

The Hong Kong Geographer

\$25

編者的話

Hong Kong Geographer是一份供地理教育工作者閱讀和參考的刊物，也是一個供地理教育工作者交流和分享教學經驗的園地。改版後的第一期已於五月出版，並寄發予各會員及學校。

本期的內容比上期更為豐富、充實，除了有關高級程度會考的教學資料、地圖閱讀教學建議、中一至中三課程介紹、如何在地理教學中使用電腦、教科書的評介等，還介紹了地理學會的近況和未來的活動。由於內容繁多，本期由原來的十二頁增至十六頁。

由於時間倉促，上期的校對欠妥，以致錯漏不少，在此我們深表歉意。在大家的支持和鞭策下，我們會努力把這份刊物辦得更好。

如果大家對這份刊物有任何意見，歡迎向我們提出，並希望大家踴躍投稿，意見或稿件請寄九龍尖沙咀郵政信箱97363號或傳真23076843香港地理學會中學組收。

編輯 林智中 楊錦泉 楊本基 胡淑婷



香港地理學會

HONG KONG GEOGRAPHICAL ASSOCIATION

會員報名，投訴，提出意見，查詢，請傳真 2307 6843

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A Message from The Planning and Development Committee, HKGA

What were the major complaints from the members?

1. Most of the newsletters and publications of the Association reach members' schools only but not the members themselves; or School teachers usually receive the above mentioned publications much earlier than the members did.
2. Members have not received Asian Geographer since 1991.

Answer to the complaints:

First we admit the complaints are not without grounds and take them seriously. In fact, these complaints reflect the problems that we had faced in the past few years.

Second, we would like to take this opportunity to explain our situation in the past and hope that members can forgive our inadequacies and continue to give their valuable support to the Association in future:

- * Owing to the damages to the membership disc file, we are so sorry that the Association has lost the correspondence of some members. Again, as we had overlooked the matter in the past, we spent little effort to recall and update the membership list.
- * Moreover, due to the shortage of man power and financial support; the Association has piled up 5 backlog issues of Asian Geographers since 1991.

How can we promote the membership?

1. The Planning and Development Committee has recently been set up to examine and solve the foregoing membership problems immediately and at the same time to promote the membership of the Association. It will be

headed by Samuel Chan and Mr. P.M. Yeung in the coming two years.

2. A *fax machine* (no. 2307 6843) has recently been installed so that communication between members and the Association could be more effective and efficient.

Any one who joins the Association for a year would be given 2 coupons - each equivalent to \$25. They can be used for any functions organised by the Association and for purchasing any publication of the Association.

3. All the members would be issued a laminated membership card as identification.
4. Visiting cards are printed for the Chairperson of the Association and the three recently established Working Committees;

What have been done?

- * An A-level Modular Course was held at PTU from March to May, 1995. Fifty-five teachers attended the course.
- * A trip to Macau was held in June. Twenty teachers participated in the function;
- * A brand new Hong Kong Geographer which was tailor-made to meet the interests of secondary teachers has just been published. It will be published three times a year.
- * So much thank to the previous editorial board of the Asian Geographer, the 5 backlogs of the publication have just been published. All paid-up members would continue to receive them free.
- * Seminar on the appraisal of AL Examination was held at the HK Teachers' Centre in June. Over 150 teachers attended the Seminar.

- * Induction Course for new geography teachers was held in August at the Teachers' Centre. Thirty new teachers attended the Course.

What are we going to do?

- * Starting from Vol.13 of 1994, the Asian Geographer will be a joint publication of the Association and the Department of the Geography and Geology, HKU. Members are entitled to have it free.
- * Volume 13, No.2 of the Hong Kong Geographer is published in October, 1995. Every member would have it free too.
- * Visit to the New Airport Core Programme will be held on 4 November 1995.

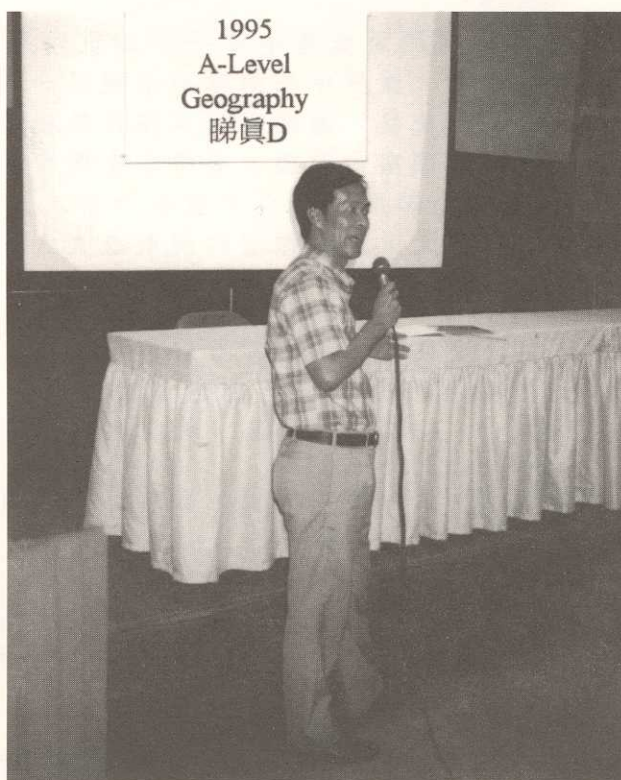
- * A Visit to Guangdong is now being organised. It would be held on 26-28 December 1995.

- * A Modular Course for A-level Geography Teachers would be held in November/December, 1995.

Join the professional GA now!

Fill in the Membership Application Form, and return to us immediately by mail (P.O. Box no. 97553, Tsim Sha Tsui Post Office) or through our fax machine (no.2307 6843).

Do remember! Your support is absolutely crucial and substantial to the success of our Association.



Photos shows Mr. Y. W. Lau of Pui Ching Middle School explaining the marking scheme of a question in our 1995 AL Examination Seminar held in June. Be sure to join our next seminar on setting AL questions in 1996.

