

The 32nd P.A.R.K. Conference

From Grammar

**TO SKILLS**

How to Transform Your Language Teaching with  
Digital Tools

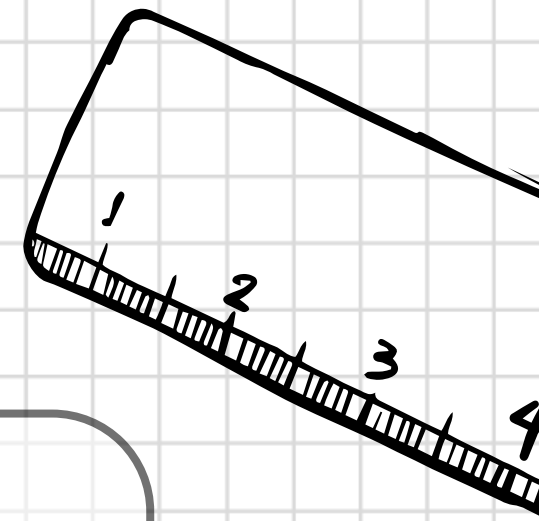
*Lenka Nováková*

# LENKA NOVÁKOVÁ: ELT CONSULTANT, VENTURES BOOKS TEACHER AND A LIFELONG LEARNER



- **The Journey:** A career spanning Primary and Secondary schools, Language schools, University, and Corporate training.
- **Practical Expertise:** Deep insight into State Graduation Exams, the realities of Inclusive Education, and effective strategies for Special Educational Needs.
- **The Passion:** Igniting curiosity in children and fostering a genuine, lifelong love for the English language.
- **The Tech Passion:** Deeply interested in modern technologies and AI. I am currently a student of AI myself, exploring every day how it can transform our workload.
- **The Mission:** Helping you transition from "surviving the lesson" to "mastering the tools" that make differentiation effortless.

