

Grade 6

**Supplementary Manual
to teach
Geography
in English Medium**

A Support to improve English



Bilingual Education and Trilingual Programmes Branch

Ministry of Education

Isurupaya

Battaramulla.

2018

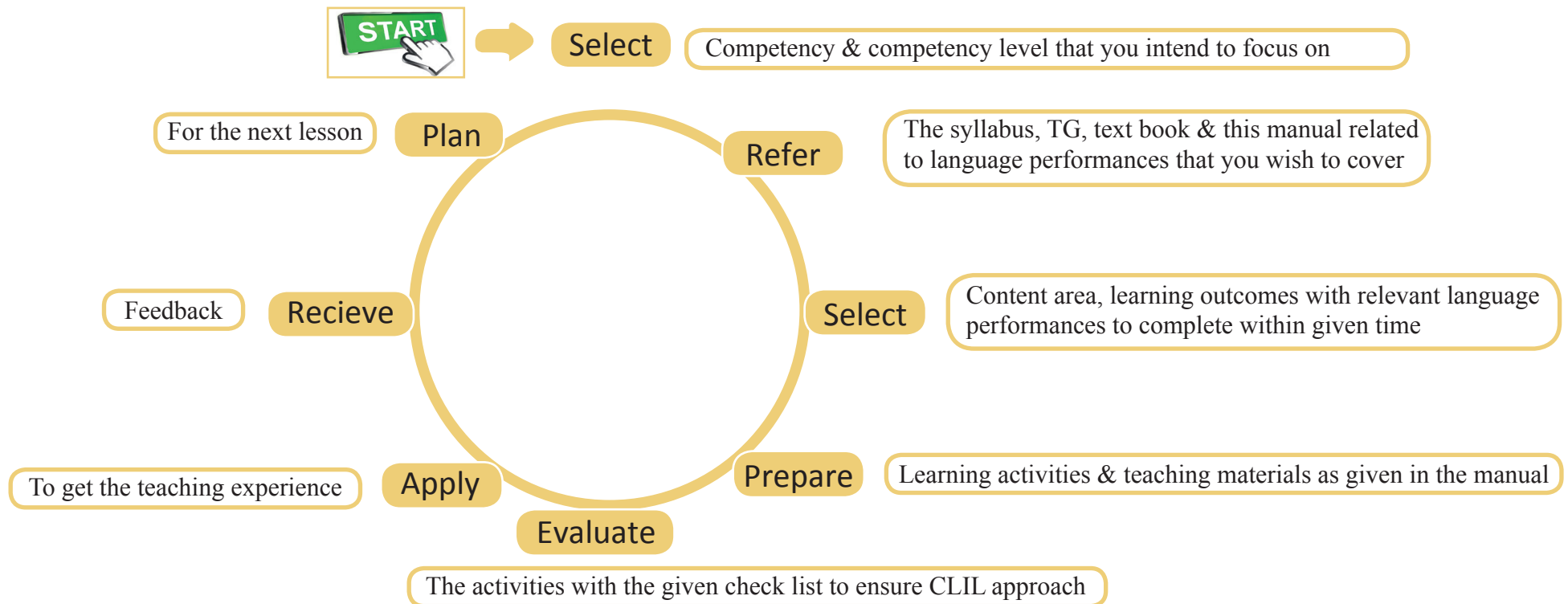
GEOGRAPHY **Grade 6**

Handling the Manual.

Instructions for teachers

Read the given instructions in this manual and be familiar with them.

- Follow the given instructions, carefully.
- Have the syllabus (Grade 6 - Teacher's Guide) and the Text Book with you as you need to refer to them before you start.



Check list for evaluation of the activities

Check whether the activities are:

- Learner centered with necessary learning strategies.
- Arranged from simple to complex according to the age and level of the students.
- Planned to address different learner needs and interests.
- Planned to improve higher and lower order thinking.
- Planned to use the target vocabulary meaningfully in the planned activities.
- Planned to ensure the active participation, collaborative learning and effective thinking of the students.
- Planned to use the language meaningfully reflecting the content area.
- Planned to improve four language skills of listening, speaking, reading and writing.
- Planned with appropriate materials with quality and number.

