



VERTINIMAS IR ĮSIVERTINIMAS ANGLŲ KALBOS PAMOKOJE

Dovilė Kuznecovienė

Kaišiadorių A. Brazausko gimnazija

vyr. anglų kalbos mokytoja

Kaišiadorys

2022 m. balandžio 21 d.



Erasmus+“ programa, finansuojama
švietimo ir mokymo srities KA1 projekto
„Mokausi. Mokau. Augu“
Nr.: 2019-1-LT01-KA101-060416



MOKYMO MOBILUMAS
PORTE(PORTUGALIJA)
„ATPAŽINK PASLÉPTĄ TALENTĄ
KLASÉJE“



- LIETUVA
- LATVIJA
- LENKIJA
- KROATIJA
- RUMUNIJA
- BULGARIJA



MOKYMŲ TIKSLAS

ATPAŽINTI MOKINIO STIPRIAŠIAS PUSES IR
GEBĖJIMUS, KURIE FORMALIOJE APLINKOJE
GALI LIKTI NEPASTEBĖTI.

- Vaikų ir paauglių socialinių-emocinių kompetencijų vertinimas iš kelių perspektyvų;
- Asmenybės profiliavimas;
- Mokinių stipriosios pusės: padėti mokiniams atrasti savo talentus ir investuoti į jų tobulėjimą bei augimą.



HOWARD GARDNER

DIAUGIALYPIS INTELEKTAS (Multiple Intelligence)

Loginis-matematinis intelektas: dažnai vadinamas moksliniu mąstymu, apibūdina mąstyseną, kuri pasitelkiama sprendžiant matematinės ir mokslinės problemas. Tai linijinis ir analitinis intelektas. Būdingas mokslininkams, matematikams, gydytojams.

Kalbinis intelektas: sugebėjimas sklandžiai naudotis kalba. Šis intelektas pasitelkiamas reikšti mintis ir jausmus. Būdingas Poetams, rašytojams, vertėjams, advokatams.

Vaizdinis, arba erdvinis intelektas: sugebėjimas tiksliai suvokti ir įsiminti vaizdinę informaciją, orientuotis erdvėje, suprasti erdvės struktūrą ir vaizduotėje transformuoti trimačius objektus. Būdingas menininkams, inžinieriams, miesto architektams, skulptoriams, lakūnams.

Muzikinis intelektas: sugebėjimas suprasti ir kurti muziką. Būdingas kompozitoriams, muzikams, dirigentams.

Kūno arba kinestetinis intelektas: sugebėjimas pažinti kūną ir efektyviai juo naudotis. Būdinga sportininkams, šokėjams, chirurgams, amatininkams.

Gamtinis intelektas: sugebėjimas suprasti gamtos dėsnius. Būdingas biologams, geologams, okeanografams.

Tarpasmeninis intelektas: reiškia sugebėjimą suprasti kitus, jų elgesio motyvus, įvertinti raiškos ženklus, ketinimus, norus. Būdingas politikams, mokytojams, psichoterapeutams, prekybininkams.

Intrapersonalinis intelektas: žinios apie savo vidinį gyvenimą, santykis su savo jausmais. tai pats asmeniškiausias intelektas, jį galima pajusti per kalbą, muziką ir kitas raiškos priemones. Būdingas aktoriams, dvasios vadovams.



DIAUGIALYPIS INTELEKTAS (Multiple Intelligence)

<https://www.idrlabs.com/multipleintelligences/test.php>

I feel the most alive when I am in contact with nature.

Disagree



Agree

I am good at mediating disputes or conflicts between individuals.

Disagree



Agree

I am interested in writing poetry, quotes, stories, or journals.