# THE ROADMAP



1

**THE 1% SHIFT**

2

**THE 1% SHIFT**

3

**THE DIGITAL ENGINE**

4

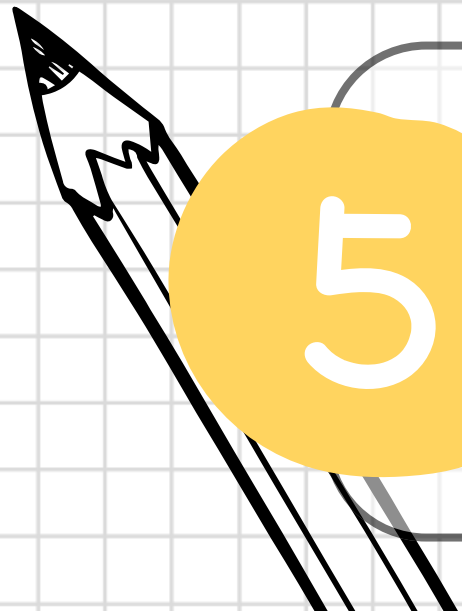
**THE SAFETY NET**

5

**THE TURNING POINT**

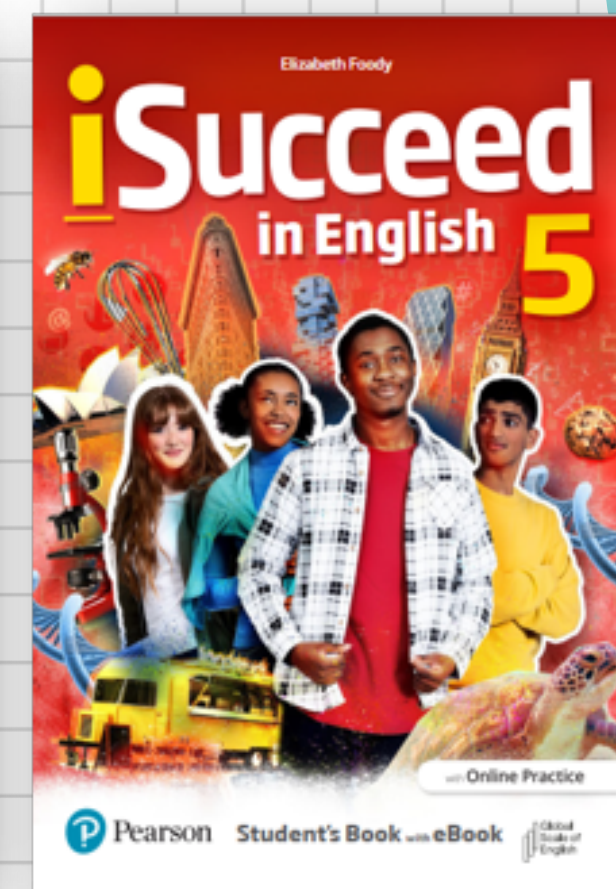
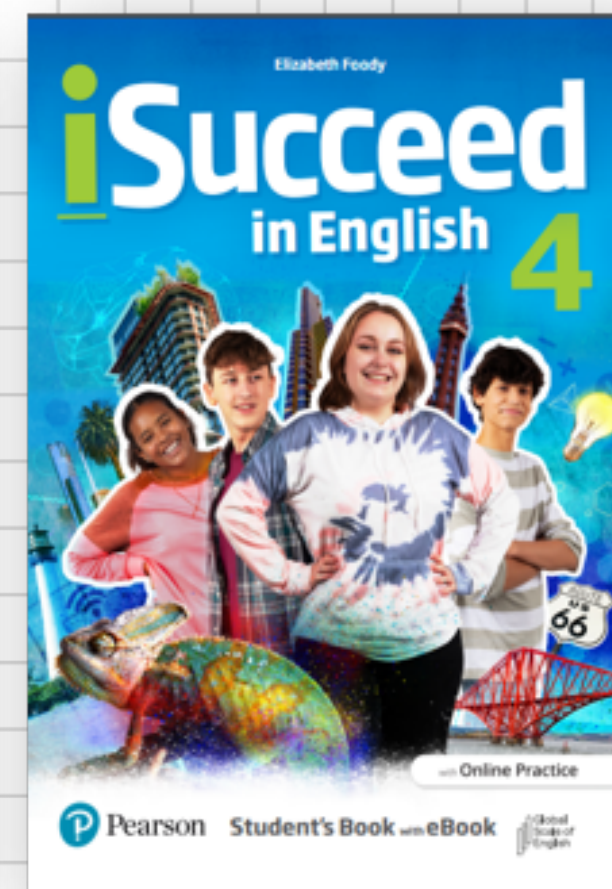
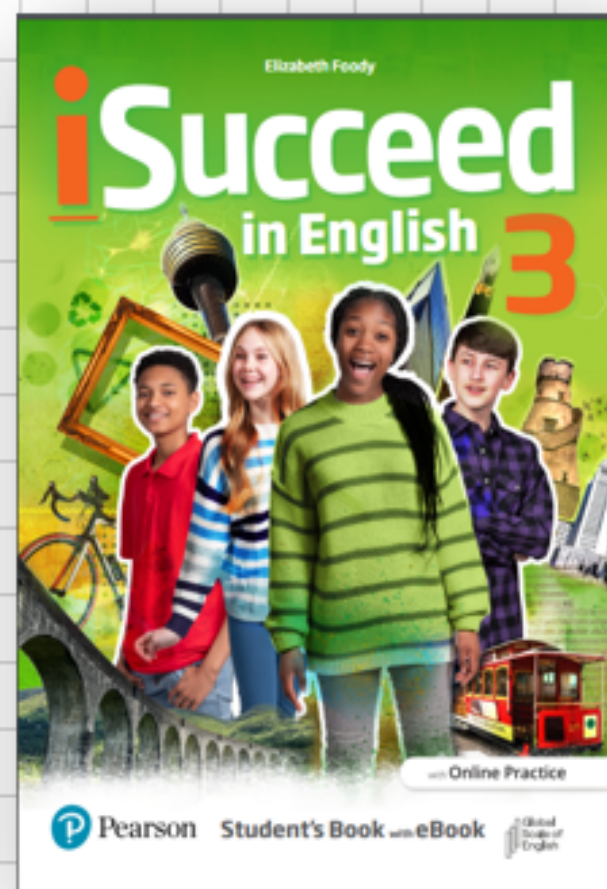
6

**THE FINAL DESTINATION**



# ISUCCEED IN ENGLISH

## RECLAIM YOUR TIME, RELEASE THEIR POTENTIAL



# THINK AND SHARE

Every movie has a production budget. In teaching, your budget isn't money—it's your time and your sanity. If you look at your professional life generally, what is your teaching like?

## DRAMA

The tragedy of the 40-hour marking pile

## THRILLER

The race against the photocopier jam

## ACTION-ADVENTURE

The multi-level inclusive jungle

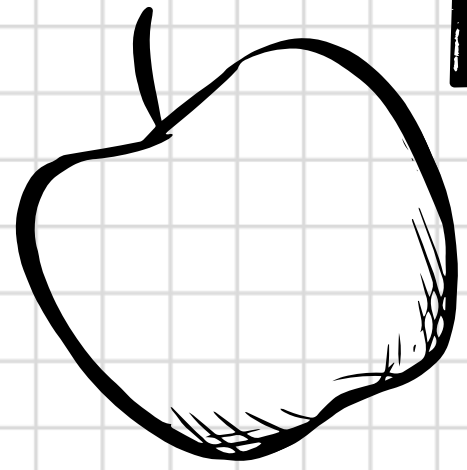
## SCI-FI

The battle against the Wi-Fi/technologies

## SILENT FILM

The 'no-one-is-answering-me' void





# THE 1% SHIFT: RECLAIMING YOUR CLASSROOM

Mastering High-Impact Differentiation with iSucceed in English digital tools

1

If you could measure the 'creative energy' you spend every day, how much of it goes into managing paper versus inspiring minds?

