**Guidelines for the organization of the SSW**

**“Iya 1105- Foreign Language”**

**Lecturer: Nurlangazykyzy Balnur**

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| **SSW Task** | **Objectives** | **Guidelines** | **Evaluation Criteria** |
| 1st SSW: Vocabulary and grammar test for Units 1 and 2 | To assess students’ understanding of vocabulary and grammar from Units 1 and 2 (present simple/continuous, past simple/continuous, adjectives + prepositions, compound nouns). | 1. Review vocabulary lists and grammar rules from Units 1 and 2.  2. Complete a multiple-choice and gap-fill test covering both vocabulary and grammar.  3. Use time efficiently—each section should be allocated specific time limits. | Vocabulary: Correct usage and meaning of adjectives + prepositions and compound nouns. Grammar: Correct application of tenses (present simple, present continuous, past simple, past continuous). |
| 2nd SSW: Presentation on the assigned topics | To practice research and presentation skills by delivering a presentation on a pre-assigned topic. | 1. Research your assigned topic thoroughly.  2. Prepare a 5-minute presentation using visuals (e.g., slides or posters).  3. Ensure the presentation is well-organized: introduction, main points, and conclusion.  4. Practice clear pronunciation and engaging delivery. | Content: Accuracy and depth of research. Presentation: Clarity, structure, and engagement. Delivery: Pronunciation, fluency, and confidence. |
| 3rd SSW: Speech and presentation: "Who I wanted to be when I was a kid and Why I want to be a teacher now" | To develop students' speaking skills by reflecting on personal and professional aspirations. | 1. Draft a 3-5 minute speech about your childhood dream profession and reasons for becoming a teacher.  2. Structure your speech: childhood dream, transition to your current goal, and the reasoning behind it.  3. Practice delivering your speech fluently and confidently, focusing on tone and expression. | Content: Coherence and relevance to the topic. Structure: Logical flow of ideas. Delivery: Fluency, pronunciation, and expression. |
| 4th SSW: Vocabulary test for Units 9 (A. B. C. D) & 10 (A. B.) | To evaluate students' mastery of vocabulary related to the media, the press, collocations, and phrasal verbs from Units 9 and 10. | 1. Review vocabulary lists from Units 9 and 10.  2. Take a written test on collocations, media-related vocabulary, phrasal verbs, and word formation (suffixes and prefixes).  3. Focus on applying vocabulary in context, not just definitions. | Vocabulary: Correct usage and context of media-related collocations, phrasal verbs, and word formation. Accuracy: Spelling and appropriate application. |
| 5th SSW: Create a poster and prepare a speech on your most esteemed topics from this discipline | To reflect on and synthesize key learnings from the course by selecting and discussing a topic of personal relevance. | 1. Select the topics that you find most interesting from the discipline.  2. Design a poster (digitally or manually) highlighting key points from these topics.  3. Prepare a 3-5 minute speech explaining why you chose these topics and why they are relevant to you.  4. Justify your choices and present your personal perspective. | Content: Clear selection and justification of topics. Creativity: Poster design and visual representation. Speech: Logical reasoning, presentation, and delivery. |