

Case Sharing on Using English to Teach Junior Form Geography

S.K.H. St. Mary's Church Mok Hing Yiu College

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A. School Background

- Band 2
- Students have...
 - positive learning attitude
 - low motivation in autonomous learning
 - dependency to teacher's guidance
 - average language proficiency
 - Spelling problems
 - Students do not appear interested in English
 - Students do not understand an article
 - Students are afraid to speak in English

School's MOI policy – class structure

Subject	1M/2M/3M	1A/2A/3A	1R/2R/3R	1Y/2Y/3Y
Chinese Language	CMI	CMI	CMI	CMI
Putonghua	PMI	PMI	PMI	PMI
English Language	EMI	EMI	EMI	EMI
Mathematics			CMI	CMI
Integrated Science				
Geography				
Computer Literacy				
Technology & Living				
Liberal Studies	CMI	CMI	CMI	CMI
History and Culture				
Religious Studies				
Visual Arts			← ELA →	
Music				
Physical Education				

B.1 Junior Form Geography

- School-based Curriculum

First Term Semester	Second Term Semester
Flooding	Weather and Climate
Map Reading Skills	Global Warming

- Assessment

- **Data response questions**
- Map reading skill

B. Using English to Teach Junior Form Geography

B.1 Junior Form Geography Teaching Style

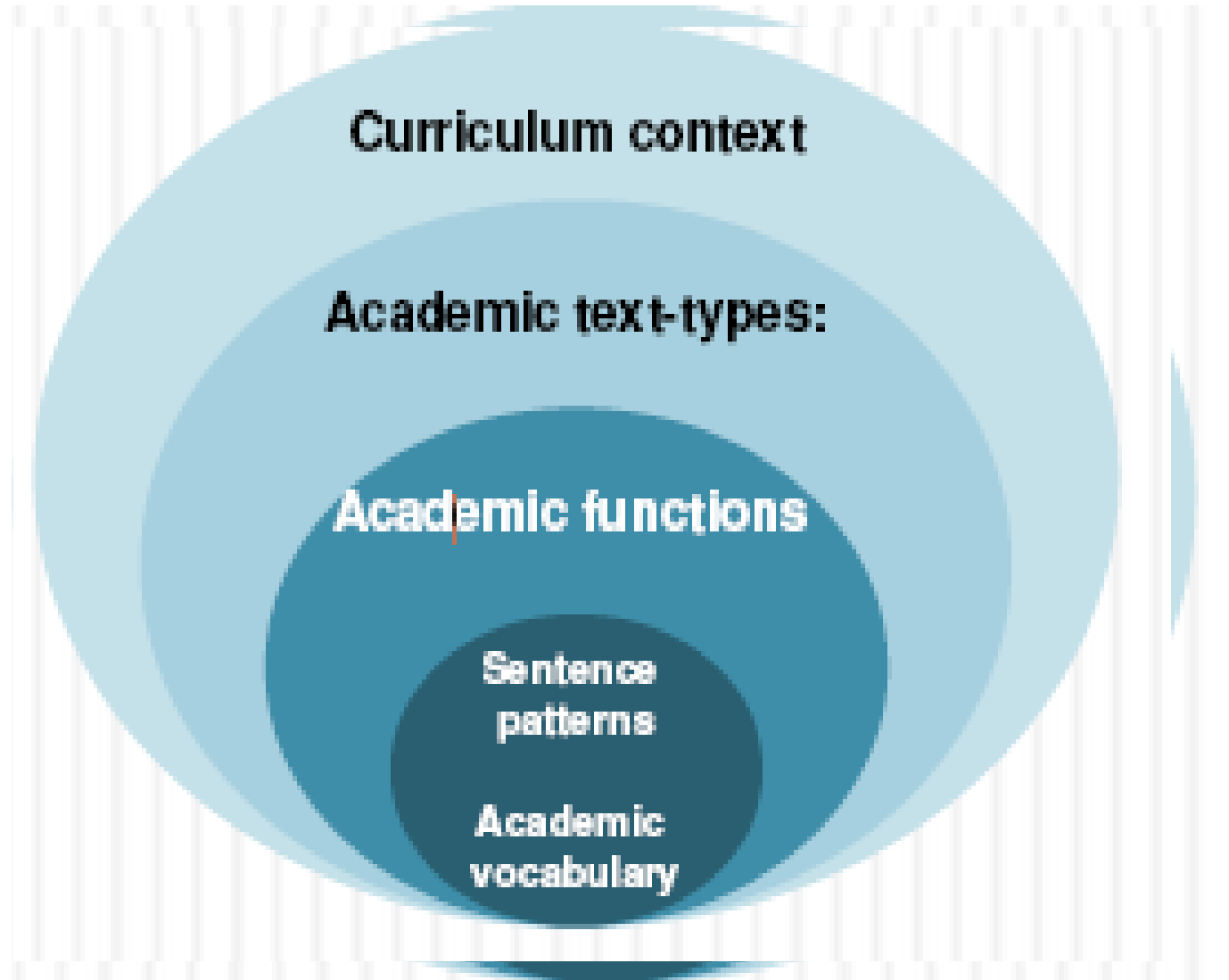
- Believe in “Flipped Classroom Model” teaching Style
- Deliver knowledge and instruction online (e-class)
- Develop students’ autonomous learning habit