Disagree

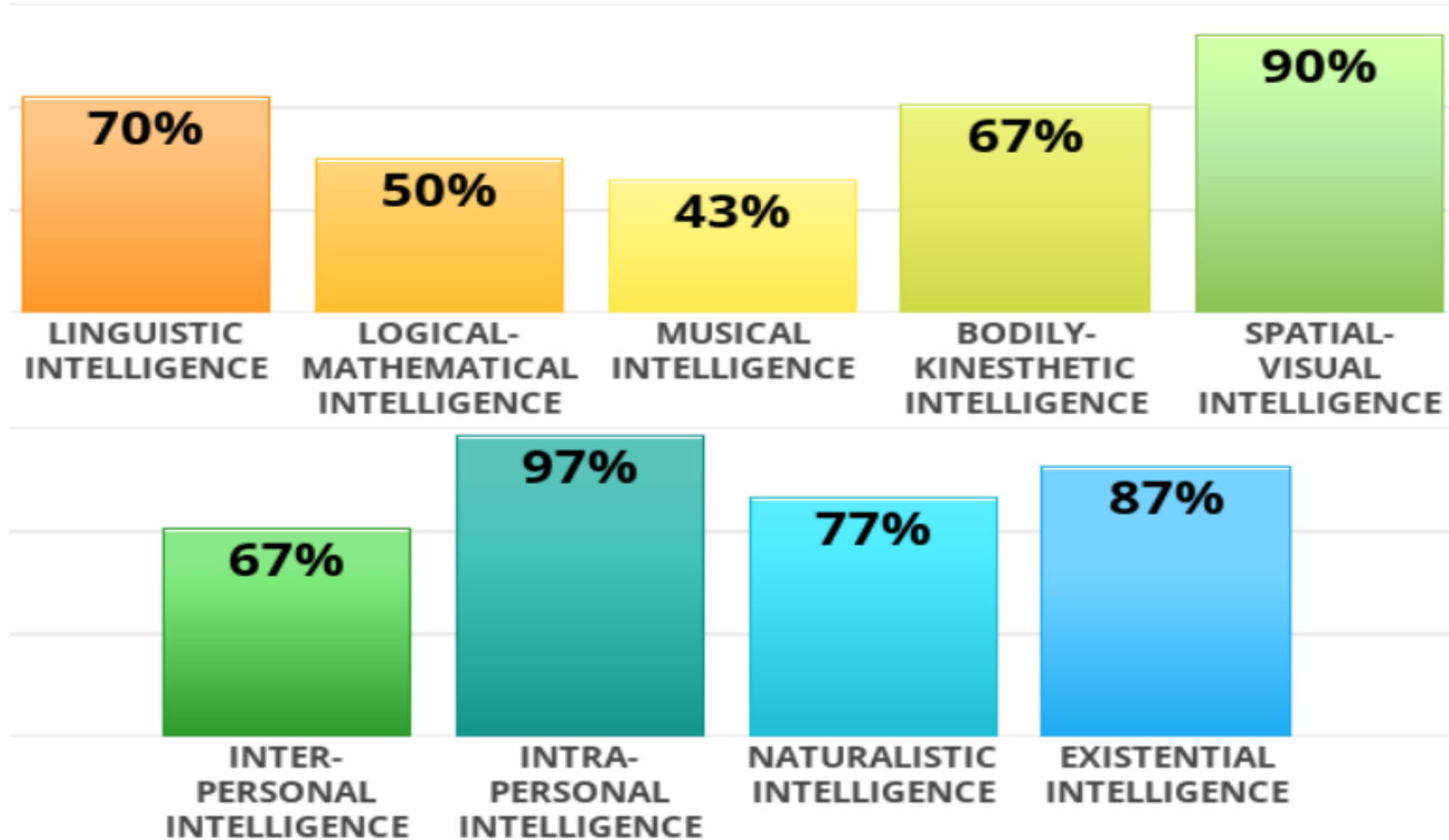


Agree



Multiple Intelligences Test

Results:





HOWARD GARDNER

DIAUGIALYPIS INTELEKTAS (Multiple Intelligence)

Linguistic Intelligence or “word smarts” is competence with spoken and written language. It is the ability to effectively use words to express ideas (as well as understand the ideas of others through their words) and to comprehend complex vocabularies using uncommon, technical, or foreign words. This type of intelligence is often found among writers, public speakers, language learners and teachers, and in other professions which involve juggling words and speech. Linguistic intelligence has also been associated with academic problem-solving and abstract reasoning skills. Those who are high in this type of intelligence often enjoy crossword puzzles, Scrabble, reading and writing, and all manner of wordplay.

Logical-Mathematical Intelligence, “number smarts” or “reasoning smarts,” is the ability to work well with numbers, complex concepts, and scientific ideas. It involves calculating, quantifying, hypothesizing, and thinking in mathematical abstractions and sequential reasoning, as well as inductive and deductive thinking. People who are high in this type of intelligence are often interested in sequential patterns, logical connections, puzzles, strategy games, experiments, and games that involve numbers (such as Sudoku). This type of intelligence is often found among mathematicians, detectives, and scientists.

Musical Intelligence or “sound smarts” is the ability to distinguish and appreciate the different elements of music as exhibited by singers, musicians, composers, conductors. People high in this type of intelligence are usually keen listeners who excel in their capacity to create, remember, and discern musical patterns, as well as melodies, beats, and songs. It is not uncommon to find people high in musical intelligence humming, drumming, or singing to themselves. Many also learn better through devices that involve rhymes, beats, or songs.

Bodily-Kinesthetic Intelligence or “body smarts” is the ability to use the body to communicate, solve challenges and problems, and process information through movement, gestures, and facial expressions. This type of intelligence is associated with dexterity, flexibility, coordination, and other somatic-motory skills. Dancers, athletes, sculptors, carpenters, and surgeons all tend to be high in body smarts. Those with this kind of intelligence often learn better through movement, doing, touching, and physically interacting with others. They also usually have good muscle memory and tend to be great with tools.