2

When you're stuck searching for an hour for that 'perfect' worksheet, how are you feeling?

3

In a traditional classroom, how do you truly know who is struggling before they fail the test? Is your current system designed to catch them, or just to record the fall?

4

If your students are digital natives, does a paper-only classroom feel like a bridge to their future—or a wall that disconnects their world from ours?



# THE ULTIMATE SHIFT FROM BUSY TO POWERFUL

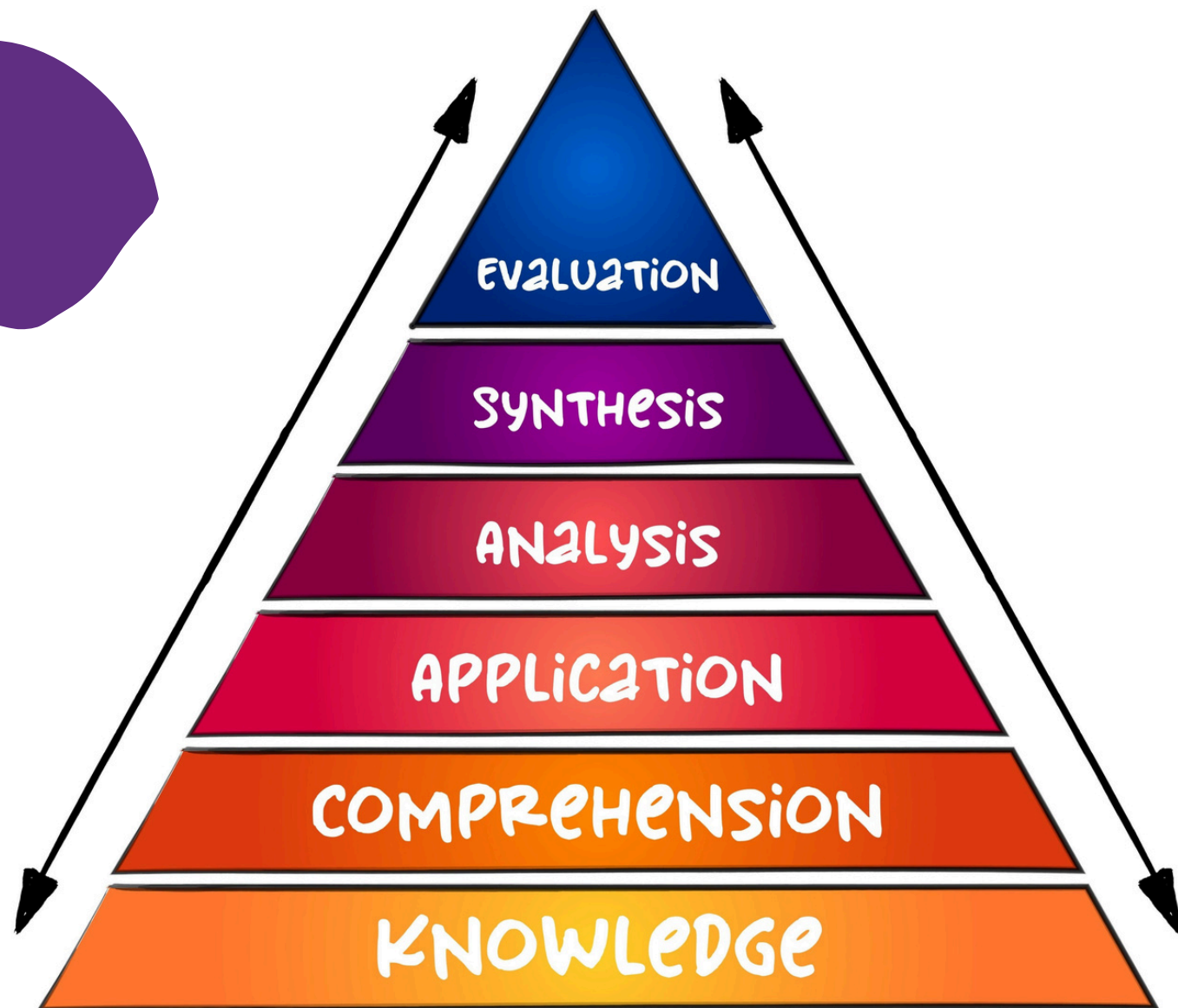


- **The Goal:** Stop managing paper; start managing potential.
- **The Efficiency:** Plan online in advance, individualize with zero effort
- **The Classroom Modes:** Students test their own limits (autonomy), Group tasks using digital assets (social competency).
- **Metacognition:** Using "check answer" to spark self-reflection.
- **Process-Praise:** Using gradebook data to reward effort and attempts, not just scores (fully automated process).
- **The Personalized Stretch:** Tailoring challenges to individual "Hardwiring."

