Geography

1. The language of geography

Geography uses language to explain, study and analyse the earth. Physical geography is concerned with landscapes; human geography looks at who lives on our planet and how we interact with it. Input for geography is often multimodal: it includes photographs and videos, diagrams such as graphs and tables and field trips. In geography, learners need to be able to understand information and subject-specific vocabulary from these sources, as well as to organise information in order to speak and write. Geography offers good opportunities to work on many aspects of language, and on language for thinking skills, in particular. As they develop knowledge and understanding of the subject, CLIL learners can be taught how to think, talk and write like geographers.

Examples of input (spoken, visual and written information) in geography include the following:

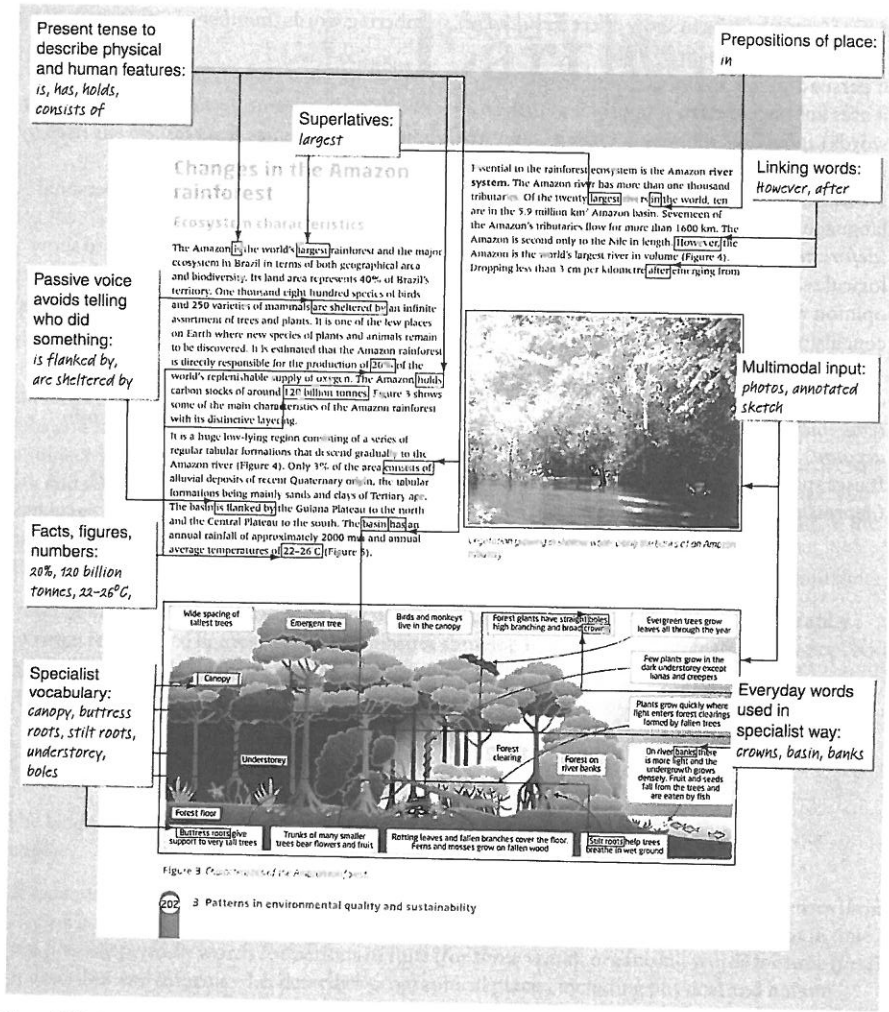
- teacher explanations, instructions and demonstrations about physical or human geography
- written texts: facts, figures, numbers; websites showing how geographical features develop, books providing facts about the natural world
- video or audio input: a podcast about global warming, a documentary about a natural event
- objects and models: rocks, plastic relief models, weather instruments and meters
- hands-on work: measuring temperatures or rainfall
- visuals: atlases, maps with keys, tables, charts, diagrams, ground and aerial photographs.