Integration of the language skills focused in achieving the competencies

1		Speaking
2		Writing
3		Listening
4		Reading
5		Grammar



Unit 01

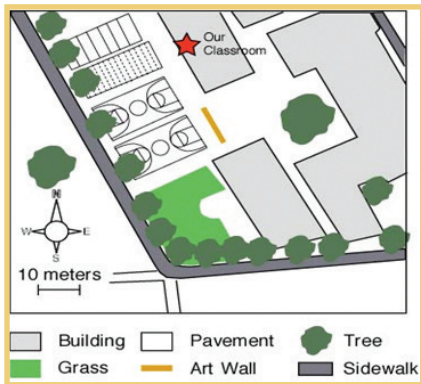
1. The School and its Immediate Surroundings



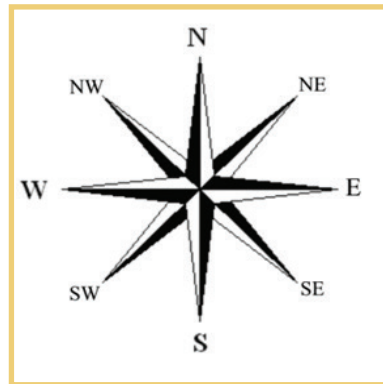
Competency - Lives with an understanding of the nature and processes of one's environment



Competency Level - Collects and presents information about one's school and its immediate environs



Sketch map



Directions



Global position

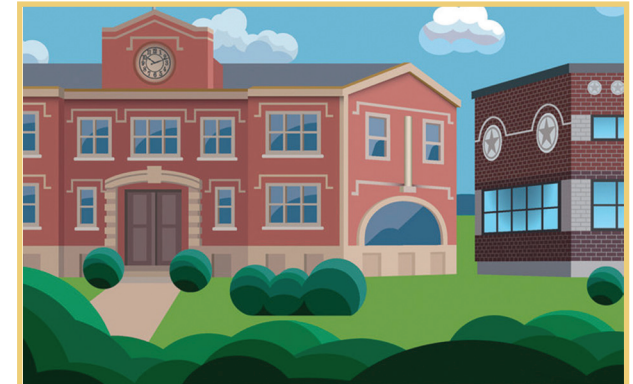


Image a school

While learning

Students will be able to achieve the following content related skills

1. Names the hierarchical position of the Administrative Divisions.
2. Explains the inter-relationships between the administrative hierarchy.
3. Draws the plan of the land where school is located.
4. Marks the location of the school on an outline map of Sri Lanka.
5. Collects information on the environment where school is located.
6. Prepares a table showing the distance and the directions with respect to an important, selected location in relation to the school.
7. Prepares a table to show the distance from the school to some selected places of its neighborhood.

Students use the language and improve the following language skills

- 1.a. Asks and gives information regarding the immediate administrative divisions
- 1.b. Lists out the administrative divisions
- 1.c. Uses correct writing mechanism such as capitalization
- 2.a. Describes the inter-relationship between each administrative division
- 2.b. Explains the composition of each administrative division
- 2.c. Describes the location of different schools according to their administrative divisions
- 3.a. Names the public places and buildings near the school
- 4.a. Explains the administrative location of one's own school
- 4.b. Names the provinces and districts in Sri Lanka using an administrative map of Sri Lanka
- 5.a. Describes the location of the school with illustrations using the map of Sri Lanka
- 5.b. Describes the location of the school with the related relief features
- 6.a. Names the directions
- 6.b. Describe the way of identifying directions
- 7.a. Names and matches the main directions and sub directions with diagrams
- 7.b. Explains the location of places using the directions
- 7.c. Listens, draws and compares the similarities and differences between a map and a picture

1.1

Activities



1.a (10 minutes)



Display the Dialogue on the board and get students to talk based on their information and elicit randomly.

A) What is your GramaNiladhari Division?

B) It's **Richmond Hill**

A) Do you know its number?

B) Yes, It is **A 96 E**

A) My school is located in **Galle** district. It belongs to **Southern** Province.

B) Our school is **SP/G/Richmond College**

1. Names the hierarchical position of the Administrative Divisions

1.a. Asks and give information regarding the immediate administrative divisions

1.b. Lists out the administrative divisions

1.c. Uses correct writing mechanism such as capitalization

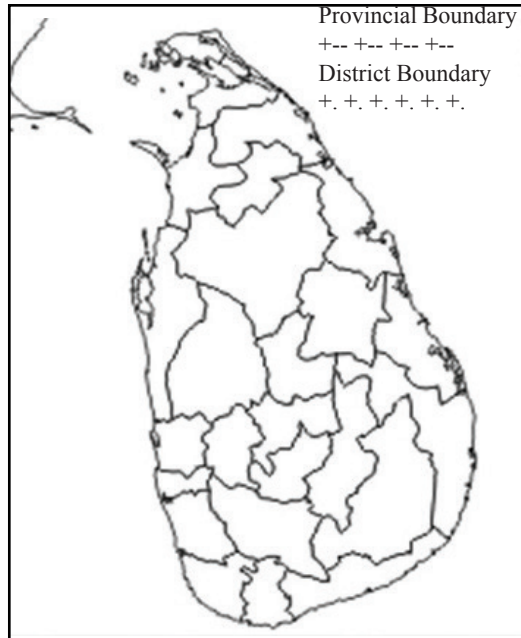
2.1.b. /1.c (10 minutes)

- Get the students complete the following table in groups of four/five (According to their knowledge)
- Get the students to correct their writing.
- Get the students to highlight their Province, district, DS division and GN Division.