HOWARD GARDNER

DIAUGIALYPIS INTELEKTAS (Multiple Intelligence)

Spatial-Visual Intelligence or “picture smarts” is the capacity to think in spatial relations and images. People high in this trait often excel in areas related to artistic skills, mental imagery manipulation, pictorial imagination, and spatial analysis. This type of intelligence is often found in photographers, painters, interior designers, graphic designers, navigators, architects, and other professions where visual thinking is at a premium. Picture smart individuals are often found doodling or drawing; they are good at distinguishing and blending colors, interpreting visual illustrations, and seeing the patterns in visual input and imagery.

Interpersonal Intelligence or “people smarts” is the ability to effectively interact with and understand other people. People high in this trait are usually known for their advanced communication skills, empathy, and ability to assess others’ feelings and intentions correctly. They are also usually great at solving conflicts and creating positive relationships around them. Psychologists, educators, politicians, social workers, and people who work in sales are usually high in this trait.

Intrapersonal Intelligence or “self smarts” is the ability to understand oneself and utilize such knowledge in one’s decision-making and planning. People high in this trait are typically well aware of their thoughts, feelings, weaknesses, strengths, and motivations. Moreover, they usually have rich and rewarding introspections and like to process their experiences in depth. They express their feelings creatively and put others at ease by being maturely self-aware. This type of intelligence is often demonstrated by psychologists, writers, theorists, philosophers, scientists, and spiritual leaders.

Naturalistic Intelligence or “nature smarts” is the ability to be in tune with the natural world and discern the patterns that govern its ecology. People high in this trait are interested in learning more about nature, exploring and saving the environment, and nurturing life. They are typically skilled at looking for relationships, differences, and patterns in nature. Nature-smart people enjoy hiking, camping, gardening, and other outdoor activities. This intelligence is demonstrated by farmers, biologists, foresters, geologists, breeders, horticulturists, and animal trainers.



DiSC METODIKA

- SKATINA PANAUDOTI STIPRIAŠIAS KIEKVIENO ŽMOGAUS SAVYBES;
- PADEDA GERIAU SUPRASTI ĮVAIRIŲ STILIŲ ŽMONIŲ LŪKESČIUS IR LANKŠČIAI PRITAIKYTI ELGSENĄ PRIE KONKREČIOS SITUACIJOS YPATUMŲ.

Sutrumpinimas DiSC yra sudarytas iš anglų kalboje esančių keturių pagrindinių elgsenos modelio sąvokų pirmųjų raidžių:

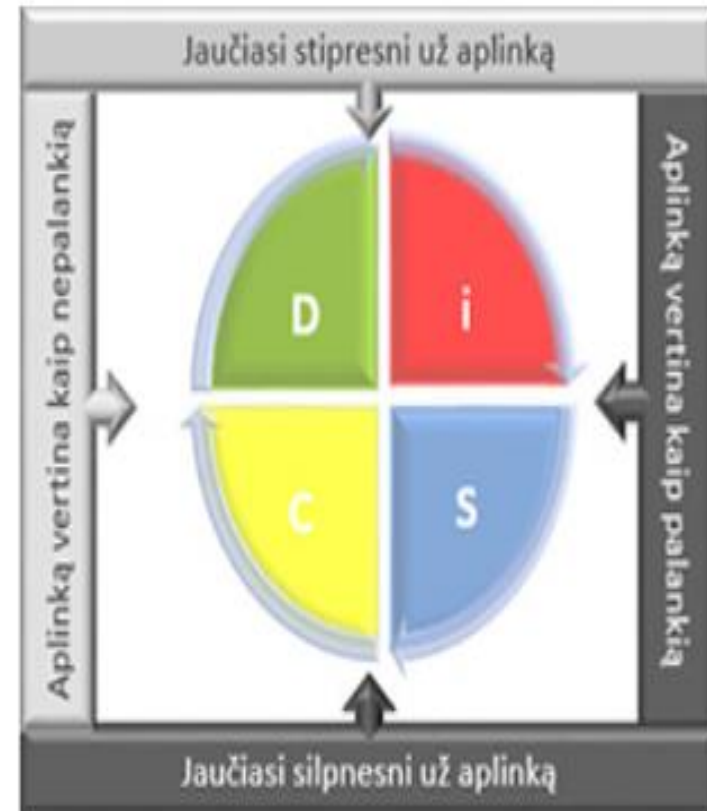
DOMINANCE, INFLIENCE, STEADINESS, CONSCIENTIOUSNESS

(D) - vadovaujantis, orientuotas į rezultatus, valingas, ryžtingas.

(i) - bendraujantis, entuziastingas, optimistiškas ir linksmas.

(S) - ramus, itin prisitaikantis prie aplinkos, kantrus.

(C) - smulkmeniškasis, kruopštus, tikslus ir santūrus.



