

**SMARAGDA GIDITSI, ENGLISH TEACHER**

**ENGLISH INTERDISCIPLINARY SCENARIO**

**TITLE: ENGLISH THROUGH A MAP OF EUROPE**

**SUBJECT: EUROPEAN TOPONYMS / PLACE ADVERBS**

**DISCIPLINES: ENGLISH / GEOGRAPHY**

**LEVEL: 1<sup>st</sup> / 2<sup>nd</sup> GRADES HIGH SCHOOL (beginners - also appropriate for adult beginners)**

**DURATION: ONE TEACHING HOUR**

### **OBJECTIVES / EXPECTED RESULTS**

At the end of the interdisciplinary scenario, ss are expected to:

- have learnt to recognize, pronounce and write basic European toponyms in English
- have learnt to introduce themselves saying where they come from
- have learnt to recognise and use the adverbs: *north, south, east, west* to talk about locations
- have developed the ability to work both in pairs and individually
- have enhanced their skills as to the use of digital resources and materials to do their (home)work
- be able to reflect on what they have learnt and fill in an assessment rubric to record the results of their effort
- be able to apply and extend their skills by working at home, without the presence of the teacher, to produce work based on the theme of the lesson, thus enhancing their independence

### **PROCESS DESCRIPTION**

Using a projector and the IWB, the teacher presents a political map of Europe:

<https://www.freeworldmaps.net/europe/political.html>

LEAD-IN, 5 - 10 MINS

The teacher explains what the theme of the lesson is so ss will know what language areas they will be working on, allows some time for the ss to observe the map and asks ss to locate and name their own country of origin on the map. Then, the teacher presents themselves to teach the structure: 'Hello, my name's X and I'm from Z'. Ss are invited to do the same, in turns, so that they learn/remember how to introduce themselves and mention their country of origin. This activity is done by ss in pairs to simulate a natural conversation and practise pair work.

## MAIN PART, STAGE 1, 15 MINS

The teacher directs ss to the map again and mentions several major European countries, showing them on the map and having every student repeat each name aloud to teach/check pronunciation. He/She invites ss to supply the name of each country in Greek and corrects where necessary. After this, the teacher directs ss to this page, where the country names have been removed from the map:

[https://www.google.com/search?q=map+of+europe+without+country+names&tbm=isch&source=iu&ictx=1&fir=BZ8jH99kV-2vCM%3A%2CDFU3Vntn\\_oW\\_4M%2C\\_&vet=1&usg=AI4\\_-kS5WogwxE7Smgm\\_Oix2BotdGZEP0Q&sa=X&ved=2ahUKEwixlqWQ807mAhWGYcAKHVyuDTQQ9QEwAHOECAkQBA#imgrc=DjSyERel5h5MnM:&vet=1](https://www.google.com/search?q=map+of+europe+without+country+names&tbm=isch&source=iu&ictx=1&fir=BZ8jH99kV-2vCM%3A%2CDFU3Vntn_oW_4M%2C_&vet=1&usg=AI4_-kS5WogwxE7Smgm_Oix2BotdGZEP0Q&sa=X&ved=2ahUKEwixlqWQ807mAhWGYcAKHVyuDTQQ9QEwAHOECAkQBA#imgrc=DjSyERel5h5MnM:&vet=1)

Ss are then invited to come forward in pairs and take turns to write the countries and their Greek translation on the IWB to check what they remember, practise spelling and consolidate the names. In each pair, ss also check and correct each other,, a process that is both enjoyable and instructive for them.

## MAIN PART, STAGE 2, 15 MINS

On the IWB, the teacher directs ss to this page, where a simple diagram shows the words *east*, *west*, *north*, *south* and the relevant positions:

[https://www.google.com/search?q=easy+way+to+learn+north+south+east+west&tbm=isch&source=iu&ictx=1&fir=cBp9ODlw4G7efM%3A%2C\\_wb2ZYJy4rRopM%2C\\_&vet=1&usg=AI4\\_-kQGFdnM5JAGIQncaJSo3HFEhyMFOQ&sa=X&ved=2ahUKEwi91ODHxu\\_mAhUGYVAKHV98CawQ9QEwEXoECAYQBg#imgrc=cBp9ODlw4G7efM:&vet=1](https://www.google.com/search?q=easy+way+to+learn+north+south+east+west&tbm=isch&source=iu&ictx=1&fir=cBp9ODlw4G7efM%3A%2C_wb2ZYJy4rRopM%2C_&vet=1&usg=AI4_-kQGFdnM5JAGIQncaJSo3HFEhyMFOQ&sa=X&ved=2ahUKEwi91ODHxu_mAhUGYVAKHV98CawQ9QEwEXoECAYQBg#imgrc=cBp9ODlw4G7efM:&vet=1)

Ss are asked to copy the diagram in their notebooks for future reference, together with the meaning of each word in Greek, and practise reading and pronouncing the words several times to consolidate the new material.

Next, the teacher writes 4 example sentences on the board to present the way we talk about the location of a country in relation to another one (e.g. 'Germany is to the north of Italy') and checks comprehension. Ss are encouraged to produce their own sentences for further practice by looking at the first map again on the IWB and are asked to write them in their notebooks:

<https://www.freeworldmaps.net/europe/political.html>

## WORKSHEET 1 (to be handed in in the next lesson)

The teacher, using the IWB, directs the class to a document on google docs (prepared by the teacher beforehand), where ss must fill in the missing words. This task familiarises ss with google docs and practises vocabulary from the lesson, as well as correct spelling:

<https://docs.google.com/document/d/1njHRsFQW8yDqije4WPfL34RKGztjogs0DsB2ajBe5lc/edit>

**WORKSHEET 2 (to be handed in in the next lesson) : Fill in the following self-assessment rubric.**

**SELF-ASSESSMENT RUBRIC**

<b>IN THIS LESSON I HAVE LEARNT:</b>	<b>VERY WELL</b>	<b>WELL ENOUGH</b>	<b>I MUST TRY MORE (what must I focus on?)</b>
To recognize, pronounce and write country names in English			
To say where I come from in English			
To recognise and use the adverbs: north, south, east, west			
To recognize European countries on a political map			
To work both on my own and in pairs			
To use digital tools for my classwork and homework			
To work independently at home and prepare homework based on the lesson			
To fill in assessment rubrics to evaluate my own progress and identify problematic areas to focus on			