Provinces	Districts	DS Divisions	GN Divisions
West ___ Pro ___	Gam ___ Colom ___ Kalu ___		
U ___ Pro ___	Badulla Monara ___		
Sabara ___ Pro ___	Rathna ___ Ke ___		
_a ___ rn Prov ___	Tri ___ Bat ___		
South ___	H ___ Ma ___ G ___		
Centr ___ Pro ___	Kan ___ Mat ___ Nu ___		

3. Marking the location of the school on a map of sri lanka

1.a, 1.c (25 minutes)



Administrative division -

Connected units of an organization

Located in -

The place where something is placed

Immediate surrounding -

The closest area

Boundaries of the land -

The real or imagined lines that makes the limits of the land

Compass -

An instrument showing the direction

1. Identify and label the districts of Sri Lanka on the given map
 - Number the districts on the given map (1 - 25)
 - Display the first letter of the district and get them complete the task.
2. Name and colour the boundaries of provinces using colour pencils.
3. Mark the province, and the district (in red and blue) where your school is located.
4. Label them.

Competency - Acts with an awareness of the components, characteristics and processes of the physical and human landscape



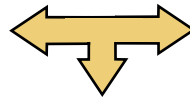
Competency Level - Describes the nature of the weather of the immediate environs of the school



While learning

Students will be able to achieve the following content related skills

1. Defines weather.
2. Names the elements of weather.
3. Prepare instruments to measure the weather elements.
4. Measure different weather conditions using the equipment.
5. Observes and maintains a report about cloud cover.
6. Describes different types of clouds in relation with the nature and the colour.
7. Expresses information regarding special weather phenomena.
8. Describes the daily weather of the area of the school.



Students use the language and improve the following language skills

- 1.a. Lists out different weather conditions
- 1.b. Uses words related to weather and talk about day to day weather conditions.
- 1.c. Uses simple present tense with key words to describe the different weather conditions
- 2.a. Speaks about different weather conditions
- 2.b. Uses appropriate phrases to describe different weather conditions
- 2.c. Uses simple present tense to define weather
- 3.a. Names the materials needed to prepare weather instruments
- 3.b. Explains procedure of making instruments and the importance needed
- 4.a. Names the measuring units
- 4.b. Uses adjectives meaningfully to describe weather conditions
- 4.c. Uses meaningful phrases to list out advantages of knowing weather conditions
- 4.d. Speaks about the uses of each instrument and the changes of different weather conditions
- 5.a. Draws and describes the clouds completing a table
- 6.a. Asks and gives information related to different types of clouds
- 6.b. Describes the process of precipitation, nature of clouds that appear in relation to the weather conditions
- 7.a. Writes a report about the weather condition of the immediate surrounding
- 7.b. Listens to a weather report and transfer information to report the daily weather conditions and presents a report
- 8.a. Write a paragraph on weather condition of the area where school is located

1. Defines weather

4

1.a. Lists out different weather conditions

1

1,b, Uses words related to weather and talk about day to day weather conditions.

5

1.c. Uses simple present tense with key words to describe the different weather conditions

1. (10 minutes) 1.a

Display an enlarged copy of the diagram. Get them to select the correct terms to match with each image.



- Windy
- Thunderstorms
- Rainy / Shower
- Snow falling
- Sunny/warm
- Gloomy
- Cloudy

1.2

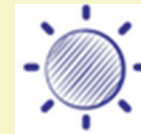
Activities



2. 1.b. (15 Minutes)

- Form four (4) groups.
- Each group is given one symbol of a weather condition.
- Get them to talk about their weather condition using the given conversation as an example.
- Get them to present their conversations.

Ex: Group 1 Group 2 Group 3 Group 4



Nimal - Hello, Good morning, Why did you get late?

Rohini - Good morning Nimal. It is raining heavily so. I got wet.

Nimal - Yes, Of course. I too got wet. And it is cold too.

Rohini - Hmm, Fortunately, I brought my umbrella today.

Nimal - I forgot to bring my raincoat. So I got wet.