# MILE 0: THE THINKING AUDIT

## BLOOM'S TAXONOMY

THE COGNITIVE DOMAIN - KNOWLEDGE-BASED



Is your classroom on Autopilot?  
We often focus on the "what" (Grammar, Vocabulary) rather than the "how" (Analysis, Synthesis). This audit is about reclaiming the depth of your students' thinking.

**Quick Poll: Let's see your hands!**

### THE FINGER VOTE METHOD

**HOLD UP FINGERS TO SHOW THE DECILE OF YOUR TIME SPENT ON ANALYSIS-EVALUATION:**

**1 FINGER = 10%**

**5 FINGERS = 50%**

**10 FINGERS = 100%**



# LESSON PLAN: TIME TRAVEL WITH ELROY

## PAST SIMPLE: REGULAR/IRREGULAR VERB FORMS, 2-3 LESSONS

### FIRST LESSON

**Topic:** The past simple - regulars/irregulars.

**Target Group:** 6th-7th Grade (A2 level).

**Materials:** iSucceed in English Student's Books level 3

(p. 26-27, p. 113 - Fast Finishers)

Presentation Tool/eBook, Gradebook

### 2 Grammar 2 presentation ▶ video

She took a boat to England in 1968.

**1**

**Rohan** Hey, guys. It's Saturday morning. What are you doing here?

**Liam** Well, you weren't at school yesterday afternoon.

**Ashley** We texted you, but there was no reply. We were worried.

**Rohan** Oh, sorry. I went to the dentist's, but I'm OK now. Come in.



**2**

**Ashley** Who's this? She's very beautiful.

**Rohan** That's my grandma when she first arrived in England.

**Liam** When was that?

**Rohan** In 1968. She and her brother took a boat from India to England.

**Ashley** How old was she then?

**Rohan** She came here when she was 18.

**Liam** Wow, really? Respect! She travelled to London from India when she was 18? She was brave.

**Rohan** That's right. She found a job in a hotel. And then she met my grandad.




**3**

**Ashley** What about her parents?

**Rohan** They stayed in India. Look: this is a special lamp her mum gave her.

**Liam** That's interesting. Has she got other things from India?

**Mum** She brought some wonderful recipes! Here are grandma's samosas. She made them last night. Enjoy!

**Rohan** Perfect timing, Mum!



**Cool talk**

Translate into your language.  
Respect! Enjoy! Perfect timing!

**▶ video**

**Story extra**

**Liam says ...**

**3** ▶ **B** **2B** Watch or listen to the extra scene. Match the people to the countries.

1 Rohan's grandmother	a Nigeria
2 Liam's dad	b Poland
3 Liam's mum	c India
4 Ashley's parents	d Jamaica
5 Leila's family	

### Grammar 2 practice ▶ 9 iExplore grammar

**Past simple: regular and irregular verbs**

Regular verbs	Irregular verbs
I/He/She/It started it.	I/He/She/It came home.
You started it.	You came home.
We/You/They played well.	We/You/They went out.

**4** Look at the grammar box and the story on page 26. Find the Past simple forms of the regular and irregular verbs in the box.

arrive bring come find go make meet stay take text travel

find - found

**Look!**

try - tried like - liked stop - stopped enjoy - enjoyed

**5** Look at the Look! box and use the prompts to describe Rohan's holiday in India.




arrive / in India / last December  
Rohan arrived in India last December.  
1 stay / with his aunt in Mumbai  
2 text / his friends / every day  
3 travel / home after two weeks

**6** Look at the story on page 26 and the grammar box. Complete grandma's story with the correct form of the irregular verbs in brackets.

She came (come) to England in 1968. She <sup>1</sup> \_\_\_\_\_ (be) 18 when she <sup>2</sup> \_\_\_\_\_ (take) a boat to England. She <sup>3</sup> \_\_\_\_\_ (go) there with her brother. After a long journey, she <sup>4</sup> \_\_\_\_\_ (find) a job in a hotel. Then, she <sup>5</sup> \_\_\_\_\_ (meet) Rohan's grandad. \_\_\_\_\_ some recipes from

**7** Complete the text with the correct form of the verbs in the box.

bring come (x2) fall have make sing take



I found a funny photo of my mum's birthday last year. We <sup>1</sup> \_\_\_\_\_ a party in our garden and all the family <sup>2</sup> \_\_\_\_\_ to celebrate. My grandad <sup>3</sup> \_\_\_\_\_ my mum an amazing cake. When grandad <sup>4</sup> \_\_\_\_\_ the cake to the table, we all <sup>5</sup> \_\_\_\_\_ 'Happy Birthday' and my dad videoed it with his camera, but he <sup>6</sup> \_\_\_\_\_ into the pool! He <sup>7</sup> \_\_\_\_\_ to the side to get out and I <sup>8</sup> \_\_\_\_\_ a photo. It still makes me laugh!