DiSC TESTAS

<https://www.123test.com/disc-personality-test/index.php>



People look up to me



I tend to be a kind person



~~I accept life as it comes~~



People say I have a strong
personality



I find it difficult to relax



I have a very wide circle of
friends

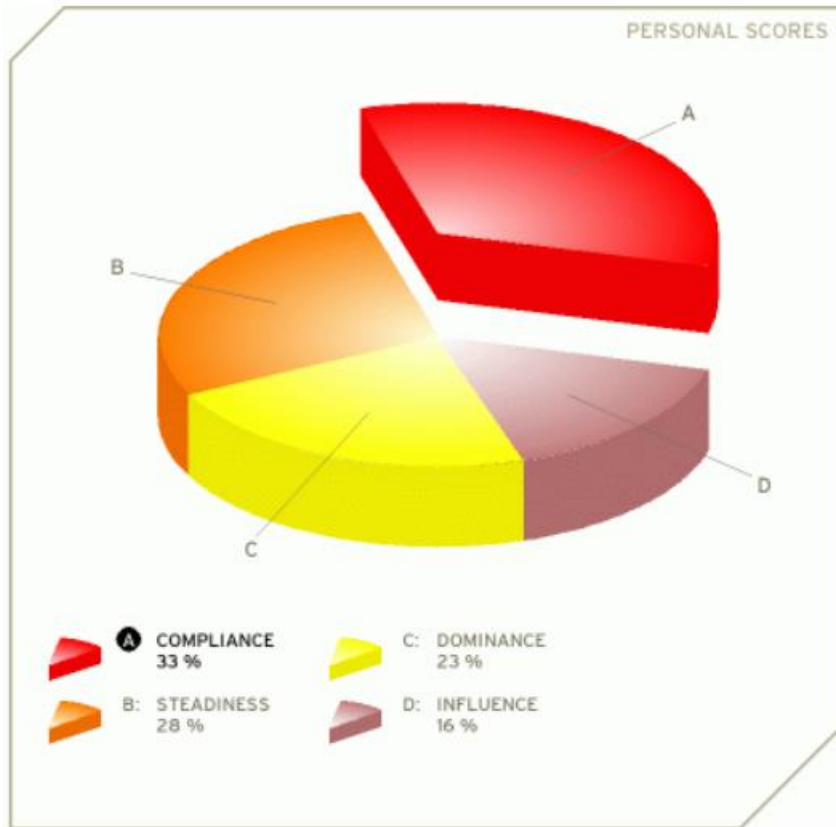


~~I am always ready to help
others~~



I like to behave correctly

DISC TESTAS



You are conscientious, diligent and pay attention to detail. You constantly strive for accuracy and high standards. You have an inner drive to be systematic and precise in all that you do. You are a natural choice for work that requires attention to detail and accuracy.

Share
quote



VERTINIMO/ĮSIVERTINIMO ATVEJAI:

1. MOMENTINIS UŽDUOTIES/KOMPETENCIJOS;
2. SKYRIAUS (Unit) PABAIGOJE;
3. PRIEŠ APIBENDRINAMĄJĄ KONTROLINĮ DARBĄ.



MOKYMO/MOKYMOSI APLINKA

m m e e
macmillan education everywhere



1. MOMENTINIS KOMPETENCIJOS ĮSIVERTINIMAS (CEFR)

Circle a score (1–5) for each competence covered in your Student’s Book. Use the key to help you. Are there any areas where you might need more practice?

KEY

- 1** = I can do this with a lot of help from my teacher.
- 2** = I can do this with a little help.
- 3** = I can do this fairly well.
- 4** = I can do this really well.
- 5** = I can do this almost perfectly.

Competence		page	your score
Listening			
B1	I can follow clearly articulated speech directed at me in everyday conversation, though I sometimes have to ask for repetition of particular words and phrases.	6	1 2 3 4 5
B1	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.	6	1 2 3 4 5
B1	I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.	11	1 2 3 4 5
B2	I can understand what is said to me in standard spoken language even in a noisy environment.	11	1 2 3 4 5
B2	I can understand documentaries, live interviews, talk shows and the majority of films in standard dialect.	11	1 2 3 4 5
B2	I can use a variety of strategies to achieve comprehension, including listening for main points and checking understanding.	11	1 2 3 4 5



1. MOMENTINIS KOMPETENCIJOS ĮSIVERTINIMAS (CEFR)

Reading					
B1	I can understand the main points in short newspaper articles about current and familiar topics.	10	1	2	3 4 5
B1	I can read columns or interviews in newspapers and magazines in which someone discusses a current topic or event and understand the overall meaning of the text.	7, 10	1	2	3 4 5
B1	I can guess the meaning of single unknown words from the context, thus deducing the meaning of expressions if the topic is familiar.	7	1	2	3 4 5
B1	I can skim short texts (for example news summaries) and find relevant facts and information (for example, who has done what and where).	10, 15	1	2	3 4 5
B2	I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests, and decide if a closer reading is worthwhile.	7	1	2	3 4 5
B2	I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.	10	1	2	3 4 5
B2	I can understand in detail texts within my field of interest or the area of my academic speciality.	7	1	2	3 4 5
B2	I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.	10	1	2	3 4 5
B2	I can read letters on topics within my areas of interest and grasp the most important points.	15	1	2	3 4 5



