

Lesson plan

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Lesson title:

Trip around Europe

Lesson brief description

Trip around Europe

In this lesson, students will practice descriptive writing by exploring famous European landmarks and countries. Through activities like solving riddles, learning new vocabulary, and writing creative postcards, students will develop their ability to describe places vividly and concisely. The challenge is to craft an engaging 70-word description for a landmark or country, focusing on key details like appearance, history, and significance.

This lesson helps students expand their geographical knowledge while improving their writing, vocabulary, and creativity.

Time (Lesson duration): 45 minutes

Methodology: (group, individual, peer assessment, brainstorming, etc...)

Class talk, group work, pair work, individual work

Materials needed:

Computer, projector, the internet connection

Pictures of famous landmarks

Students' age: 11-13

Aims/Goals or SWBATs (Students will be able to.....)

- demonstrate knowledge of European landmarks by solving riddles and discussing their historical or cultural importance.
- write a postcard to a friend or a family member
- use adjectives, adverbs, and descriptive phrases effectively to enhance their writing.

- apply geographical and cultural knowledge in written and oral communication tasks.

Lead-in *What's going to happen here to introduce your students to the topic?*

Talk about different famous places in Europe.

What key-concepts could teachers focus on? What needs to be pre-taught?

European countries (Geography, English)

Vocabulary concerning building descriptions (Art, English)

Writing postcards (mother tongue)

List of activities with brief description of each one and time for each one:

Introduction: A teacher will show students the pictures of famous European landmarks (the Eiffel Tower, the Acropolis, Colosseum, Neuschwanstein Castle, Diocletian's Palace, Leaning Tower of Pisa, Notre-Dame, Sagrada Familia, Big Ben, Stonehenge, St. Mark's Square, etc.). Discussion about which of them are familiar to them, have they already visited some of them, etc. (7-10 minutes)

Main part:

Interactive quiz – Link the landmark to the country (5 minutes)

(<https://www.geoguessr.com/vgp/3916>)

- Students do research in pairs about the certain landmark and describe it orally to each other (regarding on the pre-taught vocabulary – place, age, use, architecture). (10 minutes)
- The riddle quiz – the teacher reads the riddles; students must guess the landmark based on the description; they get points for each correct answer:

Riddles:

"I am a romantic city with a towering iron structure that sparkles at night. Where am I?" (Answer: Paris, France - Eiffel Tower)

"I am an ancient amphitheatre where gladiators once fought. Which landmark am I?" (Answer: Rome, Italy - Colosseum)

"I am a hilltop structure dedicated to Athena, overlooking the city of philosophers. Where am I?" (Answer: Athens, Greece - Acropolis)

"I am a fairytale palace on a hill, inspiring Disney's castles, in the heart of Bavaria. Where am I?" (Answer: Neuschwanstein Castle, Germany)

"I am a grand fortress built by a Roman emperor; my walls still stand in a city by the Adriatic Sea. Where am I?" (Answer: Diocletian's Palace, Split, Croatia)

"I am a bridge that opens up like a jaw, connecting the city where Big Ben chimes. Where am I?" (Answer: Tower Bridge, London, England)

"I am a tall tower that leans to one side, defying gravity for centuries. Which landmark am I?" (Answer: Leaning Tower of Pisa, Italy)

"I am a Gothic cathedral with colourful stained-glass windows, standing tall in Île de la Cité. I even survived fire recently. Where am I?" (Answer: Notre-Dame Cathedral, Paris, France)

"I am a palace-turned-museum, once home to kings, where the 'Mona Lisa' smiles. Which landmark am I?" (Answer: The Louvre, Paris, France)

"I am a prehistoric circle of stones standing on Salisbury Plain. Where am I?" (Answer: Stonehenge, England)

"I am a grand square in a lagoon city, where pigeons flock and gondolas glide. Where am I?" (Answer: St. Mark's Square, Venice, Italy)

"I am a grand basilica in Barcelona, with spires that seem to touch the sky and a design still unfinished. Where am I?" (Answer: Sagrada Família, Barcelona)

Conclusion: each student must choose a landmark. The task is to write a postcard message to a friend or a family member with the following points (70 words, greeting at the beginning and the end, description of the landmark, why do you like it). They can even draw a landmark if they want to (not obligatory).

What are other follow up (or homework) activities that can be included?

Project: Plan a visit to one European country, research what places you could visit or do there, where are you going to stay, what food you should try, local souvenirs, etc.

What methodology / activities are used for assessment?

Criteria grid for writing assessment (content, grammar, vocabulary, spelling, etc.)

Other thoughts about this lesson plan:

It is just one possible lesson in a row. It can be a part of the CLIL project (geography, art, history) or just a regular foreign language class.