充實之旅：記澳門地理教學參觀

六月十八日上午十一時，地理學會一行十七人越江到澳門，我們不是在「搏殺」，而是藉着長週末假期，參觀澳門的中學和新機場建設。我們沒有在賭場有任何「斬穫」，但此行却很充實，收穫頗豐。

我們到埗後不久，便在澳門教育暨青年司鄧先生的帶領下，來到澳門培正中學。這天是星期日，但是康校長特別開放學校讓我們參觀。從座談中我們對澳門教育發展有了較深入的了解。培正中學在每班人數超過六十人，空間和經費來源不足等不利因素和環境的限制下，仍然管理得井井有條。

對我們這羣地理教育工作者來說，此行最開心的是認識了在澳門有「地理王」之稱的黃就順老師。他詳盡地介紹了由他設計建立的一個理想的地理室和豐富充實的地理資料庫。這地理室的面積雖然與香港標準中學的地理室相若，但是佈局和設施均極具心思。座椅的安排非常特別，爲了應付每班學生人數衆多的問題，後排每一行座椅都比前排高兩吋，以避免影響後排同學的視線。地理室內設有兩部29吋電視機，教師桌上設有固定的攝錄機。把書中的照片或岩石標本放在鏡頭下便可把影像在電視機上顯現出來，比市面的實物投影機方便好用得多。此外，地理室還有多媒體電腦及數量很多的錄影帶和鐳射影碟等。但令我們印象最爲深刻的不只是這些，而是作爲一個地理教師對地理教育工作熱熾的全情投入。

訪澳的第二天，我們參觀了澳門最大的中學——濠江中學。與培正中學一樣，該校每班的人數很多，有五十多人。濠江中學的學生主要是升讀國內的大學，因此高中課程主要是依循國內的。在黃副校長、地理科科主任黃教授和多位地理科教師的熱情招待下，我們參觀了地理室。地理室內擺放了很多學生製作的各類型的地理模型，教師在課堂教學中靈活地運用這些模型，提高了教學效率。濠江中學的同工告訴我們，學生對製作地理模型的興趣很大，而製作這些模型也大大提升他們學習地理的興趣。

近年，澳門的基本建設蓬勃發展，在澳門教育暨青年司的安排下，我們也參觀了快將啓用的機場，雖然機場的規模不算太大，處理的客運量只及啓德機場的十分之一，但是「麻雀雖小，五臟俱全」，待正式開放後，大家不妨試用一下。

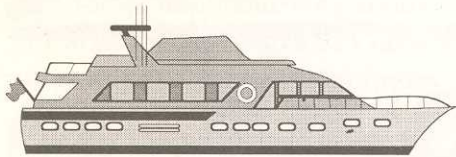
這次澳門之旅，雖然僅短短兩天，卻很充實。在此，我們衷心地感謝澳門教育暨青年司的悉心安排，及各參觀單位的熱情接待。

林智中
香港中文大學教育學院

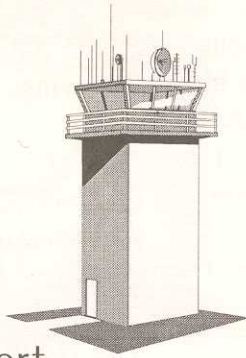


攝於澳門濠江中學教學大樓天台（背後是價值十萬元天文望遠鏡）。

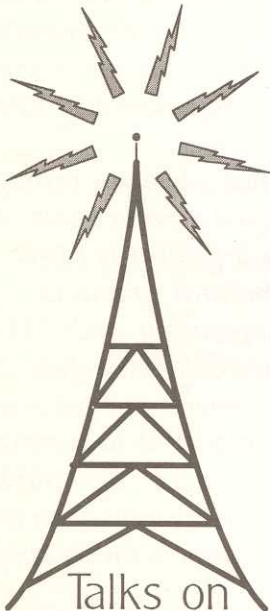
Forth-coming Events



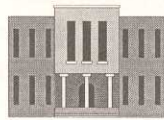
Visit to the New Airport
Core Programme
(4 Nov 95)



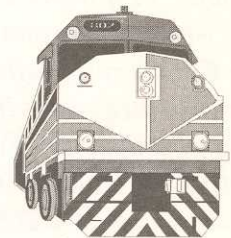
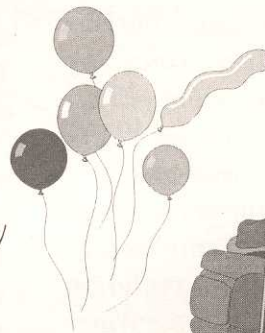
A-level Geography Course
for Teachers
(Nov-Dec 95 - HK PTU)



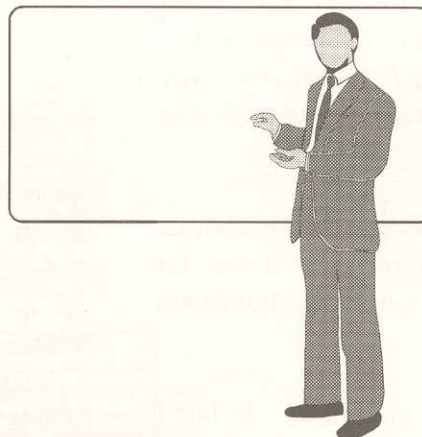
Talks on
Geographical
Concepts
(Commerical
Radio 1
FM 88.1 MHz)



Hong Kong
Geography Day
(March 96 -
HKU)



Visit to
Guangzhou
(26-28 Dec 95)



Seminars in 1996:-

- ◆ Setting Geography A-level Questions
- ◆ Map Interpretation in A-level Geography

A Lesson Plan on the Issue of Pollution

Lee Ho Yee

By what means has the Hong Kong Government contributed to solving the pollution problems in Hong Kong?' This is a question which my AL students should be able to answer. Pollution is an important issue today. In planning my lesson, I consider my students' previous knowledge. I instructed them to work out the answer on their own.