**8** Write full answers to the questions using the Past simple.

What did you bring to school today?  
I brought my books and my pencil case.

1 When did you last take a photo?  
2 What time did you leave your home this morning?  
3 What did you have for breakfast today?  
4 Where did you go after school yesterday?

**9** Your turn In pairs, say when was the last time you did the things in the box.

sing a song go on holiday cry swim in the sea write a letter

The last time I sang a song was at my grandma's birthday.

**Fast finishers page 113**

### Fast finishers

**6** Write four true and four false sentences in the Past simple with the verbs from the box.

buy come go read see take talk write

# LESSON PLAN: TIME TRAVEL WITH ELROY

## PAST SIMPLE: REGULARS/IRREGULARS

**Lesson Plan:** Decoding Visual Clues (Skills Trainer)

**Topic:** Understanding relationships and social context through visual literacy.

**Materials:** iSucceed Student's Book level 3 (p. 29), Gradebook

**Lesson Plan:** Mastering the Past

**Topic:** Consolidating the Past Simple - Regulars/Irregulars.

**Materials:** iSucceed Workbook level 3 (p. 19), Gradebook

**Skills trainer 2**

**Reading**

1 Look at the people in the pictures. What do you think the relationship between them is? What do you think is happening in each picture?



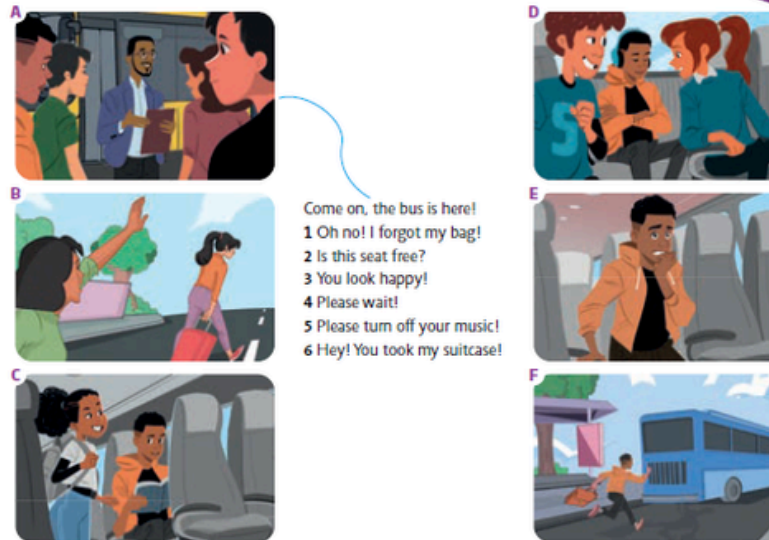
2 Read the tip and match the captions 1-3 to the pictures A-C in Exercise 1.

1  'Do you want to play with us?'

2  'Eat your vegetables!'

3  'Have you got the keys?'

3 Look at the pictures of the school trip. Draw a line from the sentences to the correct pictures. There is one extra sentence.



**Reading tip**  
Using visual clues  
Before you choose your answer, look carefully at the pictures. They help you to understand the context. Think about what is happening, who is speaking, and how they are feeling.

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**Grammar 2**

Student's Book pages 26-27

**Past simple: regular and irregular verbs**

Regular verbs	Irregular verbs
I/He/She/It started it.	I/He/She/It <b>came</b> home.
You started it.	You <b>came</b> home.
We/You/They played well.	We/You/They <b>went</b> out.

**Look!**

like - liked	enjoy - enjoyed
stop - stopped	try - tried

3 Complete the email with the Past simple form of the verbs in the box.

arrive be (x2) come have  
love play take travel

Hi Charley!

How are you? We **came** back from our holiday to France last week. It <sup>1</sup> \_\_\_\_\_ brilliant! We <sup>2</sup> \_\_\_\_\_ there by car, so when we <sup>3</sup> \_\_\_\_\_ there on the first day, we were really tired. But after that, we <sup>4</sup> \_\_\_\_\_ a great time. I <sup>5</sup> \_\_\_\_\_ my football with me, and every day we <sup>6</sup> \_\_\_\_\_ football on the beach. On the last day, we went on a boat trip. There <sup>7</sup> \_\_\_\_\_ lots of beautiful fish in the sea. I <sup>8</sup> \_\_\_\_\_ it!

Anyway, see you soon.  
Dan

4 Write questions to ask about the information in bold.

A Where did you live when you were eight?  
B I lived in London when I was eight.

1 A \_\_\_\_\_  
B I went to the cinema last weekend.

2 A \_\_\_\_\_  
B I started school at 8.30 today.

3 A \_\_\_\_\_  
B My first words were 'car' and 'mum'.

4 A \_\_\_\_\_  
B I brought my bag to school today.

5 A \_\_\_\_\_  
B I last texted someone this morning.

5 **Fast finishers** Answer the questions.  
Where did you live last year?  
I lived here last year.  
Where did you have lunch yesterday?  
What did you have for lunch yesterday?  
What time did you leave home yesterday morning?  
When did you meet your best friend?

