- Teach different age groups – from 5 to 55-year-olds
- Use digital resources and online activities
- An expert in creating engaging materials for students



AGENDA



- NMT: structure, terms and conditions
- Use of English: tasks and common mistakes
- Some practical advice for your students about Use of English for NMT



МІНІСТЕРСТВО
ОСВІТИ І НАУКИ
УКРАЇНИ



There would be a 3+1 system, when it comes to a number of subjects that students can pass the test in

Ukrainian language, Math, History of Ukraine are **mandatory**
As for the 4th subject – it's up to the student

Time frames for the tests have also changed

It would be 2 hours for the test, a 20-minute break and another 2 hours for the test: one hour for each subject that the students are taking the test for
All-in-all – 4 + hours



One hour to
complete the test

No listening tasks

No writing task

Reading and
Use of English
are the main types
of tasks in the test

32 – number of
tasks in the test



Tasks one &
three - matching

Task two -
choose the
correct answer

Task four - fill in
the blanks

Task five -
choose the
correct option
(vocabulary)

Task six -
choose the
correct option
(grammar)



What is “Use of English”?



It's a part of English NMT, which consists of two tasks – grammar and vocabulary

it is all about multiple choice tasks

it shows just how much your students actually know about the use the language they studied

Level of tasks – B1 – B2



According to reports from The Ukrainian Center for Educational Quality Assessment high school students that were passing the NMT (ZNO) test had the most problems with...

Numerals

Verb patterns:
infinitives,
gerund

Pronouns:
mostly its
different
forms

The use of
articles

Idioms

Prepositions
and its use in
phrasal verbs

Tenses and
their use

Word
formation

Passive
voice

Synonyms



Simple:
in, at, on

Double:
outside of,
from behind

Compound:
in place of,
in addition to

Participle:
including,
regarding

Phrasal:
with regard to,
due to the fact that

Absolute:
the sun having set

Prepositional
verbs:
look after, rely on

Correlative:
both...and,
either...or

Subordinate:
in order to,
so as to

Injectional:
mind you,
believe it or not



On/at

Between/among

To/for

Of/from

In/into

Since/for

By/with

Above/over

Beside/besides

Through/across



Learn the basic meanings

Study phrasal prepositions

Lots of reading!

Observe natural usage of prepositions

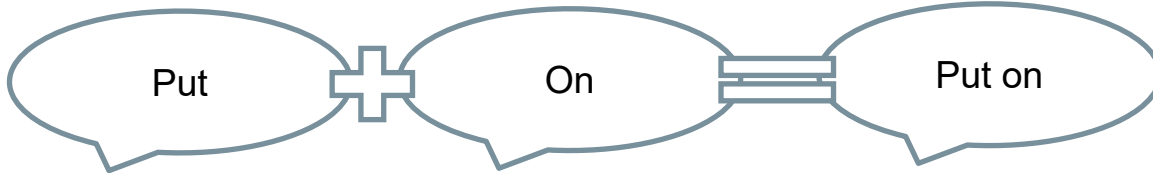
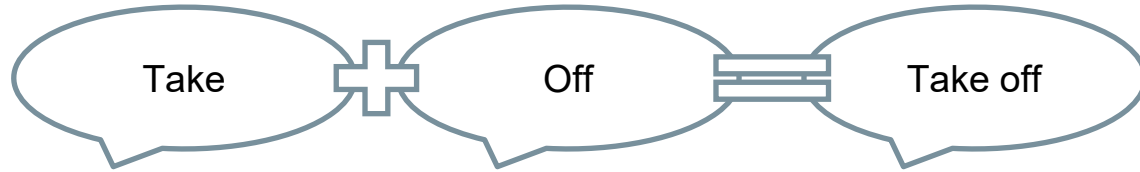
Learn phrases, not just words

Study specific usage rules

Use dictionaries

Practice regularly





The main characteristic of phrasal verbs is the presence of multiple words in the expression. A particle or adverb following the main verb typically changes its meaning significantly.



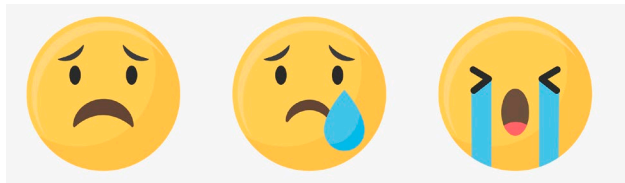
Break — ламати

Break up — розлучатися

Break out — спалахувати, вибухати

Break away — вириватися

Break down — зламати, розбити



Group them: Organize phrasal verbs based on their particles ('off', 'up') or their meanings (actions).