I read over their answers. The majority of them could include the following:

The Government has made many contributions in solving the pollution problems since the Environmental Protection Department (EPD) was set up in 1985. Legislation is an important means. Major pollution control laws affecting air, water, waste and noise are now in place and the EPD is responsible for implementing most of the measures contained in the main pollution control ordinance. For instance, under the Water Pollution Control Ordinance, the EPD has divided H.K.'s waters into a number of water control zones, which have strict water quality objectives. It is an offence to discharge liquid wastes into an area designated as a Water Control Zone without first obtaining a licence from the EPD. Another effective means is through education. For example, the Environmental Campaign Committee has organized a number of territory-wide environmental awareness campaigns including World Environmental Day.

I was glad to see the students could elaborate quite well on each main point. But it was far from complete. It missed out some significant points.

'What should I do next?' I meditated. At last I divided the class into several groups and gave each group a data sheet (Fig. 1,2,3). They were asked to tell three main ways in which the EPD helps in solving the pollution problems in Hong Kong.

This approach worked quite well. With the aid

of the data sheet, the students could tell the following:

There is continuous environmental monitoring and investigations. For example, the van in Fig. 1 is used for monitoring and investigating air quality.

The Hong Kong Chemical Waste Treatment Centre at Tsing Yi Island mentioned in Fig.2 is a facility providing proper integrated waste treatment services to assist local waste producers in complying with the new regulations. It is especially helpful to small scale factories which lack the technical expertise and the financial resources to install treatment systems in their factories. The centre is commissioned by EPD.

Pre-empting environmental problems through careful planning has received a major boost. As shown in Fig. 3, in case a project is likely to cause major environmental impacts, an Environmental Impact Assessment study (EIA) will be initiated and carried out. Very often, the EPD would specify requirements in land grant or licence for private projects so as to minimize adverse environmental impacts. For public projects, the EPD would specify mitigation and control requirements to proponent for inclusion in contracts.

Of course, there are criticisms on the inadequacies of the H.K. Government in dealing with the pollution problems. Towards the end of the lesson, I figured I had successfully drawn the students' attention towards the issue of pollution.

Note:

A detailed account of the contributions made by EPD is given in the following publication, which I suppose has been sent to every secondary school in 1994-95:

References:

EPD (1994). *Environment Hong Kong 1994 - Help us make a better world*, Hong Kong: Government Printer.



Fig 1. (Reprinted from EPD, 1994)

I am a lorry driver. Each day I have orders to go to certain industrial buildings. My partner goes upstairs to collect chemical wastes whilst I am waiting downstairs. The wastes are provided with proper packaging and proper labelling. Our job is to send those wastes to the Chemical Waste Treatment Centre at Tsing Yi Island.

Fig 2.

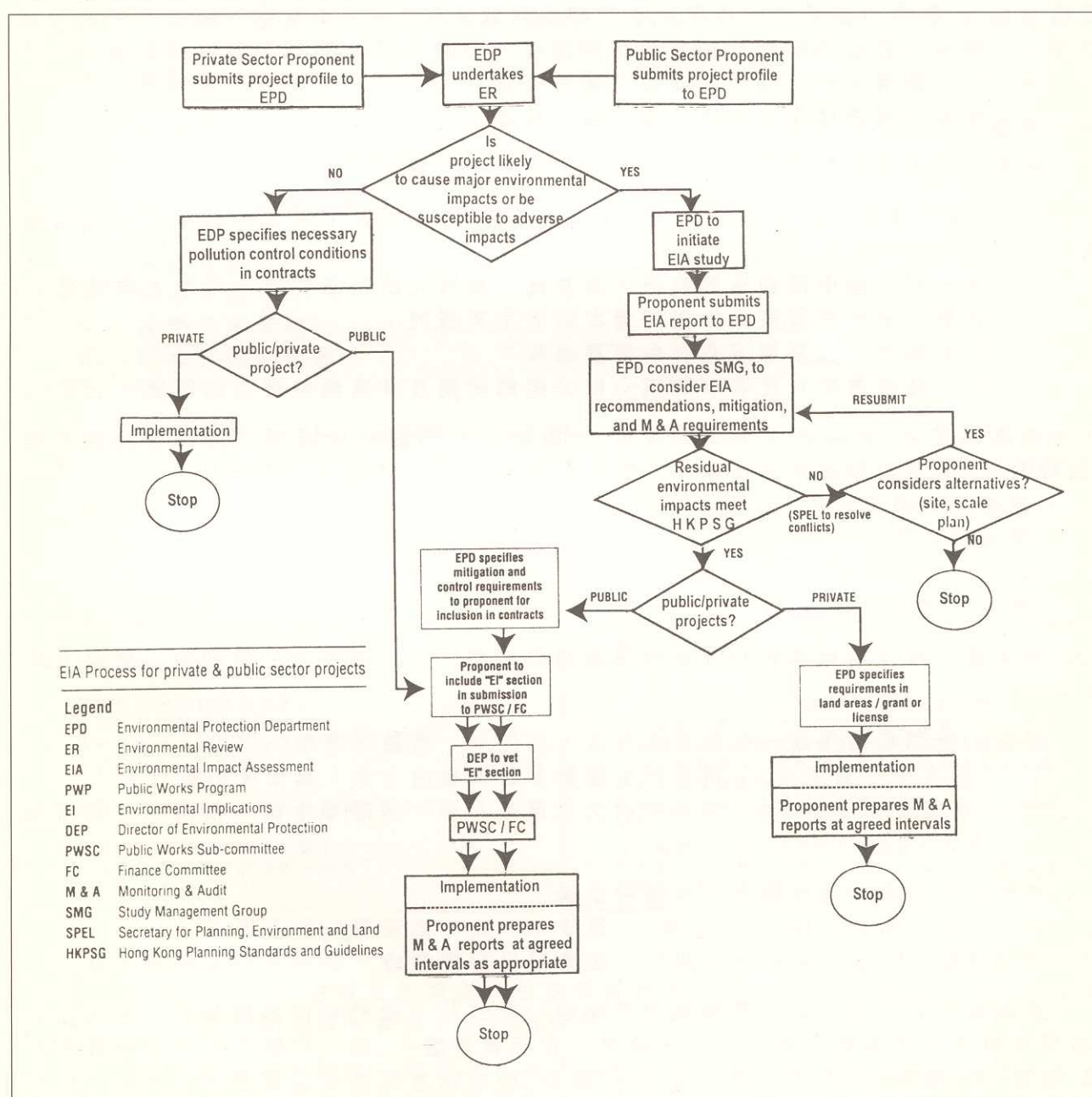


Fig 3. (Reprinted from EPD, 1994)

