**UNIT 1. Legend or Truth. Subunit: Life Skills:**

**Theme 1. The World Around You: Being a Tourist (Storytelling)**

**Aim:** To enhance students' storytelling skills and cultural awareness by exploring the theme of legends and truth in the context of being a tourist.

**Objectives:**

1. Develop an understanding of the cultural significance of legends and their impact on storytelling.
2. Enhance storytelling skills through the creation of narratives related to tourist experiences.
3. Encourage critical thinking in distinguishing between legends and truth.
4. Foster cultural awareness and appreciation for the diversity of stories in different regions.
5. Improve language proficiency through the expression of personal experiences in a narrative format.

**Lecture Summary:** The lecture begins with an exploration of the role of legends in various cultures and their influence on storytelling. Students engage in discussions about the importance of storytelling in tourism and how it shapes the perception of a place. The concept of being a tourist is introduced as a unique opportunity to encounter local legends and traditions.

Practical activities involve researching and sharing local legends from different regions, emphasizing their cultural significance. Students are encouraged to create their own stories based on personal experiences as tourists, incorporating elements of legends and truth.

The lecture also covers storytelling techniques, such as setting the scene, character development, and creating suspense. Discussions delve into the cultural nuances of storytelling, addressing how different cultures may interpret and present stories.

In addition to honing storytelling skills, students analyze the impact of storytelling on tourism and cultural preservation. They explore the responsibilities of tourists in respecting and preserving local traditions.

The lecture concludes with a storytelling session where students share their narratives, providing constructive feedback to one another. This interactive approach not only improves storytelling abilities but also promotes cultural understanding and appreciation.

By the end of the session, students are expected to have a deeper understanding of the connection between legends, storytelling, and the tourist experience, as well as improved skills in expressing themselves through narratives.

**Theme 2. Fashion and Culture in Kazakhstan. Making a Presentation**

**Aim:** To explore the intersection of fashion and culture in Kazakhstan and develop students' presentation skills for effective communication of cultural aspects through visual representation.

**Objectives:**

1. Investigate the relationship between fashion and cultural identity in Kazakhstan.
2. Enhance research skills to gather information on traditional Kazakh clothing and its significance.
3. Develop proficiency in creating and delivering visually compelling presentations.
4. Encourage cross-cultural understanding by comparing and contrasting fashion elements from different regions.
5. Foster critical thinking about the impact of fashion on cultural preservation and identity.

**Lecture Summary:** The lecture commences with an introduction to the importance of fashion as a cultural expression and its role in defining identity. The focus then shifts to Kazakhstan, where students explore the historical and cultural context of fashion in the country.

Students are guided through the research process, emphasizing the significance of traditional Kazakh clothing and its evolution over time. They investigate the cultural symbolism embedded in various garments and accessories, considering factors such as geography, climate, and historical influences.

Practical activities include collaborative research projects where students compile information and images related to traditional Kazakh fashion. Emphasis is placed on the incorporation of visual elements in presentations to effectively convey the richness of Kazakh cultural attire.

The lecture covers essential aspects of creating engaging presentations, including structuring content, utilizing visual aids, and delivering information coherently. Students learn how to integrate fashion trends with cultural significance, allowing for a comprehensive understanding of the subject.

To promote cross-cultural awareness, students compare Kazakh fashion with clothing from other regions, identifying similarities and differences. Discussions explore the ways in which fashion serves as a form of cultural communication and the impact of globalization on traditional attire.

The session concludes with each student delivering a presentation on a specific aspect of Kazakh fashion and culture. Peer feedback is encouraged to enhance presentation skills and broaden perspectives on the diverse expressions of cultural identity through fashion.

By the end of the lecture, students are expected to have a nuanced understanding of the intricate relationship between fashion and culture in Kazakhstan. They should also have acquired practical skills in creating visually appealing presentations that effectively communicate cultural nuances.

**Theme 3. Architecture on the Ancient Kazakh Land (History, Geography)**

**Aim:** To delve into the historical and geographical aspects of architecture on the ancient Kazakh land, fostering an understanding of the cultural and environmental influences on architectural styles.