The language of geography uses a variety of language functions, genres and text-types. For example:

- It recounts – i.e. retells events in chronological order: it uses past and present perfect tenses (*how a town has developed*), the passive voice (*rivers were formed*), phrases to place an event in time (*in the Jurassic period*), words for periods of time (*for three years*), organising words for time (*first*).
- It describes and informs – i.e. describes geographical places, including physical and human features: it uses the present tense for characteristics (*Deserts are dry*), prepositions to describe location (*on the steppe*), specialised language to describe location (*latitude and longitude*), adjectives (*cool*), comparatives and superlatives (*The more population growth there is, the more food we need*), linking words for comparison (*similarly*), adverbs of frequency (*usually*), facts, figures and numbers (*About 2.6 billion people have only about £1 to live on a day*).
- It explains – for example, how or why processes work: it uses present tenses (*the plates move apart*), time phrases (*as the vapour cools, it condenses*), causal linking words and phrases about the results, effects or consequences of events (*Consequently, villages become depopulated*), causal nouns (*result*), verbs to show effect (*resulted in*), numbering words (*number of influences*), linking words for processes (*first of all*).
- It persuades – i.e. attempts to convince someone of a point of view about a geographical issue: it uses linking words to support ideas (*therefore*) or build an argument (*in addition*), judgement words (*appalling*), figures and data to support arguments (*The average temperature has risen by 1%*), numbering words (*There are three main reasons why the dam should be built*).
- It discusses – i.e. presents reasoned argument from different points of view: it uses impersonal language in the third person (*others argue*), tentative verbs (*suggest*), abstract nouns (*deforestation*), conditionals (*If the ice cap melts, the sea level will rise*), linking words to show logical relationships – contrast (*alternatively*), reinforcement (*in addition*) and effect (*therefore*), opinion verbs (*I prefer*), verbs to show value judgements (*would rather*), linking words for conclusions or recommendations (*finally*).
- It predicts and hypothesises: it uses future tenses to forecast (*The population will certainly rise*) or modals to predict (*This ecosystem may disappear*), conditionals (*If the ice cap melts, global temperatures will rise*), modals to recommend (*Future policy should take these factors into account*).
- It uses specialist low-frequency words (*abrasion*) and everyday words in specialist ways (*depression*).

2. Sample text and comments for geography

The main purpose of this text is to describe the characteristics of the ecosystem in the Amazon rainforest.



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3. Sample language and content aims for geography

Speaking

Learners' CEFR level	Sample aim
A1	Learners can use five adjectives to describe the weather in a pair-work class activity.
A2	Learners can explain a poster they have made about a capital city.
B1	Learners can describe the effects of tourism on an inhabitant of a mountain village in a debate about the possibility of building a ski resort in the village.
B2	Learners can present arguments for and against their country accepting or declining migrant workers in a TV discussion programme.

Writing

Learners' CEFR level	Sample aim
A1	Learners can write a postcard home telling some basic facts about a European capital city they have learned about.
A2	Learners can describe an animal which lives in a warm desert in a paragraph on a website for children aged 8.
B1	Learners can write a short article in a local newspaper about the impact of a new hospital complex.
B2	Learners can write an article for a weekly news magazine explaining the human and environmental causes of global warming.

Grammar

Learners understand how conditionals are used to predict events related to global warming.
Learners know how to form the first conditional using *if* + present tense, + *will* (*if sea levels rise, some low-lying islands will disappear*).
Learners can use the third person -s to describe the processes in precipitation.

Vocabulary

Learners can match words relating to symbols on a map (*contour line, church, main road, river, cycle route, coniferous wood, mixed wood, heliport*).
Learners can use specialised words when they talk about plate tectonics (*ring of fire, plate boundary, magma, hot spots, lava, erupt*).
Learners know all the word forms and some common collocations for a word such as *populate*. (nouns: *population, depopulation*; verbs: *to populate, to depopulate*; common collocations: *population growth, population increase, rural population, human population, world population, ethnic population*; prepositions: *populated by*).

History

1. The language of history

History uses language to narrate, illustrate, explain and analyse past events. Input for history lessons is often multimodal: it includes paintings, artefacts, field trips to historical sites and museums and historical performances. History lessons – perhaps more than most – also rely heavily on texts, sometimes written in archaic language. History offers good opportunities to work on many aspects of language in combination with other types of input. It involves more than simply narrative: it also requires learners to evaluate primary and secondary sources, look at events from different standpoints and to argue a point of view. As they build up knowledge of the chronology of historical events, CLIL learners experience how historians talk and write about the past and learn themselves how to think, talk and write like historians.

Examples of input (spoken, written and visual information) in history include the following:

- teacher explanations, instructions and demonstrations
- written texts: primary sources – e.g. written accounts of historical events such as letters, diaries, newspaper articles, (auto-)biographies; secondary sources – e.g. reference books
- video or audio input: online games about history, documentaries, podcast of a famous speech
- performances: dramatisations of historical events
- hands-on work: visiting historical places, museums
- visuals: photographs, tapestries, paintings, objects, pictures, maps.