初中地理課程的精神

黃錦輝

「地理教乜嘢？」
「天文、地理囉！」
「問吓書、抄吓生字、睇吓圖……」
「放眼世界，認識寰宇風情！」
「訓練閱讀技巧，培養好品格！」
……

相信「地理教乜嘢？」這個問題，曾多次浮現於我們的腦海，甚至午夜夢迴時，也曾纏繞着我們。

在香港課程發展委員會於1983年所頒布的《地理科課程綱要（中一至中三）》中，這樣說：「……學生可望於三年內累積學習經驗以致能够：

- (a) 辨別人之處於社會及其與所居住環境之關係；
- (b) 充分瞭解人與環境之間關係的重要概念；
- (c) 培養合宜態度作為瞭解世界問題的基礎。」(頁8)

此外，書中亦提到中一至中三課程內容的組織目的——

「……為使學生對世界各地人與環境產生不同的交互作用有基本的瞭解，這些包括：

- (a) 本地與近鄰中國的地理特徵，及在此二地因人的決策引起的環境上的變更；
- (b) 世界已發展經濟區與較遲緩發展區的主要異同；
- (c) 各景觀及空間形態下包含的發展過程；
- (d) 從科技改進的角度看景觀與空間形態的轉變及其將繼續發生的轉變。」(頁9)

由此可見，「香港課程發展委員會」已對我們的問題有所闡釋，為甚麼我們仍被「地理教乜嘢」這個問題纏繞不休呢？答案可能是：

「我都無睇過嗰本書！」
「睇咗都唔明！」
「同工之間都無傾過！」
「科主任都無同我哋講！」

多年來，我校的地理科同工不斷反思這個問題，今天總算有一點體會，願與大家分享。

首先，我們相信作為一個教育工作者，必須有一些教學理想：

- (1) 「鑑古今，看未來」：指導學生掌握分析問題的方法，為未來訂好計劃；
- (2) 「辨是非，善天下」：與學生探討生活的目標，誘導學生做一個對社會有用的人。

這些目標體現在地理學習上有兩層意義：

- (1) 了解人類活動的「空間分佈」，為未來創建一個更美好的世界；
- (2) 明瞭人與自然環境間的關係，在善用自然資源時，要與自然界保持均衡。

這些看法其實建基於我們對地理思想的一些理解。我們相信地理教學的精神在於「循環有時序，萬物覓安居；世事無絕對，正反要考慮。」第一句隱含着地理學習中有關「系統」和「循環」的概念；第二句說出「區位」研究的重要性和現實意義；第三、四句說出研究問題時應抱有的態度。

話說回來，在初中課程中可以如何處理，以達致這些目標和體現這些精神呢？在初中課程裏，我們可以分成三個部分，再連貫起來，以達成前述各項目標。

中一級：

- (1) 從本位出發，認識周圍的自然環境；
- (2) 以香港或中國為例子，初步了解人與環境間的相互關係。

中二級：

- (1) 以南部大洲為本，了解自然景觀的特點；
- (2) 培養對自然環境的欣賞心。

中三級：

- (1) 以已發展經濟區為本，認識人類如何利用科技改變環境，以適合人類活動；
- (2) 了解科技文明對環境破壞的影響；
- (3) 探討如何保持人類文明發展與自然環境間的均衡。

由此可見，中一級是初中課程的引子，中二級着重培養對自然環境的欣賞，中三級則探討人與自然環境的相互關係。三年的課程中，常以中二級的較難掌握。一方面由於地區偏遠，學生對它們的印象模糊；另一方面在課程內的生字很多；此外，景觀的概念亦不易掌握。至於中一級的內容以香港、中國為主，有親切感，學習倍感容易；而中三級課程中的經濟概念較易理解，學習困難相對減少。因此我們可集中中二級的內容作一些討論，看看如何教好這一級的課程。

上文提到中二級的課程，以培養對自然景觀的「欣賞心」為主，所以課程編排上可集中在有關自然景觀的幾個課題中。我校的中二級課程分為七部分：

1. 南部大洲的移民開發
2. 熱帶雨林景觀
3. 熱帶草原景觀
4. 沙漠景觀
5. 溫帶草原景觀
6. 山嶽及高原景觀
7. 總結

由於教學時間的局限，我們將都市景觀和工業景觀兩部分刪去。希望能加強學生對各自然景觀的認識。以下讓我們利用「熱帶草原景觀」為例，說明一下我們的做法。

我們將「熱帶草原景觀」這部分以問題形式分成九個課題，配合不同的教學活動：

| 課 題 | 教學活動 |
|---|---|
| A. 甚麼是熱帶草原景觀？ B. 熱帶草原在哪裏？ C. 為甚麼該處是熱帶草原？ D. 降水如何影響熱帶草原？ E. 熱帶草原給了我們甚麼？ F. 東非馬西族人如何生活？ G. 生活在非洲熱帶草原地方的人面對甚麼問題？ H. 北澳洲的農民如何飼養牛羣？ I. 北澳洲的農民如何解決乾旱問題？ | — 以旅遊日記形式，比較「熱帶草原」和「熱帶雨林」的差異。 — 填圖練習，辨別「熱帶草原」和「熱帶雨林」的相關位置。 — 分析氣候圖表，了解「熱帶草原」的氣候特徵。 — 利用拼圖遊戲，了解雨量對植物的影響。 — 以是非題形式，認識氣候和植被提供給人類的好處。 — 以圖片分析練習，了解馬西族人如何善用自然資源。 — 以配對練習認識東非人民面對的各種困難。 — 以角色扮演活動總結如何解決非洲「熱帶草原」遇到的困難。 — 閱讀地圖，了解北澳洲的牧牛業的特色。 — 分析圖片，了解已發展區的農民如何利用自然資源去解決自身的問題。 |