**Objectives:**

1. Explore the historical evolution of architecture on the ancient Kazakh land.
2. Examine the geographical factors that influenced architectural styles in different regions.
3. Develop research skills to investigate distinctive architectural features and their cultural significance.
4. Encourage critical thinking about the interplay between history, geography, and architectural design.
5. Facilitate discussions on the preservation and conservation of ancient Kazakh architecture.

**Lecture Summary:** The lecture begins with an overview of the historical and geographical context of the ancient Kazakh land, setting the stage for an exploration of its diverse architectural heritage. Students are introduced to the idea that architecture is a reflection of history, geography, and cultural values.

The historical evolution of architecture is traced, covering key periods and influences such as nomadic traditions, Silk Road interactions, and the impact of various conquerors. Emphasis is placed on understanding how each era contributed to the distinctive architectural landscape.

Geographical factors are then examined as crucial determinants of architectural styles. The lecture explores how climate, landscape, and available materials influenced the design and construction of buildings in different regions of ancient Kazakhstan.

Practical activities include research projects where students delve into specific architectural examples from different historical periods and geographical locations. They analyze the cultural symbolism embedded in architectural elements and the functional aspects that adapted to the environment.

Discussions encompass the challenges of preserving ancient architecture in the modern era, considering issues related to conservation, restoration, and tourism. Students critically evaluate the balance between preserving cultural heritage and accommodating contemporary needs.

The session concludes with reflections on the broader implications of understanding the ancient architecture of Kazakhstan. Students are encouraged to consider the role of architecture in shaping cultural identity and fostering a sense of connection to the past.

By the end of the lecture, students are expected to have a comprehensive understanding of how historical and geographical factors shaped architecture on the ancient Kazakh land. They should also have honed their research skills and critical thinking abilities regarding the preservation and appreciation of cultural heritage in architectural design.

**Theme 4. Degrees of Adjectives. Buildings**

**Aim:** To facilitate an in-depth understanding of the degrees of adjectives in the context of describing buildings, promoting effective communication and detailed expression.

**Objectives:**

1. Introduce and explain the concept of degrees of adjectives.
2. Explore the application of comparative and superlative forms in describing buildings.
3. Develop language proficiency in using appropriate adjectives to convey specific qualities of architecture.
4. Provide practical exercises for students to practice and reinforce the use of degrees of adjectives.
5. Encourage critical analysis and discussion of architectural preferences.

**Lecture Summary:** The lecture commences with a clear explanation of the degrees of adjectives, focusing on comparative and superlative forms. Students are guided through examples and exercises to ensure a solid understanding of how these degrees function in language.

Building on this foundation, the lecture transitions to the application of degrees of adjectives in the realm of architecture. Specific attention is given to the qualities that can be attributed to buildings, such as height, size, design, and historical significance.

Practical exercises involve descriptive writing and discussion, where students practice using comparative and superlative forms to articulate nuanced differences between various types of buildings. They engage in analyzing architectural features and selecting adjectives that accurately reflect those features.

The lecture incorporates visual aids, showcasing images of diverse buildings to provide concrete examples for discussion. This visual component aids students in associating adjectives with actual architectural characteristics.

The session includes group activities where students collaboratively analyze and discuss different buildings, employing degrees of adjectives to express preferences and critiques. This interactive element encourages peer-to-peer learning and the exchange of varied perspectives.

Discussions extend to the cultural and societal influences on architectural preferences, prompting students to reflect on how language and perceptions of beauty are intertwined. This cultural dimension adds depth to the exploration of degrees of adjectives in the context of buildings.

The lecture concludes with a review of key concepts and an assignment that challenges students to apply their knowledge in describing a building of their choice using comparative and superlative adjectives.

By the end of the session, students are expected to have a solid grasp of degrees of adjectives and their application in describing buildings. They should also have honed their critical thinking skills in analyzing and expressing preferences related to architectural features.