B.1 Junior Form Geography Teaching Style

- Before the lesson
 - Powerpoint notes, videos and reading material are provided on E-class
 - Students are required to jot note based on the notes
- During the lesson
 - Students are required to have quizzes and exercises
- After the lesson
 - Worksheets are given to students
 - Students are required to write learning journal describing what they have learnt in the lesson
 - Students are required to prepare for the next lesson

Developing a Common Language

- Adapted from Rose D. (2012 edition) Reading to Learn, Book 1, p.24)



B.2 Academic Vocabulary

Teaching methods

1. Providing reading material

→ To help students build their Geography vocabulary

2. Requiring students to categorize vocabulary items into different parts of speech

→ To equip students with better reading skills

3. Requiring students to spell and memorize the vocabulary items

→ To help students understand the word formation of some commonly used Geography vocabulary.

B.3 Sentence Patterns

Purpose:

- Develop students writing skill for answering long questions.
- Consolidate students sentence structure for reading subject materials.

Method:

- Homework and worksheet with writing scaffolding

B.3 Sentence Patterns

Some common sentence patterns used in Geography

1. Causes and effects

[Causes]	[Connective] lead to/cause/result in	[Effects]
Increasing population	causes	great pressure on housing, social and welfare facilities.
Unawareness in environmental protection	leads to	more serious environmental problems, such as waste of resources.

B.3 Sentence Patterns

Some common sentence patterns used in Geography

2. Writing Definition

When	[Description of the process]	[Name of the process]	occurs.
When	water droplets become larger and fall to the ground,	precipitation	occurs.
When	raindrops fall on vegetation and remain there,	interception	occurs.

Name: _____

Cla

Secondary 3 G
 Flooding - Module 1: Ir
 Sentence P:

Refer to Reading 1 (Impacts of Flooding) and Modu

Pattern 1: Writing definition in a simple sentenc

Subject	Verb to be
Flooding	is

Find another example from the reading:

1. A lack of seasonal flooding is a disaster
-

Pattern 2: Describing cause and effect using con

Cause	Connective (linking Word)
Heavy rainfall	(can) lead to

Effect	Connective (linking word)
Flooding	results from

Find another example from the reading and underlin

2. Sedimentation of river beds and deforestation of

Pattern 3: Adding description to the sentence using a participle phrase.

Subject	Verb	Object	participle phrase
Flooding	may drown	all agricultural lands	resulting in crop failure

Find another example from the reading and underline the participle phrase:

3. Flooding may damage the houses making people become homeless.
-

Pattern 4: Adding description to the subject(or object) using prepositional phrase(s).

Subject	Verb	object	participle phrase
Rapid snow melt	can bring	more water	into the river.

Find more examples from the reading and underline the prepositional phrase(s):

4. Flooding can be an important source of nutrients for agricultural lands.
5. Heavy rainfall during a rainy season can lead to floods.
6. Flooding can cause serious damage to roads and bridges.