為配合以上教學活動，我們亦設計了九份工作紙，一方面加深學生對「熱帶草原景觀」的認識，另一方面亦可藉此訓練學生的學習技能。最重要的是提高學生探索各個自然景觀的興趣，和認同保護大自然的重要性。

以上是我對地理教學的一點體會，或許你們的看法並不相同，但相信只要大家能各抒己見，必能令本地的地理教學增添不少姿采！

黃錦輝
屯門路德會呂祥光中學

教授中一地圖閱讀的多種方法(二)

葉劍威

序言

上期談了有關圖例、比例、方向及距離的一些教授方法。現在繼續介紹有關計算面積、運用座標及閱讀等高線的一些教學經驗，從而體現「他山之石可以攻玉」的說法。

| 課題 | 教學活動 | 教學時間 | | | | | | | | | | | | |
|---------|--|--|------------------------|---|---------|------------------|---------------------|---------|-------------------|---------------------|---|---|---|--|
| 面積 | <p>(1) 利用學校平面圖及所載比例，先計算出各課室、特別室、課堂、操場等地的面積，再帶領學生到以上地點用軟尺親自量度，計算出面積，並比較二種方法獲得的答案。</p> <p>(2) 仿效大富翁遊戲。老師設計一張附比例地圖，內有已編號但不同面積的店舖，並預設整個地區的平均地價。參加者擲骰移動位置後，抽取一張卡決定所在店舖售價。參加者要在三分鐘內計算店舖面積，再乘以平均地價，比較以上價錢，決定購買或放棄店舖。可製作高映片放映在銀幕上，供全班觀賞。</p> <p>(3) 搜集各樓宇銷售處派發的樓宇平面圖及價格表。教導學生計算樓宇面積及各單位的每平方米售價。</p> <p>(4) 指導學生製下列表格以方便計算不規則圖形的面積。</p> <table border="1"> <thead> <tr> <th>比例</th><th>1 cm² 方樓面積</th><th>$\frac{1}{2} \times \frac{1}{2}$ cm² 方樓面積</th></tr> </thead> <tbody> <tr> <td>1 : 100</td><td>1 m²</td><td>0.25 m²</td></tr> <tr> <td>1 : 500</td><td>25 m²</td><td>6.25 m²</td></tr> <tr> <td>⋮</td><td>⋮</td><td>⋮</td></tr> </tbody> </table> | 比例 | 1 cm ² 方樓面積 | $\frac{1}{2} \times \frac{1}{2}$ cm ² 方樓面積 | 1 : 100 | 1 m ² | 0.25 m ² | 1 : 500 | 25 m ² | 6.25 m ² | ⋮ | ⋮ | ⋮ | <p>課堂：15分 課外：25分</p> <p>課堂或 課外：40分</p> <p>課堂：20分</p> <p>課堂：20分</p> |
| 比例 | 1 cm ² 方樓面積 | $\frac{1}{2} \times \frac{1}{2}$ cm ² 方樓面積 | | | | | | | | | | | | |
| 1 : 100 | 1 m ² | 0.25 m ² | | | | | | | | | | | | |
| 1 : 500 | 25 m ² | 6.25 m ² | | | | | | | | | | | | |
| ⋮ | ⋮ | ⋮ | | | | | | | | | | | | |
| 座標 | <p>(1) 將課室座椅分成行列，每位同學的位置以幾行幾列代表。遊戲開始時由老師說出某位同學的行列位置，該同學站起來接着說出下一位同學的行列位置。要求男同學不要叫女同學及不可重叫已站立過的同學，否則被罰。全班同學均站立過後遊戲便結束。</p> <p>(2) 指導每位同學自製一個 Romer (註一)，利用教科書 1 : 2000 地圖及圖例，找出地圖內不同位置的事物。</p> <p>(3) 野外定向比賽 (註二)。</p> <p>(4) 把一個汽球吹大，用毛線貼在汽球上模擬經緯線。解釋經緯線的作用。</p> <p>(5) 利用地圖集找出各大城市的經緯線後，着學生找出所標示的地方名稱，老師也可提供經緯度。此活動可採用比賽形式進行。</p> | <p>課堂：15分</p> <p>課堂：30分</p> <p>課外：半天</p> <p>課堂：15分</p> <p>課堂：20分</p> | | | | | | | | | | | | |

| | | |
|-----|---|-----------------|
| 等高線 | (1) 在沙盤上堆沙成不同地形，用毛線圍繞該等地形成等高線。討論等高線形狀與所表達的地形，分組輪流示範。 | 課堂：20分 |
| | (2) 分組製造等高線箱。利用高映片先繪製不同高度的等高線，然後以棋子或課本將高映片分開疊高使具立體感，每組同學應製作不同地形，互相觀摩。 | 課外：一天 課堂：20分 |
| | (3) 把薯仔、橙或柚子切成厚度相若的薄片，再將薄片重新疊起闡釋等高線的概念。 | 課堂：10分 |
| | (4) 以發泡膠或厚紙片製作等高線模型，可着學生製作不同地形的模型，供同學參考。 | 課外：一天 |
| | (5) 觀看教育電視有關等高線及地形的影片。 | 課堂：10分 |

除上述外，也可設計一些假期習作，以考核學生對所學主題的掌握，現舉兩個例子說明。

例一：利用學校附近地區的1：5000地圖，要求學生找出一些他們熟悉地方的面積，它們距離學校的直線或曲線長度和相對於學校的各種方位。其他工作包括用紅線繪出進入學校的駕駛路線，利用自設圖例標示出所有垃圾箱和高度超過一米的樹木的位置等。

例二：帶領同學到一處新填海區或新發展區參觀，要求同學充當城市設計師，規劃這幅土地的土地利用。老師會預先定下十多條設計原則，如廠房、屋宇及商業用地面積及比例若干，休憩及公共用地佔地若干及位置要求，工廠與住宅佈局規定等。要求同學自擬比例尺，用不同顏色的圖例繪製一張設計平面圖，這個習作可採用個人或班際比賽形式進行。