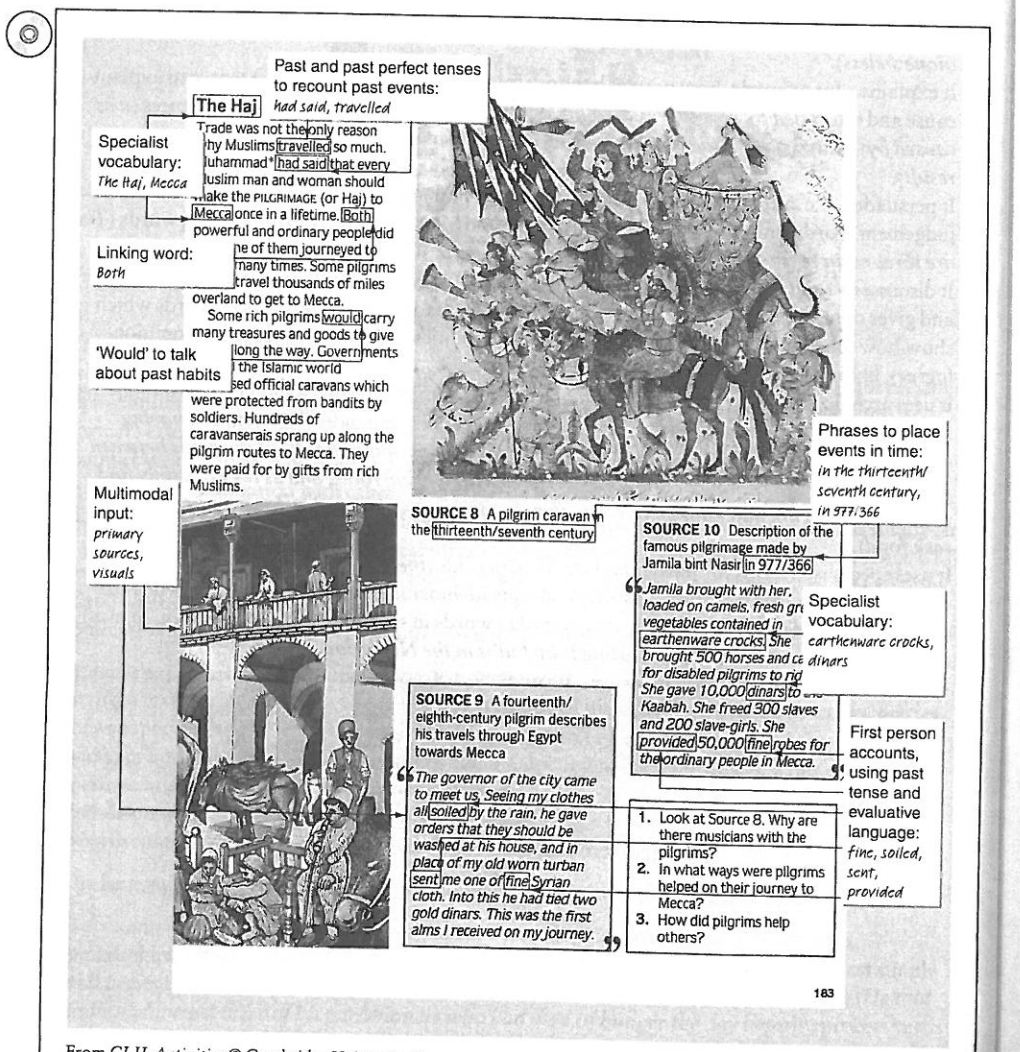
The language of history uses a variety of language functions, genres and text-types. For example:

- It recounts – i.e. retells events from the past in chronological order in autobiographies, biographies, reference books, text books, news articles, primary sources: it uses the past simple and present perfect tenses (*Religion changed under the Tudors*) and past perfect tense (*He told us he had buried three of his parishioners who had died of hunger the day before*), process verbs to show time passing (*ceased*), words and phrases to place an event in time (*in 1931*), words or phrases for periods of time (*when the first world war started*) and organising words for time (*firstly*).

- It describes and informs – i.e. describes characteristics of people, the objects they used and their daily lives in a historical period: it uses the simple past to describe past habits (*They farmed the land using basic tools*), the passive voice (*these events were seen to be*), the language of classification (*Roman villas consisted of*), comparison and contrast using comparatives and superlatives (*This period was much richer than the decade before*), ordering words to link ideas (*nonetheless*).
- It explains – for example, how or why historical events happened: it uses past tenses to explain cause and effect (*led to, caused, resulted in*), determining verbs (*led to*), passive structures (*was caused by*), causal nouns (*factor*), numbering words (*two reasons*), causal linking words (*as a result*).
- It persuades – i.e. attempts to convince someone of a point of view about a historical issue: it uses judgement words (*significant*), linking words to build ideas (*in addition*), numbering words (*There are three main reasons why it was justifiable to use gas in WWI*).
- It discusses – i.e. presents reasoned arguments from different points of view: it evaluates, argues and gives opinions by using, for example, emotionally loaded words (*terrifying*), words which show how much (*very*), words which indicate probabilities (*were likely to*), verbs of opinion (*agree*), linking words to show evaluation (*nevertheless*).
- It uses archaic texts and vocabulary with outdated grammar in primary sources, e.g. subjunctives (*were he alive today, he might say ...*) or very long, complex sentences (*We certify to having ourselves seen herds, not of cattle, but of men and women, wandering about the fields between Rheims and Rhétel, turning up the earth like pigs to find a few roots; and as they can only find rotten ones, and not half enough of them, they become so weak that they have not strength left to seek food*).
- It uses specialised terms for particular historical periods (*the Age of Enlightenment*), names of historical objects (*the trenches*), abstract concepts (*democracy*); combines everyday words to create specialised terms (*cold war*); uses everyday words in specialist ways (*depression, capital*) and culturally specific references (*eating tulip bulbs in the Netherlands*).
- It uses nouns to replace verbs (*invasion – invade*).