B.3 Sentence Patterns – useful vocabulary

2014-2015 Useful Vocabulary for Geography 1 -

Add	
Affect	
Allow	
Analyze	
Answer	
Appear	
Arrange	
Attack	
Avoid	

Become	
Begin	
Believe	
Belong	
Break	
Build	

Carry	
-------	--

Cost	
Cover	
Create	

Damage	
Decide	
Depend	
Describe	
Design	
Destroy	
Develop	
Disappear	
Discuss	
Drop	

Enable	
Encourage	
End	

Identify	
Improve	
Include	
Increase	
Indicate	
Influence	
Inform	
Intend	
Involve	

Join	
------	--

Keep	
------	--

Lead	
Let	
Limit	
Link	

Perform	
Place	
Prefer	
Prepare	
Present	
Prevent	
Process	
Produce	
Protect	
Prove	
Provide	

Raise	
Reach	
Realize	
Recognize	
Record	
Reduce	

Appearance	
alert	
attractive	
average	
beautiful	
bright	
clean	
clear	
cloudy	
colorful	
crowded	
distinct	
excited	
precious	
strange	
unusual	

2014-2015 Useful Vocabulary for Geography 2 - Adjectives

Condition	
able	
acceptable	
annoying	
beautiful	
breakable	
careful	
cautious	
curious	
dangerous	
different	
difficult	
efficient	
environmental	
expensive	
famous	
fragile	

Shape	
broad	
curved	
deep	
flat	
narrow	
round	
shallow	
square	
steep	
straight	
wide	

Size	
huge	
large	
little	

Touch	
sticky	
hard	
icy	
loose	
melted	
rough	
scattered	
sharp	
slippery	
smooth	
soft	
solid	
sticky	
tight	
uneven	
wet	

Quantity	
abundant	
empty	
few	
heavy	
light	
many	
numerous	

B.4 Topic Sentence

Name: _____

Class: _____ Class No.: _____

Secondary 3 Geography

Flooding - Module 5: Flood Prevention
Worksheet 6 (Writing a Topic Sentence)

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In 2014, the Drainage Services Department (DSD) has completed major flood prevention works amounting to some \$23.9 billion and has eliminated 120 flooding blackspots so far. Noticeable improvements have been made in many well-known flooding blackspots in the past, such as Yuen Long, Kam Tin, Sheung Shui, Ta Ku Ling, Sheung Wan and Mong Kok. Currently, of the 11 flooding blackspots left in Hong Kong, four have been commissioned with flood prevention improvement works. We are monitoring the effectiveness of these works and will remove the blackspots from the list in due course.

If you are the head of the flood prevention department at the DSD, what is your adopted strategy to tackle flooding risk?

What is a Topic Sentence?

The topic sentence is the first sentence in a paragraph. It provides a topic and a controlling idea.

All sentences after the topic sentence give more information and offer evidence or fact to describe

B.5 Writing Skill

- Complaint letter

S.3 Geography – Flood Prevention - Worksheet 1

/20

Name: _____ Class: _____ No.: _____

You are Mr. Lee, the Public Relations Officer for the Drainage Service Department. Yesterday, your department received a complaint from Ms. Lam, a local resident living in the rural area of Sheung Shui. Read the complaint letter carefully and write a reply to her. Your supervisor has helped you to start writing your letter, you should suggest some solutions.

1011 Blossom Road
Fairview Park
Yuen Long
New Territories
28th November, 2012

Drainage Services Department,
43rd Floor, Revenue Tower,
5 Gloucester Road,
Wan Chai,
Hong Kong

B.6 Grammar

- Passive Voice

Weather and Climate – Module 2: What is the Climatic Pattern of Hong Kong? - WS 2.1

1

S.3 Geography

Module 2

/14

What is the Climatic Pattern of Hong Kong? – WS 2

Name: _____

Class: _____ No.: _____

THE PASSIVE VOICE

You are Miss Ho, an English teacher of secondary 1M. John, your student, is writing a report about the climatic pattern of Hong Kong. However, they are not sure about the use of the passive voice. Help him to correct the following sentences.



HINT

You can look back at JS3B p.12 to remind yourself of the passive voice.

What is weather? What is climate?

1. Weather is meant the condition of the atmosphere for a particular location over a short period of time.

B.6 Grammar

- Passive voice
- Model verbs

Global Warming – Module 1: Is Our World Getting Warm? WS 1.1

1

S.3 Geography

Module 1

/30

Global Warming – Is Our World Getting Warm? WS 1.1

Name: _____

Class: _____ No.: _____

THE PASSIVE VOICE / MAY, MIGHT, COULD

You are Miss Kwan, an English teacher of secondary 1M. Po Po, your student, has written an article for the geography club about global warming. She has asked you to proofread for her. Read the article and correct the mistakes. There is one mistake in each numbered line. Use the hint box to help you.