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# THE DIGITAL ENGINE – WHY IT WORKS

## MOVING FROM "ADMINISTRATOR" TO "QUIET LEADER"

### Automated Grading (The Gradebook)

- **The Power:** No more red pens or weekend marking.
- **The Data:** You see who is "stuck" in real-time while you work with the other group.
- **Feedback:** Students get immediate "Right/Wrong" validation, which wires their brains for success faster than waiting a week for a returned paper.

### Total Participation Ending "Idle" Time

- **The "Hiding" Problem:** In traditional classes, students can "hide" by not raising their hands.
- **The Digital Fix:** All students HAVE TO FILL IN and submit their work digitally to be marked "present" in the Gradebook.
- **Active Engagement:** This eliminates the "idle" student who waits for the teacher to write the answer on the board.

### True Autonomy & Peer Support

- **Self-Pacing:** Faster students (High-Flyers) move ahead to "Fast Finishers" tasks without waiting for instructions.
- **Collaborative Learning:** Students can assist peers with technical or linguistic "hinges" before asking the teacher.

# EVALUATION STRATEGY: THE PERSISTENCE CRITERION

Once the work is assigned, how do we grade it without creating a "fear of failure"?

## The "Effort" A

### Motivation Booster

Award an "A" (or 1) simply for 100% completion of the assigned self-study part. This rewards the habit of working.

## Weighted Accuracy

### Precision Focus

The grade carries a different "weight." A 100% completion might be a small weight, but a high accuracy score increases the "weight" of that grade in the final average.

## The "Persistence" Strategy

### Set the assignment to allow 3 attempts.

Attempts 1 and 2 are "safe zones" for training. Students can make mistakes, use "Hints," and learn from their errors without social risk.

Grade A (1) for 100% Completion:  
If a student submits all three attempts and reaches the finish line, they earn their "A" for effort.

# THE DIGITAL CHECKPOINT – YOUR PRE-TEST SAFETY NET

Catching Gaps Before They Become Grades

- **Surgical Precision:** Isolate specific building blocks (e.g., only Irregular Verbs) to ensure the foundation is solid before moving to complex structures.
- **Instant Feedback (The Mirror):** Students see their mistakes immediately. They don't wait a week for a corrected paper; they learn while the "wiring" is still fresh.
- **The 3-Attempt "Safe Zone":** A low-stakes environment to fail, use "Hints," and self-correct privately. This kills test anxiety and builds confidence.
- **The Live Radar (Gradebook):** Identify "Red Flag" students before the test. Use data to decide when the class is truly ready to move forward.
- **Zero Effort:** 100% automated grading. No paper, no foils, no marking.

# THE TURNING POINT – FROM INSTRUCTION TO OWNERSHIP

Total Test Prep with Zero Extra Effort

- **The Foundation:** We've finished the Unit and the Review page in the Student's Book together.
- **The Shift:** Now, the students take the wheel, while you act as the expert navigator on their personal roadmap to success.
- **The Digital Bonus Pack ('Happiness is just a teardrop away'... but in our classroom, it's just a few clicks away!')**: You have a brand New Online Review in your online Workbook: A "Dress Rehearsal" for the test. Fresh content, not seen in the book.
- **Audio Wordlist:** Every single word recorded. The ultimate "Personal Tutor" for SEN students and auditory learners.
- **Integrated Vocabulary Game:** High engagement, zero time spent searching on Wordwall.
- **The Result:** Students: Study autonomously at their own pace.
- **Teacher:** 100% automated grading. No searching, no creating, no marking.

# THE TURNING POINT – FROM INSTRUCTION TO OWNERSHIP

Total Test Prep with Zero Extra Effort

## Review Unit 2

### Vocabulary

1 Match the fragments to make family words.

1 au C      1 stepd C      child      ter

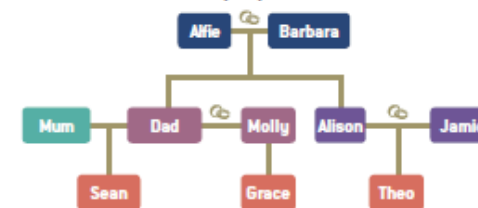
2 rela C      2 daugh C      nt

3 par C      3 grand C      ad      tive

4      4      ent

\_\_\_/5

2 Look at Sean's family tree and complete the sentences with the people's names.



- Alison is Sean's aunt.
- \_\_\_\_\_ is Sean's stepmum.
  - \_\_\_\_\_ is Sean's granddad.
  - \_\_\_\_\_ is Sean's stepsister.
  - \_\_\_\_\_ is Sean's uncle.
  - \_\_\_\_\_ is Sean's cousin.
- \_\_\_/5

