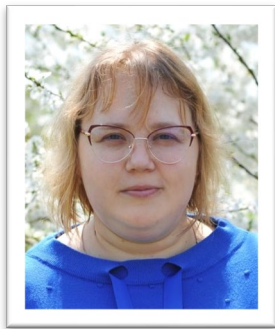




Teach English, Not Just The Test:

Integrating Exam Skills into
Communicative Lessons



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



- ✓ **The Core Challenge:** The daily conflict between the curriculum and exam prep
- ✓ **The Methodological Solution:** Why an integrated approach works better
- ✓ **Integration in Action: A Practical Guide**
 - ✓ Grade 10: Building the Foundation
 - ✓ Grade 11: Mastering the Skills
- ✓ **Your Toolkit & Q&A:** The NMK ecosystem and your questions

Our goal as English teachers:

Develop real communicative competence

Foster a love for the language

Our reality as exam-year teachers:

Focus on specific task types

Drill grammar and vocabulary

Race against the clock

The Result → Teacher & Student Burnout



Why the 'Two-Track' System Fails Us



It creates a false separation between "learning English" and "passing the test."

Skills are not deeply embedded; they are memorized for the short term

It puts immense pressure on the final months before the exam

It's inefficient, stressful, and simply less effective

September - January:
General English



February - May:
EXAM CRAMMING!

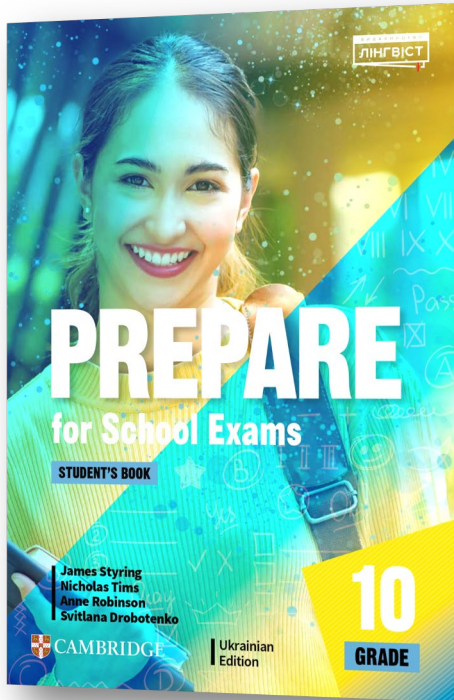




Every lesson is an English lesson.
Every lesson is exam preparation.

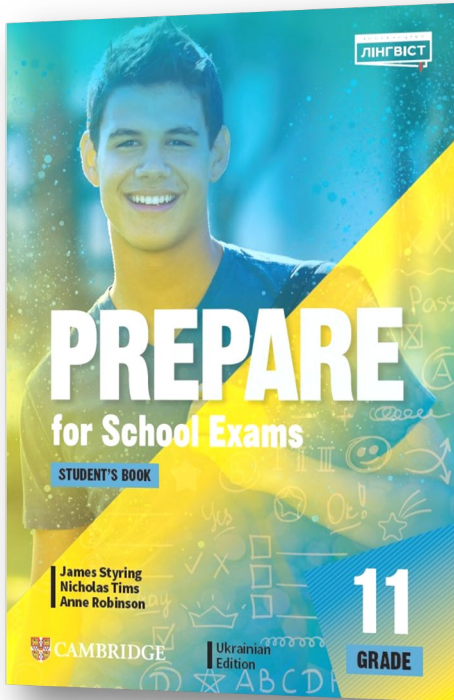
- ✓ Use an engaging **topic** to provide context.
- ✓ Use a reading or listening text that develops comprehension skills *through* a format identical to an exam task.
- ✓ Draw **Vocabulary and Grammar** from the text to directly prepare for "Use of English".
- ✓ Lead to meaningful **communicative output** (speaking/writing).





- ✓ **Unit 11: "THE DIGITAL AGE"**
- ✓ **Topic:** Technological Advances - highly motivating for students.
- ✓ **NMT Reading Task:** Matching Headings ("Want it? Need it? PRINT IT!")