最後值得一提的是中一地理課程課題繁多，但學校給予地理科的節數全年平均不超過五十二節。在此限制下，要在課堂內成功地使學生學好地圖閱讀的全部技能幾乎不可能。老師應盡量將教授地圖閱讀的方法與學生日常生活結合起來，才能事半功倍，增加學習效能。

註一：詳製作方法可參考葉劍威(1994)“野外定向與學習地圖閱讀”。於林智中、楊本基、楊錦泉(合編)《初中地理考察示例》，頁43—48。香港：香港地理學會。

註二：活動方式可參看註一所列的文章。

葉劍威
香港管理學會第一中學

How to make use of computers for lesson planning and material development

Sze Ming Hui

In recent years, the Education Department has equipped secondary schools with updated hardware. However, they are often seen as the properties of "computer studies" subjects and not readily available to geography teachers. Does it mean that we, geography teachers, should give up using computers? The answer is definitely no. More and more geography teachers have their own personal computers. We can utilize this machine to improve our efficiency in lesson planning and in preparing teaching materials. Suggestions are given as follow:

Award making

To upkeep our students' spirit of learning, it is necessary to recognize their achievement at every stage. Many gift items can serve this function, but a certificate is a personal one which can carry high formality at low cost.

Without computer assistance, a certificate can be just a black and white sheet with dull layout and rigid font. Using software like Print Shop Deluxe, Print Artist, and Laser Award Maker, we only need to type in simple information: a list of recipients, your name or the headmaster's, the event, the date and the types of award. Then, a series of certificate will be ready for signing. We can also easily change the border and customize the layout by pressing a few more keys. If we cannot afford a colour printer, high quality paper with graduated colours on a black and white printer can produce equally attractive result.

Note Making

Computer helps in two areas: text and graphics. For text, the computer is a perfect word processing tool. It allows users to correct, align and move words at a breeze. Teachers become more willing to improve and update the content.

However, notes with plain words still look boring, especially when the paragraphs are lengthy, the spacing and font styles are monotonous, and there is only one wide column. Skills of desktop publishing can make our notes more appealing. We can easily improve the quality

of our teaching notes by doing the following:

- i. divide the content into parts, each headed by a title or question;
- ii. flow the text into two or three columns;
- iii. highlight important words by altering their font styles or adding a background;
- iv. place a summary or key concept at the margin besides the related paragraph;
- v. arrange some data in a table form.

Most of the above can now be performed by lower-end desktop publishing software like Page Plus and Microsoft Publisher. Commonly used software like Word Perfect, Wordstar which were once for word processing only can also take care of these jobs now.

For graphics, computer is able to save our time and increase the precision in cutting and pasting. If one can spare \$1000 to \$1500, he/she can possess a hand-held scanner with reasonable resolution to start scanning in black-and-white diagrams or grey-scale photos. Retouching software comes free with the scanner. Therefore the quality of the scanned images can be further improved. The resizing and positioning of the images can be accomplished by simple drag-and-drop operation, often with automatic word wrap.

Educational Games

How can we expect a geography teacher with no programming knowledge to create computer games? Of course not. But computers can help us to produce popular classroom or worksheet games that are formerly produced by hand. Word Search, crossword, sentence scramble and quiz are good examples. Inexpensive software like Crossword Creator, Word Attack 3 [1] cut half of our preparatory work. What we have to do is to select vocabulary and concepts we want to drill and then key in the words. Worksheet Magic may even print out flash cards from the same data for use in a classroom quiz!

Games and activities are useful in teaching mixed-ability classes. As the computer can relieve us from the tedious preparatory work, why think twice?

Tools for data-base enquiry

It is quick and easy for teachers to use spreadsheet or database software like Microsoft Excel, Lotus 1-2-3, dBase IV, Fox Pro, etc., to sort data and perform simple statistical analysis. Teachers can use their home computers to process crude data students collected from the field. This will save much precious teaching time.

On the lighter side, computer can also act as a tool to produce aids which can facilitate or enrich the learning process. Firstly, it is desirable to produce a graph paper that suits the data range, we can enter a few parameters to call up a log or semi-log graph paper. We can also define a desired range on individual axis, so that pupils can produce graphs with reasonable clarity. The amount of grid lines can also be controlled to a level that makes data comparison fast and precise. Such useful programs come from inexpensive shareware. However, a laserjet or an inkjet printer is recommended for printing the output.

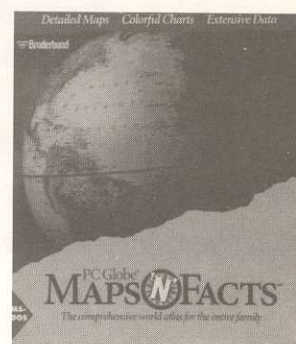
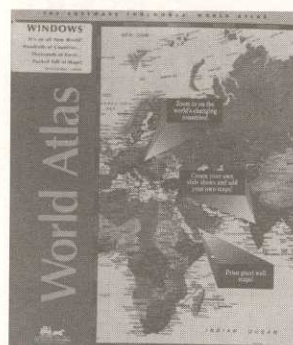
Secondly, teachers will be glad to see some shareware that can convert plain figures into various kinds of statistical diagrams like histograms, pie charts, cumulative line graphs, etc. This is necessary in data analysis and assessment. It will help to expose the students to more different data forms. Some more sophisticated software like Surfer can even generate and print out 3D surface and contour maps from any data entered. They help pupils to visualize and compare any relief patterns. So, it is a valuable tool in terrain data analysis.

Sources of teaching materials

The world changes everyday. The list of software is exhaustive. Below are just some examples. They are providing updated and relevant information. Photos, diagrams, text, video and sound clips can be captured from them and brought into the classroom.

- i. *World Atlas*: an atlas, almanac and world fact book all in one
- ii. *Map 'n' Facts*: contains topographical, political and comparison maps
- iii. *PC Globe*: an atlas, population pyramids for different countries
- iv. *3D Atlas*: 3D models, satellite photos and environmental maps

- v. *The Big Green Disc*: trends and solutions for environmental issues
- vi. *The Rainforest*: information on the components of the complex system
- vii. *Water Budget*: data from 45 worldwide locations
- viii. *Earthquakes: Be Prepared*: video clips, photos, and diagrams on earthquakes safety
- ix. *Learning about Weather and Climate*: Photos and diagrams on every basic concepts of our atmosphere



With the advance in CD-technology, more and more updated information can be published in time. Each CD can store 20,000 pages of text, but what's more is that the content is enriched by audio-visual elements. The non-literate part of knowledge cannot pass on through multimedia computers. The cost is dropping but the quantity and quality of information is improving.