**Theme 5. Writing the Opinion Essay “Culture of Kazakhstan Nowadays”**

**Aim:** To develop students' ability to articulate informed opinions on the contemporary culture of Kazakhstan through the medium of essay writing, fostering critical thinking and effective communication.

**Objectives:**

1. Understand the components and structure of an opinion essay.
2. Explore current cultural trends and issues in Kazakhstan.
3. Enhance research skills to gather relevant information about the modern culture of Kazakhstan.
4. Develop proficiency in constructing well-organized and coherent essays.
5. Encourage critical analysis and thoughtful reflection on the cultural landscape of Kazakhstan.

**Lecture Summary:** The lecture begins with an overview of the key components of an opinion essay, including the introduction, thesis statement, body paragraphs, and conclusion. Students are introduced to the importance of presenting well-supported arguments in expressing their opinions.

The focus then shifts to the contemporary culture of Kazakhstan. Through discussions and multimedia presentations, students explore various facets of modern Kazakh culture, including art, literature, music, fashion, and social norms. Emphasis is placed on identifying trends and changes in recent years.

Practical activities involve research projects where students delve into specific aspects of contemporary Kazakh culture. They are encouraged to critically assess the impact of globalization, technology, and social movements on cultural dynamics.

The lecture guides students on how to structure their opinion essays, emphasizing the importance of a clear thesis statement and logical progression of ideas in the body paragraphs. Attention is given to incorporating evidence and examples to support their opinions effectively.

Peer-review sessions provide students with the opportunity to receive constructive feedback on their essay drafts, promoting collaboration and improvement in writing skills. Discussions during these sessions encourage students to consider diverse perspectives and refine their arguments.

The session concludes with a reflection on the cultural themes explored and an encouragement for students to think critically about the role of culture in societal development. Students are tasked with completing their opinion essays as a culmination of the learning experience.

By the end of the lecture, students are expected to have honed their skills in constructing opinion essays, researched and analyzed contemporary Kazakh culture, and developed a nuanced understanding of the factors influencing cultural trends in Kazakhstan today.

**Unit 2. Controversial Issues: The Environment**

**Theme 1. Discussing Pros and Cons of Immigration**

**Aim:** To engage students in a thoughtful discussion about the advantages and disadvantages of immigration, fostering critical thinking and empathy towards diverse perspectives.

**Objectives:**

1. Develop an understanding of the complex factors influencing immigration.
2. Encourage students to critically evaluate the economic, social, and cultural impacts of immigration.
3. Enhance communication skills by expressing opinions and engaging in respectful debates.
4. Foster empathy by considering the experiences and motivations of immigrants.
5. Explore potential solutions and policies related to immigration issues.

**Lecture Summary:** The lecture begins by introducing the concept of immigration and its multifaceted nature. Students explore the various reasons individuals choose to migrate, including economic opportunities, seeking asylum, and family reunification.

The discussion then transitions to the pros and cons of immigration, addressing both the perspectives of the host country and the immigrants themselves. Students are encouraged to consider economic factors, cultural diversity, and the potential challenges associated with immigration.

Practical activities involve group discussions, where students research and present arguments on specific aspects of immigration. This collaborative approach allows for a diversity of opinions and insights, fostering a comprehensive understanding of the topic.

The lecture incorporates real-world examples and case studies to illustrate the impact of immigration on different societies. Multimedia resources, such as documentaries and interviews, provide a nuanced view of the experiences of immigrants.

Debates and role-playing exercises are employed to further enhance students' communication skills. Engaging in these activities helps students articulate their opinions, consider opposing viewpoints, and build persuasive arguments.

The lecture concludes with a reflection on the ethical considerations of immigration policies and the importance of finding a balance between welcoming diversity and addressing potential challenges. Students are encouraged to think critically about the role of empathy and informed decision-making in discussions about controversial issues.

By the end of the session, students are expected to have a comprehensive understanding of the pros and cons of immigration, improved communication skills, and a heightened awareness of the ethical dimensions surrounding immigration policies.