1.MOMENTINIS KOMPETENCIJOS ĮSIVERTINIMAS (CEFR)

Speaking: Spoken Interaction				
B1	I can maintain a conversation or discussion but may sometimes have difficulty when trying to be very specific.	7	1	2 3 4 5
B1	I can give or seek personal views and opinions in an informal discussion with friends.	7, 13	1	2 3 4 5
B2	I can initiate, maintain and end discourse naturally with effective turn-taking.	14	1	2 3 4 5
B2	I can exchange considerable quantities of detailed factual information on matters within my fields of interest.	14	1	2 3 4 5
B2	I can engage in extended conversation in a clearly participatory fashion on most general topics.	11	1	2 3 4 5
B2	I can carry out a prepared interview, checking and confirming information and following up on interesting replies.	13	1	2 3 4 5
Speaking: Spoken Production				
B2	I can construct a chain of reasoned argument, linking my ideas logically.	10	1	2 3 4 5
Speaking: Strategies				
B2	I can repeat back part of what someone has said to confirm that we understand each other.	14	1	2 3 4 5
B2	When I can't think of the word I want, I can use a simple word meaning something similar.	9, 14	1	2 3 4 5



1. MOMENTINIS KOMPETENCIJOS ĮSIVERTINIMAS (CEFR)

Vocabulary: Language Quality							
B1	I can convey simple information of immediate relevance, getting across which point I feel is most important.	6	1	2	3	4	5
B1	I can express myself reasonably accurately in familiar, predictable situations.	6, 9	1	2	3	4	5
B2	I can pass on detailed information reliably.	9	1	2	3	4	5
B2	I have sufficient vocabulary to express myself on most general topics.	6, 9, 17	1	2	3	4	5
Writing							
B1	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.	15	1	2	3	4	5
B1	I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.	15	1	2	3	4	5
B1	In a letter I can express feelings such as happiness, interest, regret and sympathy.	15	1	2	3	4	5
B1	I can convey simple factual information to friends, or ask for information, via letters or e-mails.	15	1	2	3	4	5



1. KOMPETENCIJŲ ĮSIVERTINIMAS: VEIKIMO PLANAS

Study strategies: Action plan

I am confident that I can ...

1. _____
2. _____
3. _____

I need to work on ...

1. _____
2. _____
3. _____

My personal action plan

Date

Completed

1. _____

2. _____

3. _____



1. MOMENTINIS RAŠYMO/KALBĖJIMO KOMPETENCIJOS VERTINIMAS

G.PETTY „NETIKRAS“ VERTINIMAS



- Visi mokiniai taiso tą patį darbą, kurį kartu aptaria. Taip atlikus „netikrą“ vertinimą mokiniai įtraukiami į autentiškų kito ir savo (netiesiogiai) atlikčių vertinimo veiklą.
- Mokydamiesi vertinti kitų darbus pagal pateiktus kriterijus, mokiniai lengviau įsisavina gero darbo ar tinkamo jo atlikimo reikalavimus, mokosi įžvelgti bendramokslų veiklos stiprybes bei tobulintinas sritis, numatyti tobulinimo būdus.



In some countries many teenagers work one or two years before they start going to university. As far as I'm concerned, this is a bad idea. In my opinion, working for some time after graduating highschool is beneficial, because young people can become financially independent

After graduating from the high school many students go to universities. The universities often offer an option to live in a campus or the students can stay living in their own home, as per their own wish. In my personal view, it is not the best choice for students to live in a campus.

People usually think that living on campus is the best option for students. Most of the students choose to live on campus because it is quite cheap and more interesting. In my opinion, living in your own house is more comfortable than living on campus.

A lot of teenagers work a part-time job while they are still studying. It may affect your grades, personal life and mental health. I believe that focusing on one thing at a time brings more benefits than doing many things at the same time. So in my opinion, it is better to start working after you graduate.

There are many opinions if you should be working before going to university. Some people say that you can't focus on yourself and you wouldn't have any free time, and others say it's good for your own experience and you can make money for future.

In my opinion, I can say that it's worthy to try something new and getting a job is very usefull.

'All young people should work for at least two years before they go to university.'

Personally ,I think i disagree with that young people should work for at least two years before they go to university.

In my opinion if you will take two years without studying, eventually you might forget everyfing you been learning till now. So i would't recomend taking two years off studying.

On the other hand if you need money just get an part-time job, and like that you wont be missing on your studys and on your work

To sum up, just dont take a brake from studys and get simple part-time job maybe yuo will like it and then yuo will be done with your studys it mitgh get your main work and main money source.



'All young people should work for at least two years before they go to university.'