3.1. C (20 minutes)

- Get the students to complete the given table.
- Get each group write a short paragraph using the information in the table.
- Use the words given if necessary. (**high /low /mild /clear /overcast /gloomy /warm /cool /cold /hot/ wet /chilly /happy /not happy /Bright /shines brightly /visible /is not visible /lazy /active /cool /comfortable**)

Weather conditions	Temperature	Nature of the sky	Nature of the atmosphere	How do you feel?
Sunny /warm weather	High			
Rainy weather		Overcast		
Cold and Misty weather			Chilly	
Windy weather				Cool and active

Sunny /warm weather

The sky is clear and

The sun

The environment is

I feel

Rainy weather

The sky is and

The sun is **not visible**.....

The environment is

I feel

Conclusion /definition

Cold and Misty weather

The sky is and

The sun

The environment is Chilly

I feel

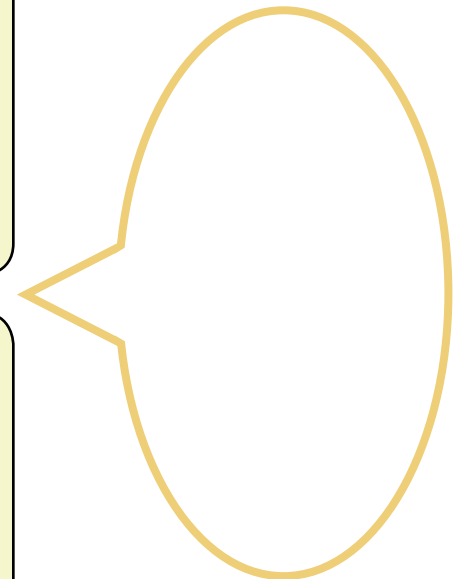
Windy weather

The sky is and

The sun is

The environment is

I feel cool and active



2. Names the elements of weather (TB page 12)

- 2 **2.a. Speaks about different weather conditions**
- 4 **2.b Uses appropriate phrases to describe different weather conditions**
- 5 **2.c. Uses simple present tense to define weather**

2.a 2.b & 2.c (15 minutes)

- Display the phrases in four different places
- Divide the class in to four and name them as Rainy, Cloudy, Sunny, Windy.
- Appoint four leaders
- Get them select the suitable phrases for the groups. (according to the given names)

A (elements)	B (equipment)	C (units /measuring scales)	D (nature)
Wind speed	Thermometer	Millimeters	The speed of blowing/moving air
Wind direction	Rain gauge	Degrees of Celsius & Fahrenheit	Direction of blowing air
Rainfall	Anemometer	Kilometer per hour	Heat of the air
Temperature	Wind direction indicator	Directions shown by the arrow	Part of the process of precipitation
Clouds	naked eye	No measuring units	Visible Water vapor moving in the sky

- Get them to write a paragraph using the given structure and present to the class

Ex: The speed of **blowing air** is called as is /are measured/observed, by using a The measuring unit is

6. Describes different types of clouds in relation with the nature and the colour

2
4

6.a. Asks and gives information related to different types of clouds
6.b. Describes the process of precipitation, nature of clouds that appear in relation to the weather conditions

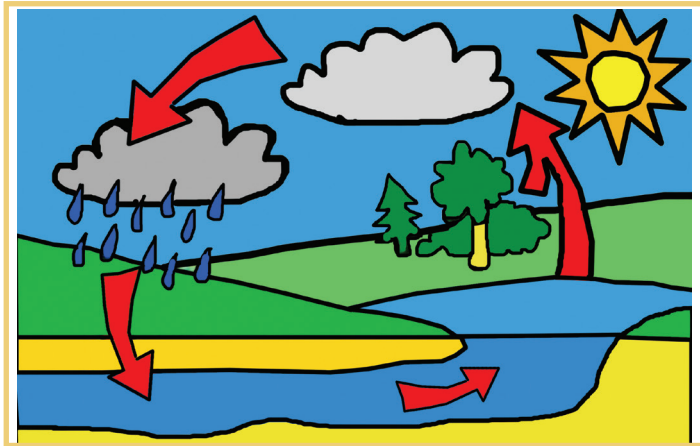
- Instruct the students to observe the sky and keep records using the given format. (home work)

Time	Date - Nature of the clouds	
	Shape	Colour
6.00.AM		
8.00 AM		
10.00 AM		
12.00 NOON		
2.00 PM		
4.00 PM		
6.00 PM		

- Get them to compare their observations and write a report in groups of five.
- Let them present the reports. (20 minutes)

2. (20 minutes)

- Display an enlarged picture of a given image.
- Get them to name the things in the picture (A).
- Ask them to complete the paragraph (B) using the words from A.



- A.
1. air
 2. vapour
 3. sun
 4. land
 5. rain/ precipitation
 6. wind
 7. clouds
 8. heavy

B.

1. The Heats the air, and the water bodies
2. When thegets heated it goes up.
3. Then, theblows /moves and we call it as
4. The wind can movetoo.
5. There are water in the clouds.
6. They get and fall down.
7. We call it as /.....