### Grammar

3 Complete the dialogue with *was/wasn't* or *were/weren't*.

- Dan** Where **were** you born, Ada?
- Ada** Here in England, but my parents <sup>1</sup> \_\_\_\_\_ born here. They <sup>2</sup> \_\_\_\_\_ born in different countries.
- Dan** Really?
- Ada** Yes. My mum <sup>3</sup> \_\_\_\_\_ born in Poland.
- Dan** And your dad? <sup>4</sup> \_\_\_\_\_ he born in Poland, too?
- Ada** No, he <sup>5</sup> \_\_\_\_\_. He was born in Spain.
- Dan** Wow, an international family!
- \_\_\_/5

Fun time page 72 Student's Book page 34

4 Use the prompts to write sentences in the Past simple.

- they / take / lots of photos / on holiday  
They took lots of photos on holiday.
- I / make / a cake / today!
  - she / travel / by train / last week
  - we / have / milkshakes / at a café / yesterday morning
  - we / come / home by bus / last night
  - the birds / sing / all evening / yesterday!



### Functions

5 Choose the correct option.

- A Good morning. I'd like to join the library, please.
- B Sure. I need some information from you first.  
**What's / How's** your name?
- A It's Harry Lyman.
- B Harry L – can you <sup>1</sup> spell / say that for me?
- A Yes, it's L-Y-M-A-N.
- B What's your date of <sup>2</sup> born / birth?
- A It's 14<sup>th</sup> June 2010.
- B And what's your phone <sup>3</sup> address / number?
- A It's 01621275690.
- B What's your <sup>4</sup> email address / address?
- A It's hlyman26@spotmail.com.
- B Can you say that <sup>5</sup> slow / slowly, please?
- A Yes, sorry. It's h lyman 26 @ spotmail dot com.
- B Thank you.

Vocabulary	___/10
Grammar	___/10
Functions	___/5
Total score	___/25

## 2 Word list Family life

### Unit intro (1) WL.1

**Other**  
average number /'ævərɪdʒ 'nʌmbə/  
belong /bɪ'lɒŋ/  
Egyptian /'i:dʒɪpjən/  
in the country /ɪn ðə 'kʌntri/  
on holiday /ɒn 'hɒlədeɪ/  
repair /rɪ'peɪ/  
scientist /saɪəntɪst/  
time machine /taɪm mə'ʃiːn/  
wheel /wiːl/  
woods /wʊdz/

### Vocabulary (1) WL.2

**Family**  
aunt /aʊnt/  
baby /'beɪbi/  
brother /'brʌðə/  
children /'tʃɪldrən/  
cousin /'kʌzən/  
dad /dæd/  
daughter /'dɔːtə/  
grandad /'grændæd/  
grandma /'grænmɑː/  
grandparents /'grænpə'rents/  
identical twins /aɪ'dentɪkəl 'twɪnz/  
mum /mʌm/  
parents /'peərənts/  
relative /rɪ'leɪtɪv/  
single dad /sɪŋgəl 'dæd/  
single mum /sɪŋgəl 'mʌm/  
sister /sɪstə/  
son /sʌn/  
stepbrother /'stepbrʌðə/  
stepchildren /'step'tʃɪldrən/  
stepdad /stepdæd/  
stepmum /'stepmʌm/  
stepsister /'stepstɪsɪtə/  
stepson /'stepstɪsn/  
twin /twɪn/  
uncle /'ʌŋkl/

### Grammar 1 (1) WL.3

**Time expressions**  
a few minutes ago /  
an hour ago /  
a week ago / a year ago  
/ə 'fjuː 'mɪnɪts ə'gəʊ /  
/ən 'aʊə ə'gəʊ /  
/ə 'wiːk ə'gəʊ /  
/ə 'jɪə ə'gəʊ /  
last month / last Monday /  
last night / last year  
/lɑːst 'mʌnθ /  
/lɑːst 'maɪndə / last 'naɪt /  
/lɑːst 'jɪə /  
yesterday /'jestədəɪ/

**Other**  
amazing /ə'meɪzɪŋ/  
artist /'ɑːtɪst/  
Egyptian /'i:dʒɪpjən/  
in the country /ɪn ðə 'kʌntri/  
on holiday /ɒn 'hɒlədeɪ/  
repair /rɪ'peɪ/  
scientist /saɪəntɪst/  
time machine /taɪm mə'ʃiːn/  
wheel /wiːl/  
woods /wʊdz/

### Grammar 2 (1) WL.4

**Cool talk**  
Enjoy!  
Perfect timing!  
Respect!

**Other**  
brave /breɪv/  
bring /brɪŋ/  
cry /kraɪ/  
find /faɪnd/  
recipe /rɪ'seɪpi/  
stay /steɪ/  
take a boat /teɪk ə 'bəʊt/  
take a photo /teɪk ə 'fəʊtəʊ/  
video /'vɪdiəʊ/  
wonderful /'wʌndəfəl/

### Functions (1) WL.5

**Asking for and giving information**  
What's your name?  
It's Kai Weston.  
Can you spell that for me?  
Sure, it's Kai K-A-I, and Weston W-E-S-T-O-N.  
What's your date of birth?  
It's 20<sup>th</sup> of July 2009.  
What's your address?  
It's 14 Saxby Road,  
Lincoln, LN2 3LP.  
How do you spell Saxby?  
It's S-A-X-B-Y.