Nowadays a lot of young people choose to take a so called 'gap year' to work and earn money, gain more experience, to try and find out more about themselves, what they want to do in their life and what career path to choose. But some people state, that all young people should work for at least two years before they go to university. Although it might help with some of the problems stated above, I disagree with that statement.

Firstly, I think everyone should be able to choose whether or not they should take a gap year, because it may vary for different people. Secondly, and most importantly, that two year gap might make some of the some people forget everything they had learned or they can potentially lose any or all interest and motivation to coming back to school at all.

In addition to that – some people don't actually need or want the money or the experience. They might already know what they want to do in their life and have a plan to pay and support it. Lastly, there's always an option to study and work simultaneously. Of course this has some pros and cons itself, but it can result in the same amount of money and experiences you would get by having a two year gap.

All things considered, I believe this is a choice that has to be made by a person themselves and a two year gap shouldn't be necessary for everyone.



2. UNIT (SKYRIAUS) PABAIGOJE

2.1 ĮSIVERTINA ATLIKDAMI KARTOJIMO UŽDUOTIS VADOVĖLYJE



Grammar revision

Present simple and present continuous

/ 6 points

1 Complete the sentences with the correct form of the present simple or present continuous given.

A: Why (a) _____ you _____ (wear) a jacket and a tie? You (b) _____ (not usually) wear smart clothes like that.

B: I (c) _____ (go) for a job interview.
I (d) _____ (start) to get bored this summer.

A: My sister and I are bored too, but that's because we (e) _____ (work) every summer. We (f) _____ (save) up money to buy a new computer.

Adverbs of frequency

/ 6 points

State and action verbs

/ 8 points

2 Are these sentences correct or not? If not, correct them.

- I'm not usually going to school by bus.
- You're always interrupting me. I don't like it.
- My friends and I play sometimes football after school.
- Adam often is late.
- Mia always does her homework before dinner.
- My friend is a vegetarian. Never he eats meat.

3 Choose the correct alternative.

- Can we stop at the bank? I need/am needing some money.
- Do you know/Are you knowing the answer?
- How are you? Do you have/Are you having a good time?
- He owns/is owning three mansions.
- You don't seem/aren't seeming happy.
- I prefer/am preferring drinking juice to milk.
- Hey! Why do you look/are you looking out of the window?
- I don't know who this cat belongs/is belonging to.

Vocabulary revision

APPEARANCE

/ 7 points

1 Complete the words with vowels. Then write the correct category for each word (*build/height/hair/general*).

- | | |
|-----------------------------------|-----------------------------|
| 1 _ t t r _ c t _ v _ | 5 c _ t _ |
| 2 w _ _ l l - b _ _ _ l t | 6 _ _ v _ _ r w _ _ _ g h t |
| 3 m _ _ d _ _ _ m - h _ _ _ g h t | 7 b _ _ l d |
| 4 s t r _ _ _ g h t | |

PERSONALITY

/ 7 points

2 What are the opposites of these words?

- quiet _____
- tidy _____
- cheerful _____
- stupid _____
- friendly _____
- hard-working _____
- patient _____

SYNONYMS AND PARTIAL SYNONYMS

/ 6 points

3 Write a synonym for each underlined word.

- She's a very bright student. _____
- Do you think he's attractive? _____
- This question is really difficult. _____
- She seems a very happy person. _____
- My sister is very outgoing. _____
- Can you see that old lady over there? _____

ĮSIVERTINIMO UŽDUOTIS
SUDARO PO 20
GRAMATIKOS IR ŽODYNO
TAŠKŲ (VISO:40)

SURINKUSIEMS MAŽIAU
NEGU 20 TŠK. UŽDUOTIS
SIŪLOMA PAKARTOTI
SKAITMENINIAME
VADOVĖLYJE.





KARTODAMI UŽDUOTIS MOKINIAI TURI GALIMYBĘ MATYTI TEISINGUS ATSAKYMUS.

3 **Gerunds and infinitives** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

1. Don't do that as there's a chance you'll fail. **RISK**

Don't do that because you .

2. He loves to ride his bike at the weekend. **GO**

He loves to at the weekend.

3. I think it's terrible to get up early. **STAND**

I early.

4. Please think about joining our club. **CONSIDER**

Please our club.

5. I think it's essential to have a valid passport. **PASSPORT**

I think is essential.



2. UNIT (SKYRIAUS)PABAIGOJE

2.2 ĮSIVERTINA ATLIKDAMI KARTOJIMO UŽDUOTIS E-PRATYBOSE



Activities 1 - 4					Av. score	Total score
	1	2	3	4		
	75	100	100	100	94%	94%
	100	83	100	100	96%	96%
	25	33	100	0	40%	40%
	100	83	80	100	91%	91%
	25	17	100	63	51%	51%
	75	100	100	100	94%	94%
	100	50	80	88	79%	79%
	100	83	100	88	93%	93%
	25	50	100	50	56%	56%
			80	100	90%	45%
	50	33	100	88	68%	68%
	75	50	100	63	72%	72%
	100	67	80	100	87%	87%
	75	100	80	75	83%	83%
	0	33	100	25	40%	40%

2.2 ĮSIVERTINA ATLIKDAMI KARTOJIMO UŽDUOTIS E-PRATYBOSE

2.2.1. PROCENTALI IŠRAIŠKA PARODO SUNKIAUSIUS ATVEJUS



Choose the correct alternative.

