With respect to the increasingly high importance which the foreign language mastery comes to play in the life of the 21st century man and with respect to the trends in the contemporary educational system which attempts to eliminate the ineffective and no longer satisfactory mechanic memorising and route-learning, a special tendency has appeared to base English teaching and also the teaching of all school subjects on the creation of mutually bound interdisciplinary relations. Furthermore, in the context of the reorganised Europe of the present day, it is not possible at schools any more to rely on out-dating principles, which have to be, in fact, selectively renewed so as to fit the demands of the today's society, which points out, in fact, the necessity to view education as a complex of educational and instructional perspectives which can be successfully realised at schools only if new and modified ways of teaching and learning are sought and applied in order to complement cleverly the cultural heritage represented by the previous generations. What arises as a reaction to this is an urgent need to abolish uncreative and non-stimulating teaching procedures, which cannot prepare pupils for life adequately and whose relevance for the demands of the present-day society can, rightly, be doubted. As special accent is laid chiefly on the development of practical knowledge and on the formation of application skills, it is stated emphatically that greater interrelation and co-operation, as opposed to isolation and independence, between school subjects is to be supported, as it is the subject integration and cross-curricular links orientation that is believed to have the potential to provide students with better education, on the basis of which they will be able to succeed in the new era, to find a stable position in it and to apply their skills in the professional as well as personal life.