- Solar Heat** - Heat from the sun
- Evaporation** - Turn from liquid to vapour
- Condensation** - The Conversion of a vapour or Gas to a liquid
- Transpiration** - The flow of water through a plant
- Precipitation** - Rain, snow, or hail that falls on the ground

Competency - Uses geographical techniques to collect, analyze, interpret and present data and information

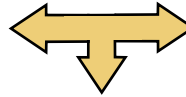


Competency Level - Prepares a sketch map of the geographical landscape of the environs of the school



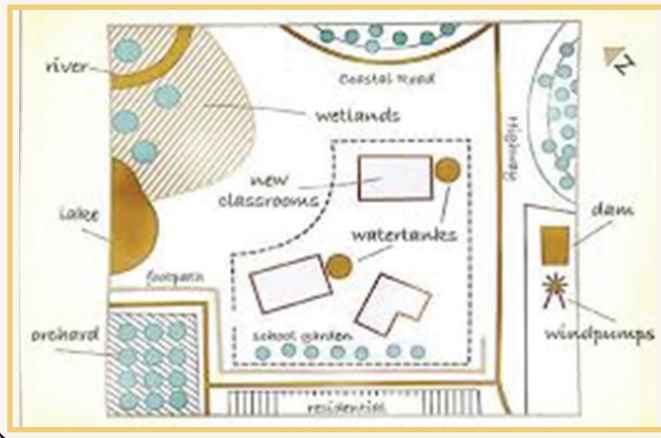
While learning

Students will be able to achieve the following content related skills



Students use the language and improve the following language skills

1. Prepares a sketch map of the geographical landscape of the environs of the school
2. Draws the landscape around the school
3. Identifies the landscape of the school and explains its simplicity and the complexity



A sketch map

- a. Asks and gives information regarding geographical features
 - 1.b. Uses simple present tense negative form when comparing the sketch map with the picture of the school
 - 1.c. Describes the differences between a sketch map and a picture
- 2.a. Talks about the places in the school
- 2.b. Describes the nature of the school land
- 3.a. Describes landscape of the immediate surrounding using geographical features
- 3.b. Describes the landscape of the neighborhood
- 3.c. Constructs five sentences about the landscape of the school based on a picture
- 3.d. Uses adjectives related to geographical features in appropriate context to describe the landscape

1.3

Activities



1. Prepares a sketch map of the geographical landscape of the environs of the school (TB page 18)

2

1.a. Asks and gives information regarding geographical features (TB page 18)

3

1.b. Uses simple present tense negative form when comparing the sketch map with the picture of the school

5

1.c. Describes the differences between a sketch map and a picture

1. 2.a 25 minutes
2. Displays the enlarged chart on the board.
3. Gets the students to highlight the Geographical features hidden among the letters. (Provide enough number of highlighters and get them involved in the task at the same time)

T	O	H	C	P	L	A	Y	G	R	O	U	N	D	S	K
P	N	I	A	J	Z	H	O	T	S	L	N	M	C	D	R
H	L	G	N	S	K	B	R	O	A	D	S	T	F	O	L
I	Y	H	S	B	U	I	L	D	I	N	G	S	O	M	Z
L	G	L	T	V	K	Z	X	C	V	G	B	M	R	Y	J
L	Q	A	P	W	L	M	O	B	J	A	D	R	E	S	L
S	W	N	N	C	O	A	S	T	A	R	X	V	S	B	O
G	T	D	F	Z	X	C	V	B	Y	D	T	U	T	E	W
E	U	S	T	R	E	A	M	S	Q	E	R	T	S	L	L
Y	G	I	H	L	J	H	N	V	R	N	W	E	T	S	A
R	I	V	E	R	S	M	J	B	Z	S	Q	R	L	O	N
D	H	Q	C	F	A	B	V	Z	X	Q	H	Y	O	J	D
A	T	A	N	K	S	W	M	O	U	N	T	A	I	N	S
C	U	L	T	I	V	A	T	E	D	L	A	N	D	S	F

2. (15 minutes) 1.a

- Group the class in to five/six groups.
- Distribute blank sheets with the word groups (given below).
- Gets them to draw the images and write the words under each image and display them on the board.