This morning we ✓ our first game of badminton at school. The teacher put us in pairs and ✓ us each a shuttlecock, ✓ is like the 'ball'. First we just threw it to each other. It was quite slow at first but when we ✗ the rackets it was much more fun.

We ✗ school when Ms French ✗ us to prepare for the summer fair tomorrow. So I ✗ some cakes this evening.

2.1 ĮSIVERTINA ATLIKDAMI
KARTOJIMO UŽDUOTIS
E-PRATYBOSE

2.2.2 BENDROS IR
DAŽNIAUSIAI
PASIKARTOJANČIOS
KLAIDOS YRA TAISOMOS
KLASĖJE VISŲ MOKINIŲ



2. SKYRIAUS (UNIT)PABAIGOJE

2.4 PILDO *My expectations, corrections and self-assesemnt* FORMA



MY EXPECTATIONS, CORRECTIONS & SELF-ASSESSMENT

NAME:

CLASS:

TEST:

GRAMMAR: (max.) points
 My expectation points
 My score points

Exercise No.	CORRECT SENTENCE (<u>underline</u> the part where you made a mistake)	RULE	EXAMPLE/NOTES



VOCABULARY: (max.) points

My expectation points

My score points

Exercise No.	CORRECT SENTENCE (<u>underline</u> the word/the phrase you misspelt/didn't write)	TRANSLATION	EXAMPLE/NOTES

USE-of-ENGLISH: (max.) points

My expectation points

My score points

READING: (max.) points

My expectation points

My score points



2.5 Palygina lūkesčius su gautais rezultatais ir taISO kontrolinį darbą;

2.5 Nusimato veiksmų planą.



LISTENING: (max.) points

My expectation points

My score points

WRITING: (max.) points

My expectation points

My score points

TOTAL: (max.) points

My expectation points

My score points

My RESOLUTION/ ACTION PLAN:		Date	Completed
1.			
2.			
3.			





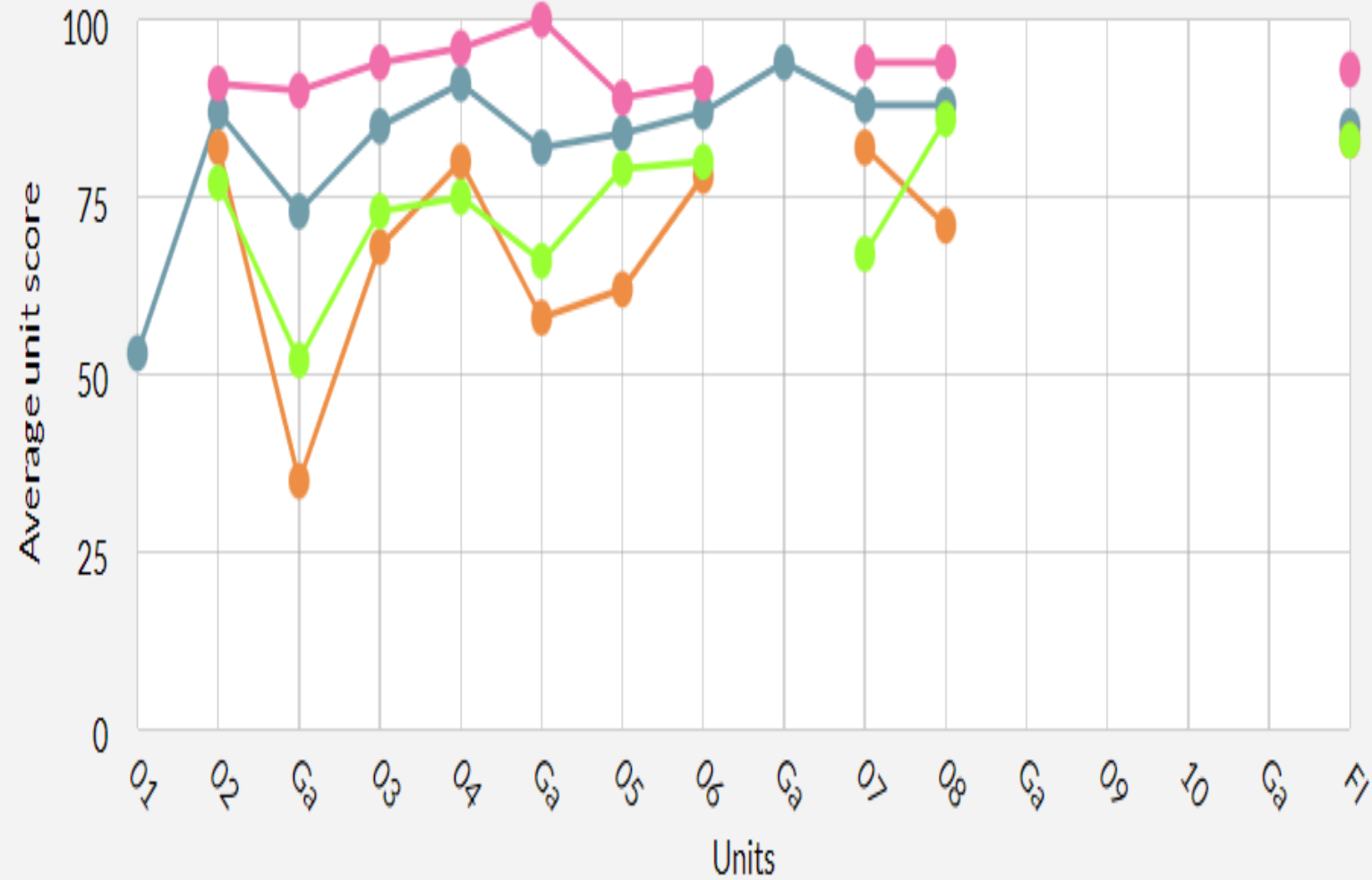
3. PRIEŠ APIBENDRINAMĄJĮ KONTROLINĮ DARBĄ