Owing to the large class size and the scarcity of computer resources in school, it is extremely difficult for geography teachers to apply CAL in classroom teaching. However, there is much room for the application of personal computer at home in assisting the teaching process. Overall speaking, this domestic resource saves our time, and enhances the flexibility, readability and attractiveness of teaching aids. It facilitates the learning process and stimulates the participation of learners at a very low cost.

Sze Ming Hui
Lingnan Secondary School

《地理景觀》

盧竹青

對於任教於中六、七的老師來說，一本合適的教科書就勝過一位能幹的私人秘書，試想想我們花了多少時間去打字、影印、剪貼，才能完成一份好「筆記」。可惜一直以來中六地理科並沒有一本專為香港學生而寫的教科書。近年中文中學的老師較為幸運，由於得到政府的資助，終於有兩本教科書面世，其中一本是《地理景觀》。本內容詳盡，資料豐富，大部分概念解釋也算清楚。同時主要以香港及中國為例子，適合香港學生。

《地理景觀》一書，也有些可以改善的地方，主要是圖表方面。筆者嘗試把這些錯漏分成三大類，並逐一舉例說明：

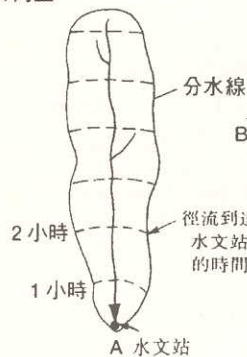
(一) 圖表中橫軸與縱軸欠缺清晰的說明

例一（159 頁，圖 716 頁）

「水紋曲線圖」的 X 與 Y 軸均沒有標上時間及水量，可能令學生不明所以。

a.

A 河盆



分水線

B 河盆

圖 7.16

河盆形狀和地形與
徑流過程的關係

分水線

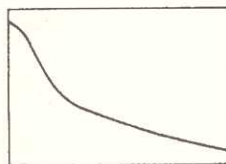
徑流到達
水文站的時間

B

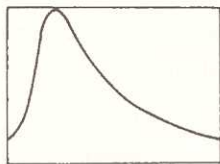
水文曲線圖

b.

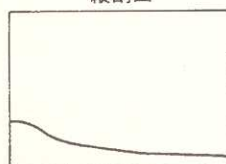
縱剖面



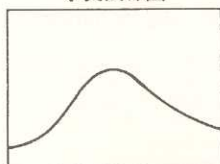
水文曲線圖



縱剖面



水文曲線圖



例二（375 頁，圖 14.4）

Y 軸只有單位，沒有說明它代表區位租值。

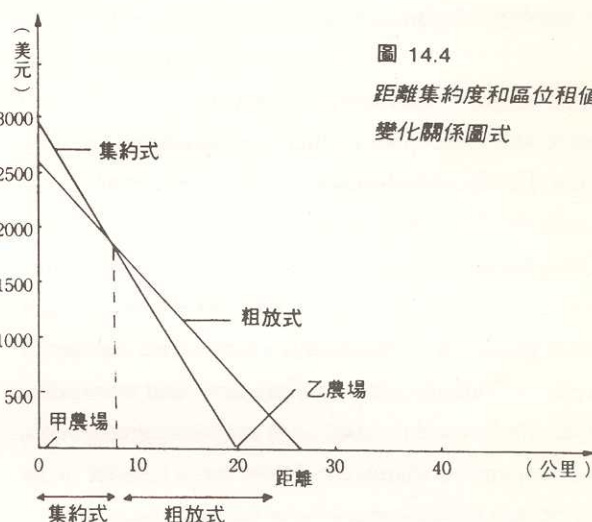


圖 14.4

距離集約度和區位租值
變化關係圖式

(二) 繪圖技術欠佳

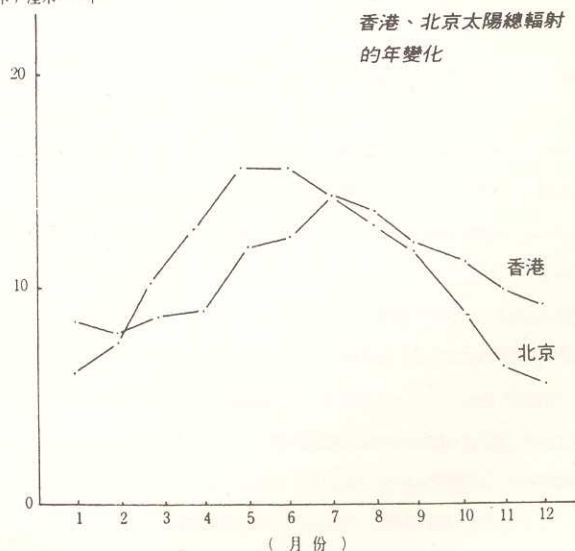
例一（24 頁，圖 2.10）

代表香港和北京的線，應以不同的圖案顯示，例如香港用虛線，北京用實線。現時的表達方法，令讀者非常混淆。

千卡 / 厘米² · 年

圖 2.10

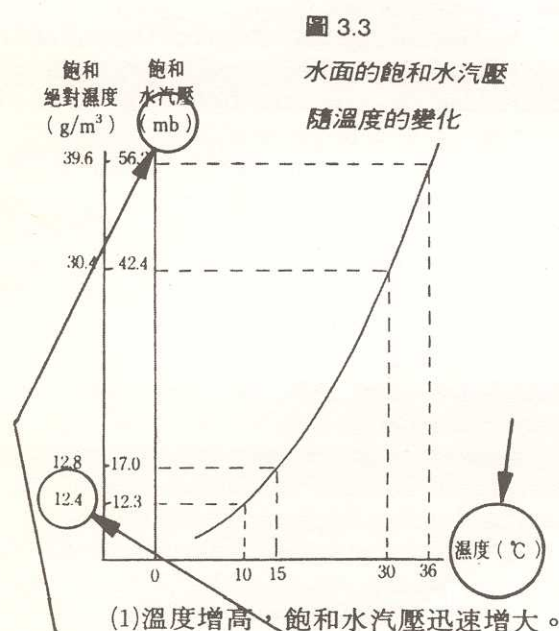
香港、北京太陽總輻射
的年變化



(三) 內文與圖表數字不符

內文與圖表數字及單位不符舉例。(圖3.3)
這個簡單的折線圖有多處錯誤：

- (1) 飽和水汽壓的單位是 mb 或是 hpa ?
- (2) X 軸是代表溫度而不是濕度。
- (3) 飽和絕對濕度是 9.4g/m^3 或是 12.4g/m^3 ?
- (4) 溫度是 35°C 或是 36°C ?