Gardens	Wewa /reservoir	Mountains	Playgrounds	Highlands
Cultivated lands	Coastal area	Valleys	Buildings	Streams /rivers
Forests		Slopes	Roads	Lowlands

3. 1.b 1.c 20 minutes

- Form four groups
- Instruct them to draw a picture of school.
- Get them to prepare a sketch map for the drawn picture.
- display the picture and the map on the board.
- Get the students to compare them using the given clues.
- Get them to display and present



Valley	- A low area of land between hills
Reservoir	- A large natural or artificial lake
Plain /flat land	- Land with no hills, valleys or mountains
Slope	- A part of the side of a hill or mountain
Rural	- Countryside rather than the town / remote rural areas
Diversity	- A range of different things

Clues

- Features are shown as plain figures/in two dimensions
- Features are shown in three dimensions.
- The North direction is indicated.
- The North direction is not indicated.
- Location of geographical features can be shown clearly.
- Distance cannot be shown clearly.
- Distance can be shown clearly.
- Uses a key
- Features are in real shape and colour

FEATURES OF A PICTURE	FEATURES OF A SKETCH MAP



Unit 02

2. Nature of the land in the Immediate Surroundings of the house

Competency - Lives with an understanding of the nature and processes of one's environment

Competency Level - Explains the nature and diversity of one's home and its immediate environs

While learning

Students will be able to achieve the following content related skills

1. Students understand the different home environments where they live in
2. Identifies geographical features of the area where their house is located
3. Explains the nature of the area the house is located
4. Present the surface nature of the area through models

Students use the language and improve the following language skills

- 1.a. Labels the images related to nature of land using visual clues.
- 1.b. Asks and gives information regarding different geographical features and describes the landscape of the environment where school is located.
- 2.a. Uses related nouns to explain the geographical nature of the area
- 2.b. Describes different geographical features with examples from the immediate surrounding
- 2.c. Uses meaningful phrases of physical and cultural features related to immediate surroundings of one's home to describe one's home
- 3.a. Lists out the different topographical features.
- 3.b. Selects the relevant terms and explain the nature of the area, where the house is located.
- 4.a. Describes each model using relevant phrases of geographical features
- 4.b. Describes the advantages and disadvantages of the immediate surrounding of your school.

2.1

Activities



Students understand the different home environments

1

1.a. Labels the images related to nature of land using visual clues.

4

1.b. Asks and gives information regarding different geographical features and describes the landscape of the environment where school is located.

1.a 1.c. 2.a (15 minutes)

- Form eight (8) groups and distribute the slips of phrases among them.
- Get the students to match them with the given pictures.
- Get them to present describing the specific features of the selected area/image.
(Ex: This is a picture of a highland. The house/s is/are located on a highland)
- Encourage other students to ask questions.



In an urban environment,

on a plain

in a rural environment,

in a coastal environment,

in a slightly hilly land,

on a slope,

on a highland,

in an estate environment,

1. 1.b. 2.b (15 minutes)

- According to the location of their (own) homes, get them select the relevant area /image.
- Group the students using the similar visual clues they have selected.
- Ask them to list out the necessary words they need to describe the area.
- Get them to write five sentences using those words to describe the landscape of the immediate surroundings of their house.

2. 1.b (15 minutes)

- Get each group to present their work and comment on them.



key words

stream - A small narrow river

Forest - A large area covered with trees

Coastline - A land along a coast

Competency - Acts with an awareness of impacts of animals and human interaction on the geographical environment

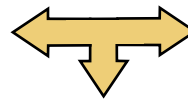


Competency Level - Observes and explains the diversity of flora and fauna in one's home and their immediate



While learning

Students will be able to achieve the following content related skills



Students use the language and improve the following language skills

1. Identifies the plants and animals to be seen in the immediate surroundings
2. Prepares a table of the uses of the plants and animal types in the surroundings of one's home
3. Describes the importance of the conservation of the plant and animal diversity



- 1.a. Reads and extracts information related to birds.
- 1.b. Asks and gives information about birds and animals in the immediate surrounding
- 1.c. Uses the vocabulary/phrases related to fauna accurately to describe the importance of each.
- 2.a. Talks about the uses of plants to animals and human beings
- 2.b. Derives meanings of technical terms related to different types of animals using visual clues
- 3.a. Speaks the importance of conservation
- 3.b. Describes the importance of conservation of the plant and animal diversity

1. Identifies the plants and animals to be seen in the immediate surroundings

2.2

Activities



- 4
- 2
- 5

1.a. Reads and extracts information related to birds.

1.b. Asks and gives information about birds and animals in the immediate surrounding

1.c. Uses the vocabulary/phrases related to fauna accurately to describe the importance of each.

1. (10 minutes)

- Get the students to read the page 24, and complete the table given below.

English names of the birds /animals /okabts	Sinhala names of the birds /animals /okabts	Time period they are found	Reasons (local/ migrant / climatic changes)

1.b. (10 minutes)

- Get the students to write about the different types of animals and birds they find in their home environments.
- Elicit the answers.