3.1 ĮSIVERTINA ATLIKDAMI KARTOJIMO UŽDUOTIS
VADOVĖLYJE;

3.2 ĮSIVERTINA ATLIKDAMI KARTOJIMO UŽDUOTIS
E-PRATYBOSE.

Class average per unit

Average score ?



Compare classes

Select up to four classes and students you'd like to compare

Add a class ▼

- Class: [Redacted]
- Student: [Redacted] (x)
- Student: [Redacted] (x)
- Student: [Redacted] (x)



3. PRIEŠ APIBENDRINAMĄJĮ KONTROLINĮ DARBĄ

3.3 PILDO *PROGRESS CHECK* ĮSIVERTINIMĄ.



Units 5-6



1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well.
 2 = I can do it quite well.
 3 = I have some problems.
 4 = I can't do it.

- a I can talk about obligation, prohibition and advice in the present and past.
- b I can make speculations and deductions about the present, past and future.
- c I can understand written and spoken texts on topics related to money.
- d I can make present and past speculations about photos.
- e I can write a formal letter/email of complaint.

- f I can talk about possible, imaginary and impossible situations and their consequences using different types of conditional structures.
- g I can talk about wishes for the present, past and future.
- h I can talk about the body and health using a range of vocabulary and idioms.
- i I can collaborate with a partner using different expressions to agree, disagree and make choices.
- j I can express opinions, contrasts and consequences in for-and-against essays.

2 Now decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
▶ WORKBOOK Units 5 and 6
- 3 Ask for help.
- 4 Other:



MOKINYS PALYGINA DVIEJŲ SKYRIŲ ĮSIVERTINIMĄ IR VEIKSMŲ PLANĄ SU



IŠTAISYTŲ DVIEJŲ TESTŲ ĮSIVERTINIMAIS IR VEIKSMŲ PLANU

Units 5-6

1 How well can you do these things in English now?
Give yourself a mark from 1 to 4.

- 1 = I can do it very well.
- 2 = I can do it quite well.
- 3 = I have some problems.
- 4 = I can't do it.

- a I can talk about obligation, prohibition and advice in the present and past.
- b I can make speculations and deductions about the present, past and future.
- c I can understand written and spoken texts on topics related to money.
- d I can make present and past speculations about photos.
- e I can write a formal letter/email of complaint.

- f I can talk about possible, imaginary and impossible situations and their consequences using different types of conditional structures.
- g I can talk about wishes for the present, past and future.
- h I can talk about the body and health using a range of vocabulary and idioms.
- i I can collaborate with a partner using different expressions to agree, disagree and make choices.
- j I can express opinions, contrasts and consequences in for-and-against essays.

2 Now decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
▶ WORKBOOK Units 5 and 6
- 3 Ask for help.
- 4 Other:

LISTENING: (max.) points

My expectation points

My score points

WRITING: (max.) points

My expectation points

My score points

TOTAL: (max.) points

My expectation points

My score points

My RESOLUTION/ ACTION PLAN:		Date	Completed
1.			
2.			
3.			

➤ MOKINYS PATS NUSPRENDŽIA, KOKIŲ
UŽDUOČIŲ DAR REIKTŲ TIKSLUI PASIEKTI.



➤ PRISIIMA ATSAKOMYBĘ UŽ MOKYMAŠI.



THE BEST TEACHER LODGES AN INTENT
NOT IN THE MIND BUT IN THE .