HINT

- Underline a word that is incorrect and write the correct word above it.
- Mark the position of a missing word with a '^' and write the missing word above it.
- If a word is not necessary, cross it out.

B.7 Speaking Skill

- Preparing presentation cue card
- Improving speaking skill

What are the factors affecting the climate of the different places?

1. Hello, my fellow classmates / Hello everyone / Hello, my lovely classmates / Hello, my dear classmates
 2. I am / My name is (your name) _____.
 3. Now / Right now, I am going to explain why different places / cities have different temperatures and precipitation.
 4. Let's take a look at this handout / Please take a look at this handout.
 5. Firstly, (Which city or place) _____ has the greatest annual range of temperature.
 6. The greatest annual range of temperature of (Which city or place) _____ is (Please Calculate) _____.
 7. Secondly, (Which city or place) _____ has the highest mean temperature in winter.
 8. Thirdly, (Which city or place) _____ has the lowest annual rainfall.
 9. The annual rainfall of (Which city or place) _____ is (Please Calculate) _____.
 10. Thus / Therefore / So
 11. We can see that (Which city or place) _____ is located at (coastal area / inland / mountain top / low latitude / high latitude / low altitude / high altitude)
 12. It is because (try to find out the reason) _____
-
-
-

C. Collaboration with Language Teachers

C.1 Different Expectations among Teachers

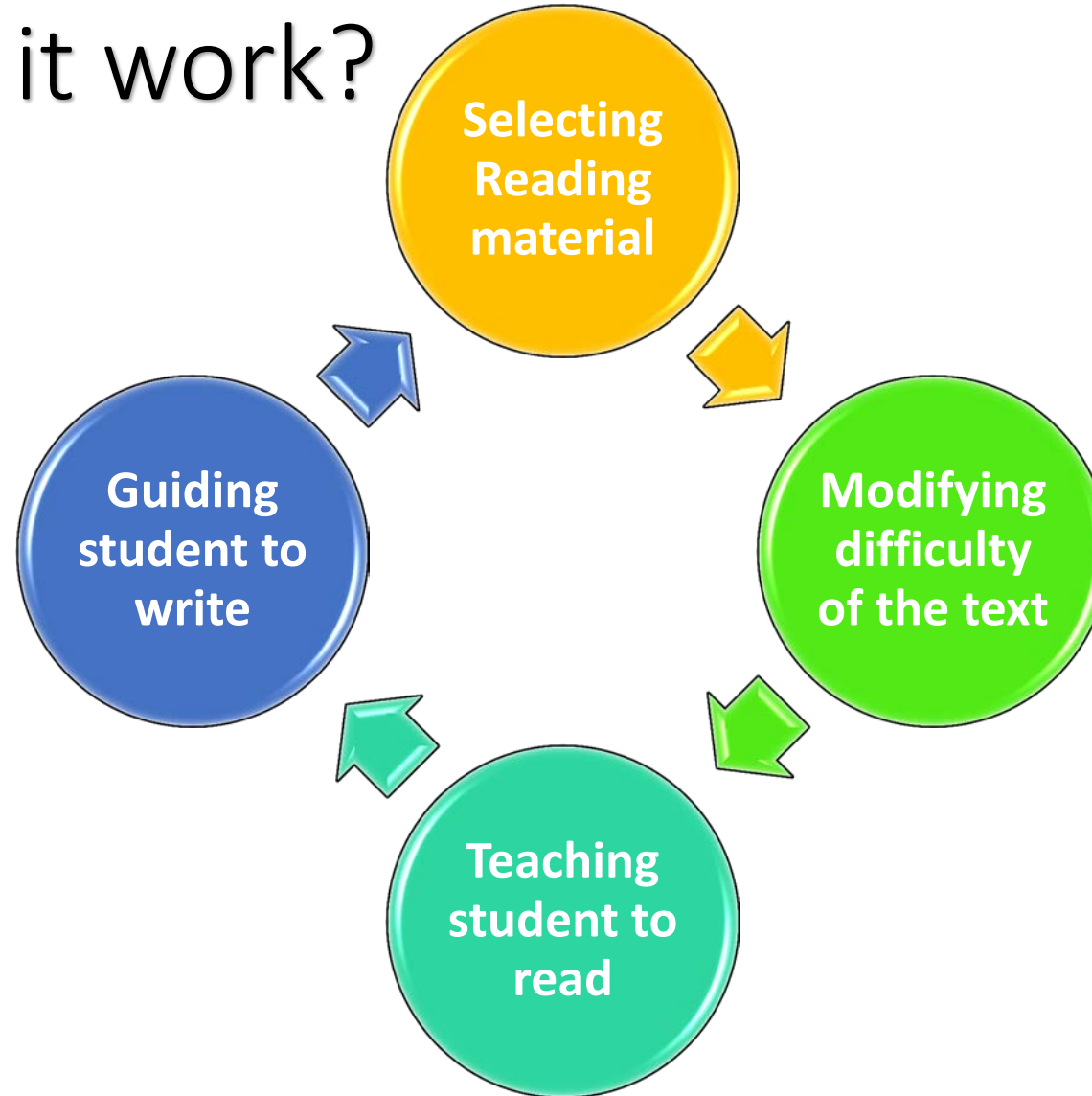
Language teachers:

- Students should be embraced in an English atmosphere in Geography lesson, so that they can have more chance to practice their English.
- There are a lot of Geography terms that language teacher can't teach.

Geography teachers:

- I expect my students can learn as many words as possible when I give them a text.

So, how does it work?



C.2 Selecting reading material for students

- Text selected by Geography teacher

F1



Secondary 3 – Geography Chapter 1 – Impacts of Flooding (Reading 1)

Name: _____ Class: _____ Class No: _____

What is a Flood?
Flooding is the unusual presence of water on land which affects normal activities.
Flooding can arise from:

- Overflowing rivers (Too much water in the river),
- Heavy rainfall over a short period of time, or
- An unusual inflow of sea water onto land (ocean flooding).

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graph TD; Floods --> Rivers; Floods --> Oceans;
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Important Facts to Know about Floods

- River flooding usually results from abnormally high rainfall over a relatively short period
- Rapid snow melt can bring more water into the river.
- Heavy rainfall during a rainy season can lead to floods.
- Sedimentation of river beds and deforestation of water catchment areas can lead to river valley floods.
- Building in flood plains or changing the natural drainage systems can increase the risk of flood damage.

Not all floods are bad.
Flooding can be an important source of nutrients for agricultural lands. It can also recharge water supplies for drinking or irrigation. In some parts of the world, a lack of seasonal flooding is a

C.3 Modifying the difficulty of the text

- Highlighting some important vocabulary items

(Freeman & Freeman, 2009)

- Subject Specific Vocabulary
- General Academic Vocabulary
- Signaling words
- → Geography teacher might focus on the Subject Specific Vocabulary

C.4 Subject Specific Vocabulary

C.5 Modifying the difficulty and structure

- The water cycle is called the hydrologic cycle. In the hydrologic cycle, water from oceans, lakes, swamps, rivers, plants, and even you, can turn into water vapor. Water vapor condenses into millions of tiny droplets that form clouds called condensation. Clouds lose their water as rain or snow, which is called precipitation.
- Precipitation is either absorbed into the ground or runs off into rivers. Some of the snow and ice that falls as precipitation stays at the Earth surface in glaciers and other types of ice. Some of the precipitation seeps into the ground and becomes a part of the groundwater called infiltration. Water that runs off into rivers flows into ponds, lakes, or oceans where it evaporates back into the atmosphere. Water that was absorbed into the ground is taken up by plants. Plants lose water from their surfaces to the atmosphere called transpiration. Oceans and lakes lose water from their surfaces to the atmosphere called evaporation.