(1) 溫度增高，飽和水汽壓迅速增大。

例如當溫度為 10°C 時，飽和水汽壓為 12.3 hpa (相應的飽和絕對濕度為 9.4 克/米^3)；溫度為 35°C 時，飽和水汽壓即增大為 56.2 hpa (相應的飽和絕對濕度為 39.6 克/米^3)。飽和水汽壓隨溫度增加而增大的規律，對蒸發與凝結有重要意義。

除了在圖表方面有以上有待改善的地方外，這本厚達635頁的教科書，也難免出現了一些應可避免的錯字例如251頁的“coase sand”應為“coarse sand”；606頁的“lanslide”應為“landslide”。未知這些校對上的瑕疵，會否與中文教科書獎勵計劃的經費不多有關。

雖然這本書有可以改善的地方，但是它的整體安排和設計上有不少值得讚賞的地方。在各個章節裡，作者闡釋了有關的地理概念後，加上「個案」介紹，讓學生看到了一些實際的例子，加深對課題的認識。這些資料又幫助學生，學生應付考試的需要。

同時，書本附錄了漢英和英漢詞匯對照表，方便讀者翻閱資料。這兩個詞匯對照表對以英文應考的學生來說，作用很大。因為他們可以這本書為參考，遇上不明白的中文詞匯時，可即時翻閱附錄，找出英文譯名。

隨著愈來愈多中學採用母語教學，我們很高興看到《地理景觀》面世，滿足市場的需要。我們希望這本書在再版時能夠在圖表及驗對上做得更好，達到盡善盡美的理想。

盧竹青
玄圓學院第一中學





Good-bye, Betty Australia

If you study in the teacher training programme in The Chinese University of Hong Kong, you will know Betty Lai, who has been teaching in the Faculty of Education of this institute for 22 years. Her main fields of teaching are geography teaching, student counselling and classroom management. Before she left Hong Kong for Australia, I had an interview with her. She talked about her experience as a teacher-trainer. I also asked her to give advice to teachers and her feelings about leaving Hong Kong soon.

This interview was done in June. When I arrived at her office, nearly all her things had been packed for shipment. However, I could still feel her kindness and gentleness as well as her enthusiasm for teaching. We started our conversation by talking about the performance of some of her students in the Faculty of Education of The Chinese University. With a gentle voice, she said, "Most of the students here have a great motivation and interest to become a good teacher. Of course, there are a few who may not be as keen." In order to help these less-abled students, Betty has been very patient in dealing with them. "Usually, I talk to them more in order to find out what their problems are. If their problems are concerned with methodology or subject matter, I will ask them to do their lesson plans in greater details and discuss with them at some length. Sometimes, I will do some demonstrations or ask them to rehearse their plans over the video camera before teaching. Many of them do show some improvement after such practice. However, it is more difficult to deal with those few students who really lack the interest or even the urge to be a teacher. After several rounds of supervision of his / her teaching and with much counselling by at least two or more colleagues, if they still do not improve, we may fail him / her. Maybe it is a good indicator for them to reconsider whether teaching is suitable for them."

Before leaving, Betty gave some valuable advice to all Geography teachers in particular. After a deep thought, she said, "I think there are several points that I can think of:

Teachers themselves should have a very thorough understanding of different geographical concepts, especially the difficult ones, and should be able to explain them simply and yet clearly to students of mixed abilities. Teachers can seek advice on these concepts as well as their presentation from colleagues or friends.

They have to choose teaching methods which suit their students' ability.

Thus, they need to understand the standard and nature

of their students very well in order to design the most appropriate teaching procedure and strategies.

They should make good preparations.

They should also have a great interest in their own subject so that they can pass this interest onto their students."

Although Betty has been working in a tertiary institute for such a long time, she has a clear understanding of the actual situation and hardship of teaching in secondary schools, and she gives the following words of encouragement to all the teachers:

It is very important to maintain an interest in your students, and be positive about their ability to improve. If you are really depressed or disappointed at times, get some help and comfort from a group of supporters. They can be your colleagues or anybody whom you can trust and who understand your situation. Such support can help to release your pressure.

Keep fit and healthy. Take time to relax and do some outdoor exercises.

Let students take greater responsibility in the learning process, for example, you can ask them to make teaching aids or to practise self-discipline.

Group with your colleagues and other teachers as a force to affect improvement to schools, the education system and the teaching profession."

Betty shows a very complex feeling about leaving Hong Kong. On the one hand, she will miss her work and colleagues, but on the other hand, she is a little apprehensive of a quiet life in Australia. To conclude, she says that her time in The Chinese University has been a happy one. She appreciates her working environment by saying, "Most of my colleagues have the eagerness and vision of improving the education system in Hong Kong and we are working hard for that aim. I can get along with them very well. I also have happy times with my students. Some of them have become good friends of mine. I will treasure all these. Actually, I like teaching since I was very young. I will surely miss my work."

I think most teachers who have been taught by Betty will miss her. Although she is now in Australia, her words of encouragement and her contribution to the education system of Hong Kong will never be forgotten. We really hope that she will have a very happy life in Australia and we can still keep in touch with her by writing to her or by reading her publications.

Connie Wu Shuk Ting
TWGHs Chang Ming Thien College