**Controversial Issues: The Environment**

**Theme 2. Topic Vocabulary**

**Aim:** To expand students' vocabulary related to controversial environmental issues, fostering their ability to articulate and comprehend complex concepts in discussions and written expression.

**Objectives:**

1. Introduce and explain key vocabulary terms associated with environmental controversies.
2. Enhance students' comprehension of nuanced terminology related to environmental debates.
3. Encourage the use of topic-specific vocabulary in both written and spoken communication.
4. Promote critical thinking by connecting vocabulary to real-world environmental challenges.
5. Facilitate discussions where students apply newly acquired vocabulary in expressing opinions and analyzing issues.

**Lecture Summary:** The lecture initiates with an overview of the importance of vocabulary in discussing and understanding controversial environmental topics. Key terms such as climate change, deforestation, pollution, and conservation are introduced, with definitions and contextual examples provided.

Interactive activities, such as word mapping and concept association, help students grasp the relationships between different vocabulary terms. Real-world scenarios and case studies are presented to demonstrate how these terms are applied in environmental debates.

Practical exercises involve group discussions and debates where students actively use the introduced vocabulary. This application-oriented approach allows for the reinforcement of learning and the development of language skills in a contextualized setting.

Visual aids, such as infographics and charts, complement the lecture to enhance comprehension and retention of the topic-specific vocabulary. Multimedia resources, including videos and articles, provide additional context and depth to the understanding of environmental issues.

The lecture encourages students to explore the connections between vocabulary, policy decisions, and the broader societal impact of environmental challenges. Critical thinking is emphasized as students analyze the implications of specific terms on global and local scales.

The session concludes with a vocabulary assessment and a reflection on the role of language in shaping perspectives on environmental controversies. Students are tasked with incorporating the newly acquired vocabulary into written assignments, promoting continued usage and retention.

By the end of the lecture, students are expected to have expanded their environmental topic vocabulary, developed the ability to apply these terms in discussions, and gained a deeper understanding of the language intricacies surrounding controversial environmental issues.

**Theme 3. Cities and Houses. Moving to the MEGACITIES**

**Aim:** To explore the challenges and opportunities associated with urbanization, particularly the move to megacities, fostering an understanding of the impact on lifestyle, infrastructure, and the environment.

**Objectives:**

1. Investigate the concept of megacities and the factors driving urbanization.
2. Examine the advantages and disadvantages of living in megacities.
3. Develop awareness of the social, economic, and environmental impacts of urban migration.
4. Enhance communication skills by discussing the complexities of urban living.
5. Encourage critical thinking about sustainable urban development and the role of individuals in shaping city dynamics.

**Lecture Summary:** The lecture commences with an exploration of the term "megacity" and the factors contributing to the global trend of urbanization. Students delve into the economic, social, and cultural forces that draw individuals to megacities.

Key features of megacities, including population density, infrastructure challenges, and the diverse range of opportunities, are discussed. Real-world examples provide context, illustrating the variations in megacity experiences across different regions.

Practical activities involve group discussions where students analyze case studies of individuals moving to megacities. They consider the motivations behind such moves and the impact on lifestyle, employment, and social dynamics.

The lecture addresses the advantages and disadvantages of living in megacities, touching on topics such as employment prospects, access to amenities, and the strain on resources and infrastructure. Students are encouraged to think critically about the trade-offs associated with urban migration.

The environmental implications of megacity living are explored, emphasizing the importance of sustainable urban development. Discussions center on the role of individuals in contributing to or mitigating the environmental impact of megacities.

Interactive components include virtual tours of megacities, allowing students to visually explore the architecture, culture, and challenges faced by residents. Multimedia resources, such as documentaries and interviews, provide diverse perspectives on the urban experience.

The session concludes with reflections on the complexities of urban living and the responsibilities of individuals in shaping the future of megacities. Students are prompted to consider the role of sustainable practices and community engagement in addressing the challenges associated with urbanization.

By the end of the lecture, students are expected to have gained a comprehensive understanding of the implications of moving to megacities, improved their communication skills in discussing urban issues, and developed a critical perspective on the sustainability of urban living.