Name of the bird/ animal	Uses of them

2. 1.c. (15 minutes)

- Group the students into four groups.
- Get them write five sentences on 'Importance of birds and animals', using the given phrases. (Practice simple present tense)
Ex, Birds and animals are part of the environment. They make the environment The birds like helps in propagation Enrich the soil. The forecasts about the weather. They help (continue)

Make/s the environment beautiful

Enrich/es the soil

Help/s in propagation

Break/s the monotony

Help/s farmers

Forecast/s weather

Destroy/s harmful insects

Helps in decaying



Words

- Species** - A group of living organisms consisting of similar individuals
- Enrich** - Improve the quality or value
- Migrating** - A person/ animal moving from one place to another in order to find better living conditions
- Propagation** - Reproduce by natural processes
- Insect** - A small animal that has six legs and generally one or two pairs of wings
- Monotony** - Lack of variety and interest
- Forecast** - Predict or estimate (a future event or trend)

Competency - Acts with an awareness of the components, characteristics and processes of the physical and human landscape



Competency Level - Explains the nature of the activities of the human community of the immediate environs of one's school/home



While learning

Students will be able to achieve the following content related skills

1. Collects information regarding the community around the school.
2. Explains the importance of working cooperatively with the community around one's home with examples
3. Explains the diversity of agricultural economy of the people in the neighborhood.
4. Identifies the types of industries in the area around one's school and describes them
5. Reports on the services which are provided by individuals in different institutions

Students use the language and improve the following language skills

- 1.a. Shares information about the community around the school
- 1.b. Uses meaningful phrases to talk and write about the diversity of the people in the school's community
- 1.c. Improves necessary writing mechanisms like organization and coherence
2. a Shares experiences related to national and religious festivals
- 2.b. Talks about the common events that all the ethnic groups have to work together
- 3.a. Gives and asks information about the crop cultivation of their surroundings
- 3.b. Explains the type of crops cultivated in the home environment
- 3.c. Speaks about the economic activities available in their immediate surroundings
- 4.a Uses appropriate terms to talk about types of industries in the area
- 4.b. Reads and finds information about the specific agricultural activities particular to different areas
- 5.a. Names and describes the services available in their environment
- 5.b. Lists out the duties and responsibilities of a person who enjoys public services

3. Collects information regarding the community around the school.

Activities



1. a. Shares information about the community around the school

1. b. Uses meaningful phrases to talk and write about the diversity of the people in the school's community

1. c. Improves necessary writing mechanisms like organization and coherence

1. 1.b. (15 minutes)

- Distribute the annex A among each student
- Display the meanings (Annex B) on the board
- Get them to match A with B
- Elicit answers

A	B	C	B	
1. Ethnic groups	a. சீலாபிசு சமூகம்	இயற்கை வளங்கள்
2. Religious groups	ஊழலக கனவாயமீ	Buddhists/ Hindus/ Christians/ Islamic	b. வன்கிழலவன்	பழக்க வழக்கங்கள்
3. Traditions	c. ஊழ கர்லானக	உள்ளூர் உற்பத்தி
4. Rituals	d. சனலார்டிக கனவாயமீ	இனக் குழுக்கள்
5. Welfare activities	e. லுலு வலால	பயிர்சு செய்கை
6. Economic activities	f. ஊழலக கனவாயமீ	சமய குழுக்கள்
7. Crop cultivation	g. சுனல் சாலகய	விலங்கு வேளான்மை
8. Livestock farming	h. சூழசாடன க	நலன்புரி நடவடிக்கைகள்
9. Natural resources	i. ஊர்லக கலயு	புலருளாதார நடவடிக்கைகள்
10. Domestic industries	J. சலீலா	சேவை
11. Traditional technology	K. சமீபுடாயக காலகலகய	பாரம்பரிய ஡ுாழில்நுட்பம்
12. Services	l. சமீபுடாயன்	பாரம்பரியங்கள்

2. 1.a. (15 minutes)

Get them to complete column C with examples.

3. 1.b. (15 minutes)

- Form groups of four and assign each member to write three sentences using three phrases from the above list.
- (Example - 1st member uses first three phrases to write sentences EX, **Sinhala, Tamil and Muslim are the three types of ethnic groups live in our village. They practice Buddhism, Hinduism, Christianity and Islam as their religions. They have different traditions like**)
- Ask the groups to complete a paragraph on ‘ Nature of the community in (Name of the village)
(Ensure the contribution of all participants of the group)
- Get them to present their essays with proper organization and flow.
- Appreciate and evaluate using relevant criteria.