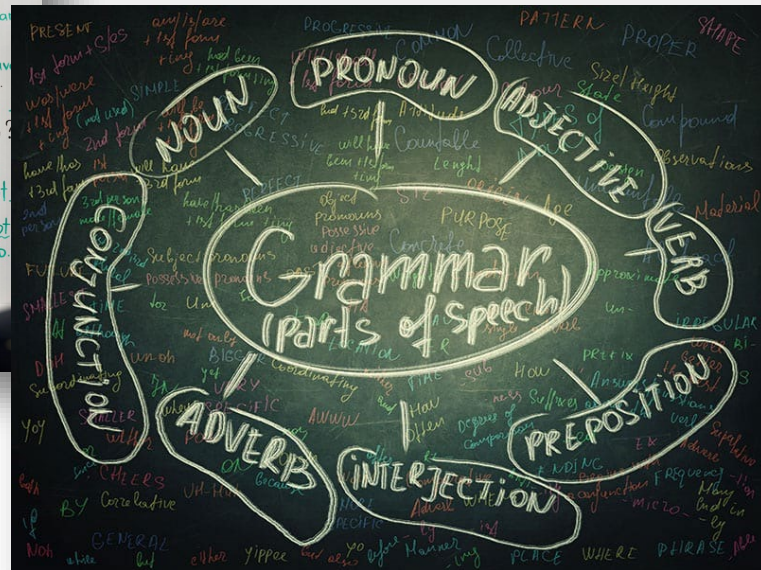
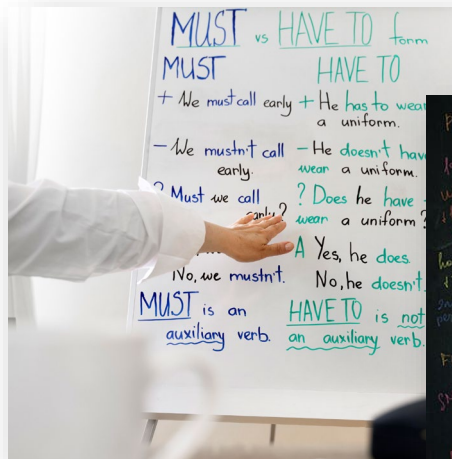
Focus on common verbs: Learn phrasal verbs using verbs you already know.



Use associations: Connect phrasal verbs with images or stories.

Learn gradually: Don't try to learn too many at once. Focus on the most important ones first.





Internet Sensation

In the Philippines two-year-old *Zee-shee Garcia* has become an Internet sensation. On Facebook, a single post of her (54) _____ a cheerleading routine has received more than 29,000 views and 433 shares.

The young (55) _____ parents said they started teaching her how to balance before she (56) _____ one, and were surprised at how easily she followed instructions. "The way we train her is to make it seem like playing. She listens, she (57) _____, and she really enjoys it. If she (58) _____ it, we wouldn't do it, and she wouldn't be able to perform those stunts."

54	A	performing	B	performance	C	performed	D	performer
55	A	cheerleader	B	cheerleaders	C	cheerleader's	D	cheerleaders'
56	A	has turned	B	turns	C	was turned	D	turned
57	A	is amusing	B	is amused	C	has amused	D	amuses
58	A	wouldn't enjoy	B	won't enjoy	C	doesn't enjoy	D	didn't enjoy

Incorrect use and not fully understanding the usage of tenses

Inability to rephrase






- 1 – Consistency
- 2 – Understanding the material
- 3 - Practice
- 4 - Regularity
- 5 – Don't be afraid to make mistakes
- 6 - Communication



Spilling the Beans

Celebrity gossip is a big business today. There are lots of magazines focused on finding out some secrets about the (44) _____ lives of celebrities. But have you ever wondered who started gossiping? There were just two (45) _____: Louella Parsons and Hedda Hopper. (46) _____ the dawn of Hollywood, the big studios wanted all their stars to have a positive (47) _____. That's why the close cooperation was organised between media and studios. This only changed when Louella and Hedda started to print the materials about the wrongdoings of stars. Approximately twenty (48) _____ people read their articles daily, so these journalists became very powerful and could make or break a star's career.



44	A	personally	B	personnel	C	personal	D	personality
45	A	woman	B	women	C	women's	D	woman's
46	A	On	B	In	C	At	D	Of
47	A	image	B	picture	C	view	D	imagination
48	A	million	B	hundreds	C	thousands	D	millions



The Pomodoro Technique

Imagine that you (49) _____ study for your test but instead you just scroll down social media pages or clean your room. This is where the Pomodoro Technique can help you.

The Pomodoro Technique is a helpful time management method (50) _____ was developed at the end of the XX century. For many of (51) _____, time is an enemy as it is always limited. We can never have as much time as we want, (52) _____ stop it nor slow it down.

Francesco Cirillo, the creator of the Pomodoro Technique, says that his method can help everyone with their time management. An interesting fact is that the name comes from the red tomato-shaped kitchen timer Pomodoro.

Try this method next time you realise that you (53) _____ better study but you feel like doing something less important. Set the timer to 25 minutes and focus on the task. As soon as the timer rings, make a five-minute break. Continue till the task is ready. It looks easy, doesn't it?



49	A have to	B can	C ought	D are able
50	A who	B which	C what	D when
51	A us	B we	C your	D our
52	A nor	B as	C either	D neither
53	A should	B ought	C would	D had





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