- The water cycle is called the hydrologic cycle. In the hydrologic cycle, water from oceans, lakes, swamps, rivers, plants, and even you, can turn into water vapour by evaporation. Evaporation **takes place when** oceans and lakes lose water from their surfaces to the atmosphere,. Water vapour **then** condenses into millions of tiny droplets that form clouds. **This process is called** condensation. When clouds lose their water as rain or snow, precipitation occurs.
- Precipitation is either absorbed into the ground or runs off into rivers. Some of the snow and ice that falls as precipitation stays at the Earth surface in glaciers and other types of ice. Some of the precipitation seeps into the ground and becomes a part of the groundwater. This process is called infiltration. **When** water runs off into rivers flows into ponds, lakes, or oceans, some of it evaporates back into the atmosphere and some was absorbed into the ground then taken up by plants. **When** the plants lose water from their surfaces to the atmosphere, transpiration takes place. Water vapour returns to the atmosphere and **the cycle starts again.**

C.6 Teaching students to read

- Teaching sentence patterns based on students' need to help them deconstruct long and difficult text
- Combining graphic and text can help students better understand the content

C.6 Teaching students to read

Teaching sentence patterns based on students' need to help them deconstruct long and difficult text

Flooding - Module 1: Impacts of Flooding Sentence Patterns

Refer to Reading 1 (Impacts of Flooding) and Module 1 note, finish the following sentence pattern questions.

Subject	Verb	Object
A lack of seasonal flooding	is	a disaster
Flooding	can cause	personal or property loss serious damage

1. Flooding may cause traffic accident

2. Flooding may bring large amount of sediments

Subject	Verb	Preposition	Object
Flooding	occurs	in	low-lying area
	can arise	from	overflowing rivers heavy rainfall over a short period of time
Heavy rainfall	can lead	to	flood

Secondary 3 Geography Flooding - Module 1: Impacts of Flooding Sentence Patterns

Refer to Reading 1 (Impacts of Flooding) and Module 1 note, answer the following questions.

Pattern 1: Writing definition in a simple sentence (S+Verb to be+O)

Subject	is/are	Object
Flooding	is	the unusual presence of water on land

Find another example from the reading:

1. A lack of seasonal flooding is a disaster

Pattern 2: Describing cause and effect using connectives (lead to, result from)

Cause	connective	effect
Heavy rainfall	(can) lead to	flood

Effect	connective	cause
Flooding	results from	abnormally high rainfall over a short period of time

Find another example from the reading and underline the connective:

2. Sedimentation of river beds and deforestation of water catchment areas can lead to river valley floods.

C.7 Guiding students to write

- Preparing writing worksheet
- Staging of difficulty – From word level to sentence level
- Chances for practice is essential

C.8 Word level

Name: _____ Class: 3M, Class No: _____ Date: _____

Below are some descriptions related to water cycle process.

A.	water stored in soil flows along the slope
B.	water seeps in to the soil and forms soil storage
C.	soil water flows downward and reaches the water table
D.	raindrops fall on vegetation and remain there
E.	water flows on the ground surface
F.	water flows along river channel
G.	sun shines on soil or on the ground, heat energy is absorbed and change water into vapour and return to the atmosphere
H.	water droplets become larger and fall to the ground
I.	sun shines on vegetation, water is released into the atmosphere
J.	vapour reaches certain height and cools down to form water droplets and clouds.
K.	groundwater remains deep in the ground, while some flows to the surface and into rivers or ocean

Task 1

Match the descriptions with the related water cycle process by writing the corresponding alphabets in the boxes provided.

Water cycle process	Description
1. Evaporation	—
2. Channel flow	—
3. Infiltration	—
4. Transpiration	—
5. Overland flow	—
6. Percolation	—
7. Condensation	—
8. Throughflow	—
9. Groundwater flow	—
10. Precipitation	—
11. Interception	—

C.9 Sentence level

Name: _____ Class: 3M Class No: _____ Date: _____

Task 2

With the help of the sentence writing table below, write definitions for each water cycle process.

When	[Description of the process],	[Name of the process]	<u>occurs.</u>
	<i>When water flows along river channel,</i>	<i>channel flow</i>	<i><u>occurs.</u></i>

1. When _____,

occurs.

2. When _____,

_____.

3. _____,

_____.

4. _____,

_____.

D. Difficulties faced

- Language teacher and Geography have different expectation on what they want students to learn.
- Students' need in language learning keeps changing.
- Sometimes, teaching schedule of both subjects have to be remapped (plus, content of textbook has been changing frequently)

E. To-do-list

Adjust our mind set – be positive

Believe in our teaching ability – we are chosen

Work with a good English Teammate – s/he is professional

Familiar with English Curriculum – teach something students can handle

F. In the Future.....

- Asking language teachers to provide teaching materials (video) of sentence patterns, grammar and writing skills
- Improving students speaking skills (presentation, assembly sharing)

Thank You