What's your phone number?  
It's 0787654300.  
What's your email address?  
It's Kai2009@spotmail.com.  
Can you say that slowly, please?  
Yes, sorry. It's Kai K-A-I-2-0-0-9 @ spotmail.com.

### Skills trainer (1) WL.6

**Other**  
forget /fə'get/  
relationship /rɪ'leɪʃənʃɪp/  
school trip /sku:l trɪp/  
seat /siːt/  
turn off the music /tɜːn ɒf ðə 'mjuzɪk/

### Culture and skills (1) WL.7

**Family**  
great-grandfather /,ɡreɪt'grænfɑːðə/  
great-great-grandfather /,ɡreɪt'grɛt'grænfɑːðə/

**Other**  
advice /əd'vaɪs/  
charity /tʃə'rɪtɪ/  
creative /kri'eɪtɪv/  
distant /dɪ'stənt/  
emigrate /emɪ'ɡreɪt/  
genes /dʒiːnz/  
hope /haʊp/  
inherit /ɪn'herɪt/  
inspiring /ɪn'spaɪərɪŋ/  
performer /pə'fɔːmə/  
poor /pɔː/  
recognise /'rekəɡnaɪz/  
shape /ʃeɪp/  
sibling /sɪ'blɪŋ/  
talent /'tælənt/  
talented /'tæləntɪd/

### Your turn

Who am I in my family?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I want to remember these words from this unit.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Succeed in English 3

Unit 2 | Vocabulary game

### Quiz

Choose the correct options to complete the quiz. Be careful – incorrect answers end the game! Use the 50/50 button to help you.

Celia's dad is my mother's brother. Celia is my \_\_\_\_.

A: stepsister      B: sister

C: cousin      D: aunt

# THE FINAL DESTINATION – YOUR 1% SHIFT

A clean "Before & After" comparison or a bridge connecting the "old way" to the "iSucceed way."

- **The Evolution of the Classroom:**
- **From Grammar Drills To Skill Training:** The digital engine handles the "mechanics" (forms/rules) so you can focus on the "meaning" (communication).
- **From Compliance To Autonomy:** Students stop waiting for your permission and start using digital scaffolds to drive their own progress.
- **From Administrator To Navigator:** You stop spending hours at the copier and start spending minutes in the Gradebook.
- **Students:** Safer (Safety Net), challenged (Rocket Fuel), and more independent (Turning Point).
- **Teachers:** More time, less stress, and a weekend that actually belongs to you!

**Offload the mechanical work to our digital engine; iSucceed handles the dull work of checking answers so you can reclaim your time to master skill training and drive deeper analysis.**



# PARTNERS IN YOUR 1% SHIFT.

Have a question about a 'stuck' student or a digital 'hiccup'? We're just an email away.



**LUXOR**



## **Lenka Nováková**

**"I'm here to walk this road with you. My goal is to support your passion while protecting your time. Let's make every day a little brighter, together."**

ELT consultant Moravia

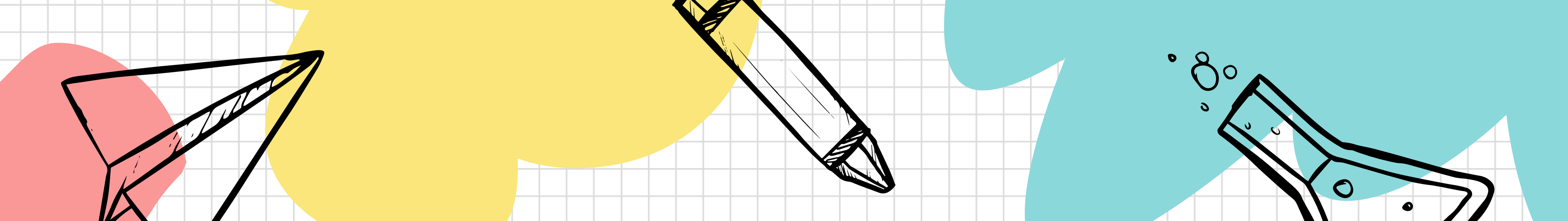
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## **Kateřina Růžicková**

**"Supporting the hearts behind the grades. Because your well-being matters as much as your students' progress."**

ELT Consultant, Bohemia

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# THANK YOU FOR YOUR TIME!

**My goal today wasn't just to show you software, but to plant a seed of change. The 1% shift isn't about working harder; it's about letting the digital roots do the heavy lifting so your students' skills can truly bloom. The garden is already yours—it's time to enjoy the harvest.**