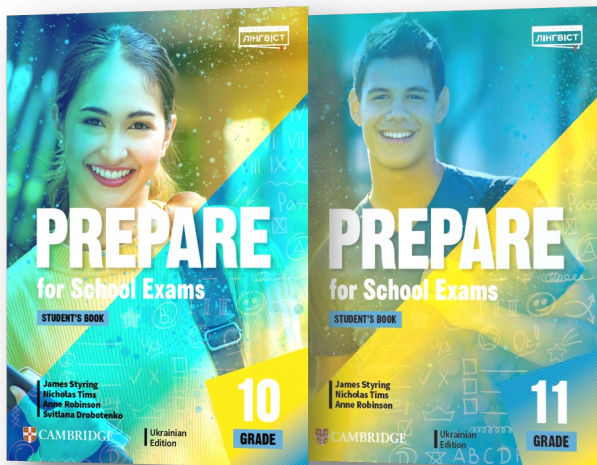




- **Unit 17: "MAKING HEADLINES"**
- **Topic:** Fake News - cognitively challenging and highly relevant.
- **NMT Use of English Task:** Word Formation task embedded directly within the reading text



Conclusion & Your Free Materials



With *Prepare for School Exams*, you can teach engaging, communicative English lessons that systematically build the skills and strategies students need for the exam.

Less stress, more effective learning, and better results.

Your Free Toolkit: All attendees will receive:

- Ready-to-use Lesson Plans for Grade 10 & 11.
- "The Integrated Classroom" Teacher's Checklist

A Teacher's Guide to Integrating Exam Skills Into the Lesson

Before the Lesson: Unit Analysis

- Identify the exam topic. Does the unit's main Reading or Listening text have the symbol? What exam skill does it practice?
- Note the target language. What is the unit's core vocabulary and grammar? How does it connect to common themes and structures found in the final exam?
- Define the communicative goal. What will students be able to discuss or write about by the end of the lesson?

During the Lesson: From Task to Skill

- Start with communication. Use the unit's topic for an engaging warm-up discussion.
- Frame the task. Present the exam task not as a test, but as a meaningful activity to understand the text. Use pre-reading (e.g. predicting) and post-reading (e.g. discussing) activities.
- Make explicit links. When teaching vocabulary (especially word formation) or grammar, explicitly tell students "This is a skill you will need for the 'Use of English' part of your exam."
- Don't skip the output. Always use the speaking and writing tasks. They allow students to actively use the language and exam-related vocabulary they have just learned.

Leveraging the full course

- Use the Worksheets. Assign tasks from the worksheets for homework, consolidation, and for giving stronger students an extra challenge or weaker students extra support.
- Consult the Teacher's Book. Look for extension activity ideas, methodological notes, and background information to enrich your lessons.
- Embrace Digital. Encourage students to use the digital components for engaging, interactive practice.

Language
for School Exams, Grade 10. Ukrainian Edition
DIGITAL AGE

Teacher's & Students' Activities	Interaction	Materials	Exam Skill Link
Ask students to look at the list on p. 64 and discuss in pairs: "Which of these gadgets do you like? Which would you like to use?" So discuss in pairs and share ideas with the class.	T-S, S-S	p. 64	
Draw attention to the article on p. 65 "Want it? Need it? Buy it!" T asks: "What is 3D printing? What could you use it for?" So skim the article to find examples of what has been printed.	T-S, S-S	p. 65	Reading for gist (skimming).
Explain that the main task is an in-style reading task. So read article carefully and complete matching task (matching A-H to paragraphs 1-6). Compare answers in pairs as a whole-class check.	S-S, T-S	p. 65	Reading: Matching Headings.
Direct students to the vocabulary section on p. 66 (Exercise Difficult). T explains this part practice for the exam's Use of English task. So assign the exercise.	T-S, S	p. 66	Use of English: Word Formation.
Assign students in pairs to discuss pre-reading question: "What are the biggest advantages and disadvantages of 3D printing for you?" So discuss and share most interesting idea with class.	S-S, T-S	-	Developing fluency on a related topic.

Language
for School Exams, Grade 11. Ukrainian Edition
DIGITAL AGE

Teacher's & Students' Activities	Interaction	Materials	Exam Skill Link
Ask students to look at the list on p. 64 and discuss in pairs: "Which of these gadgets do you like? Which would you like to use?" So discuss in pairs and share ideas with the class.	T-S, S-S	-	Activating topic vocabulary.
Draw attention to the article on p. 65 "Want it? Need it? Buy it!" T asks: "What is 3D printing? What could you use it for?" So skim the article to find examples of what has been printed.	T-S, S-S	p. 65	Use of English: Word Formation.
Explain that the main task is an in-style reading task. So read article carefully and complete matching task (matching A-H to paragraphs 1-6). Compare answers in pairs as a whole-class check.	T-S	p. 65	Reading for detail, critical thinking.
Direct students to the vocabulary section on p. 66 (Exercise Difficult). T explains this part practice for the exam's Use of English task. So assign the exercise.	T-S, S	p. 66	Grammar: high-level structures.
Assign students in pairs to discuss pre-reading question: "What are the biggest advantages and disadvantages of 3D printing for you?" So discuss and share most interesting idea with class.	T-S	p. 66	Writing: Practice of a relevant genre.



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