2. Sample text and comments for history

The main purpose of this text is to recount and explain the reasons for pilgrimage to Mecca. It also describes the characteristics of people and the objects they used.



Past and past perfect tenses to recount past events: *had said, travelled*

The Haj

Trade was not the only reason why Muslims travelled so much. Muhammad* had said that every Muslim man and woman should make the PILGRIMAGE (or Haj) to Mecca once in a lifetime. Both powerful and ordinary people did. One of them journeyed to Mecca many times. Some pilgrims travel thousands of miles overland to get to Mecca.

Some rich pilgrims would carry many treasures and goods to give away along the way. Governments of the Islamic world organised official caravans which were protected from bandits by soldiers. Hundreds of caravanserais sprang up along the pilgrim routes to Mecca. They were paid for by gifts from rich Muslims.

Specialist vocabulary: *The Haj, Mecca*

Linking word: *Both*

'Would' to talk about past habits

Multimodal input: *primary sources, visuals*

SOURCE 8 A pilgrim caravan in the thirteenth/seventh century

Phrases to place events in time: *in the thirteenth/seventh century, in 977/366*

SOURCE 10 Description of the famous pilgrimage made by Jamila bint Nasir in 977/366

"Jamila brought with her, loaded on camels, fresh gr vegetables contained in earthenware crocks. She brought 500 horses and ca for disabled pilgrims to rid She gave 10,000 dinars to Kaabah. She freed 300 slaves and 200 slave-girls. She provided 50,000 fine robes for the ordinary people in Mecca."

Specialist vocabulary: *earthenware crocks, dinars*

SOURCE 9 A fourteenth/eighth-century pilgrim describes his travels through Egypt towards Mecca

"The governor of the city came to meet us. Seeing my clothes all soiled by the rain, he gave orders that they should be washed at his house, and in place of my old worn turban sent me one of fine Syrian cloth. Into this he had tied two gold dinars. This was the first alms I received on my journey."

First person accounts, using past tense and evaluative language: *fine, soiled, sent, provided*

1. Look at Source 8. Why are there musicians with the pilgrims?
2. In what ways were pilgrims helped on their journey to Mecca?
3. How did pilgrims help others?

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3. Sample language and content aims for history

Speaking

Learners' CEFR level	Sample aim
A1	Learners can name the main features of a medieval castle at the start of an audio tour recording.
A2	Learners can explain a poster showing how to defeat a Roman Legion to Asterix and Obelix.
B1	Learners can describe a day in the life of a soldier in a WWI trench in a documentary on the horrors of the trenches.
B2	Learners can present the reasons for and against using gas in WWI to a German general.

Writing

Learners' CEFR level	Sample aim
A1	Learners can label the main events on a timeline leading up to the Russian Revolution for a poster for next year's learners.
A2	Learners can describe the basic living conditions of a Roman soldier in a letter home to his family.
B1	Learners can explain Martin Luther King's contribution to the African-American civil rights movement in an obituary for a newspaper.
B2	Learners can explain the five most important factors in Hitler becoming chancellor in 1933 in an essay for the school magazine.

Grammar

Learners understand how the past perfect tense is used to describe an event in the past before another event (e.g. events leading up to the outbreak of a war).

Learners recognise the difference between regular (*annexed, invaded, influenced*) and irregular past tenses (*told, withdrew, took over*).

Learners can use regular and irregular verbs in the simple past tense when describing a historical figure.

Vocabulary

Learners can recognise words relating to the features of a medieval castle (*ramparts, moat, tower, portcullis*).

Learners can pronounce and spell specialised words correctly when they explain how to defeat a Roman legion (*formation, discipline, flanks, infantry, cavalry*).

Learners can use words which explain causes and effects of the discovery of America appropriately (*as a result of, due to, because, as, so, therefore*).