

## **ABSTRACT**

*This paper presents my experience in bilingual teaching, an integrated programme for geography and English language learning for upper secondary students. General geographical aspects are connected to the geography of Great Britain and that of the USA, with an attitude of raising students' awareness on environmental issues. The topics are a framework for the development of (environmental) geography-related knowledge and skills, cognitive skills and language aspects. Therefore, the paper presents various methods of teaching and assessing environmental issues in four distinct structured texts, which combine typical geographical skills (like completing a sketch or a mind map) with methods used in English classes (like true/false questions). A special accent is on both the use of specific environmental vocabulary – synonyms, false friends, also anticipated grammar mistakes – as well as on discussions in class, based on cause-effect relationships between processes and phenomena.*

**Keywords:** *bilingual class (Geography-English integrated teaching and learning), active teaching, geographical skills assessing, environmental issues and vocabulary*