Ethnic tradition - Relating to a population sub group with a common national or cultural

Ritual - A religious ceremony consisting of a series of actions performed according to a prescribed order

Livestock - Farm animals regarded as an asset

Welfare - A health and happiness of a person or group



Unit 03

3. Good Maintenance of the Immediate Surroundings of Your Home

Competency - Behaves with sensitivity and positive attitudes conducive to conserve and sustain physical and its immediate environs

Competency Level - Acts to upkeep one's home and its immediate environs

While learning

Students will be able to achieve the following content related skills

1. Describes instances where man makes use of land.
2. Presents problems of unsystematic use of land.
3. Describes the procedure to be followed in the systematic use of land.
4. Lists the uses of water.
5. Describes procedure that can be followed for the frugal use of water.
6. Presents information to the effect that drinking water should be used to ensure its sustainability.
7. Report how air is polluted and describes steps that can be taken to prevent it.
8. Describes techniques that can be adopted for the conservation of power.

Students use the language and improve the following language skills

- 1.a. Uses meaningful phrases to talk about different human activities where land is used.
- 1.b. Describes the effect of such activities
- 2.a. Provides example for unsystematic use of land
- 2.b. Talks about the systematic and unsystematic ways of utilizing the land, related problems and reasons.
- 3.a. Makes suggestions to use the land systematically.
- 3.b. Brings examples from immediate environment regarding systematic and unsystematic land utilization
- 4.a. Lists out the uses of water using meaningful phrases to match with the images. (Figure 4)
- 4.b. Writes and presents paragraphs on 'Importance of water'
5. a. Talks and lists out the Do's and Don'ts in relation to the use of water
- 5.b. Lists out the ways of polluting the water.
- 6.a. Describes the problems that occurs regarding water pollution.
- 6.b. Finds and presents examples from the immediate environment for water pollution.
- 7.a. Name the different gasses and the use of them (page 44)
- 7.b. Uses meaningful phrases to match with the types of air pollution (figure 3.7)
- 7.c. Talks and writes the results of air pollution.
- 7.d. Makes suggestions to control the air pollution
- 8.a. Lists out energy sources and the uses of energy at home.
- 8.b. Describes the expenses of energy at home.
- 8.c. Make suggestions on energy conservation.

3.1

Activities



7. Report how air is polluted and describes steps that can be taken to prevent it.

5

7.b. Uses meaningful phrases to match with the types of air pollution (figure 3.7)

1

7.c Talks and writes the results of air pollution.

2

7.d. Makes suggestions to control the air pollution.

Activity 7 7.b (15 minutes)

- Distribute the 8 images among four groups. Displays the phrases on the board.
- Gets them to select and paste the phrases under each image.
- Gets them to present under relevant space of the given Venn diagram.

Phrases

Volcanic eruptions,

Testing nuclear weapons,

Emission of smoke from factories,

Burning garbage,

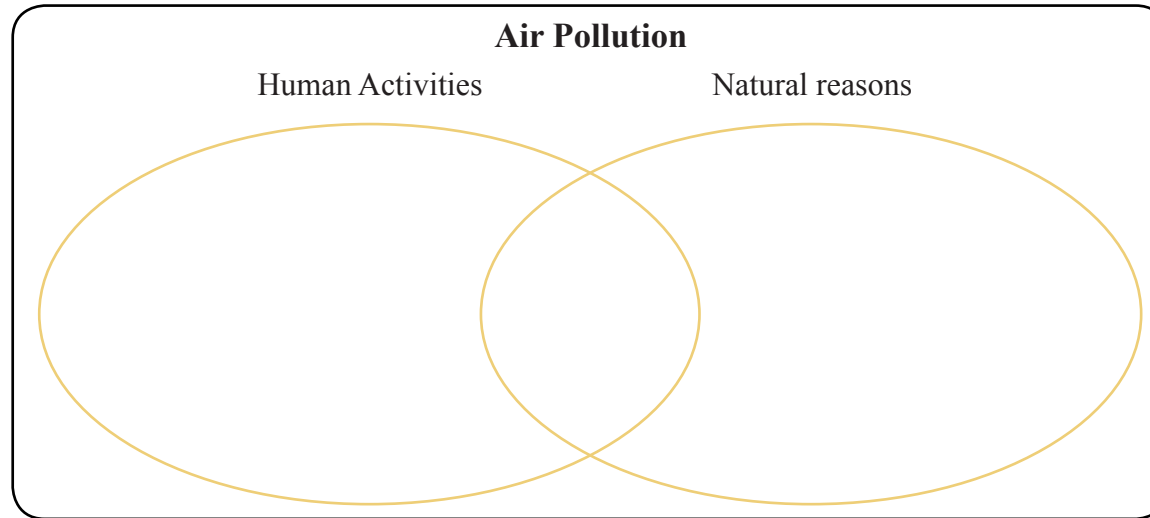
Emission of smoke from vehicles,

Wild fire,

Burning fire wood for cooking,

Smoking,





7.d (20 minutes)

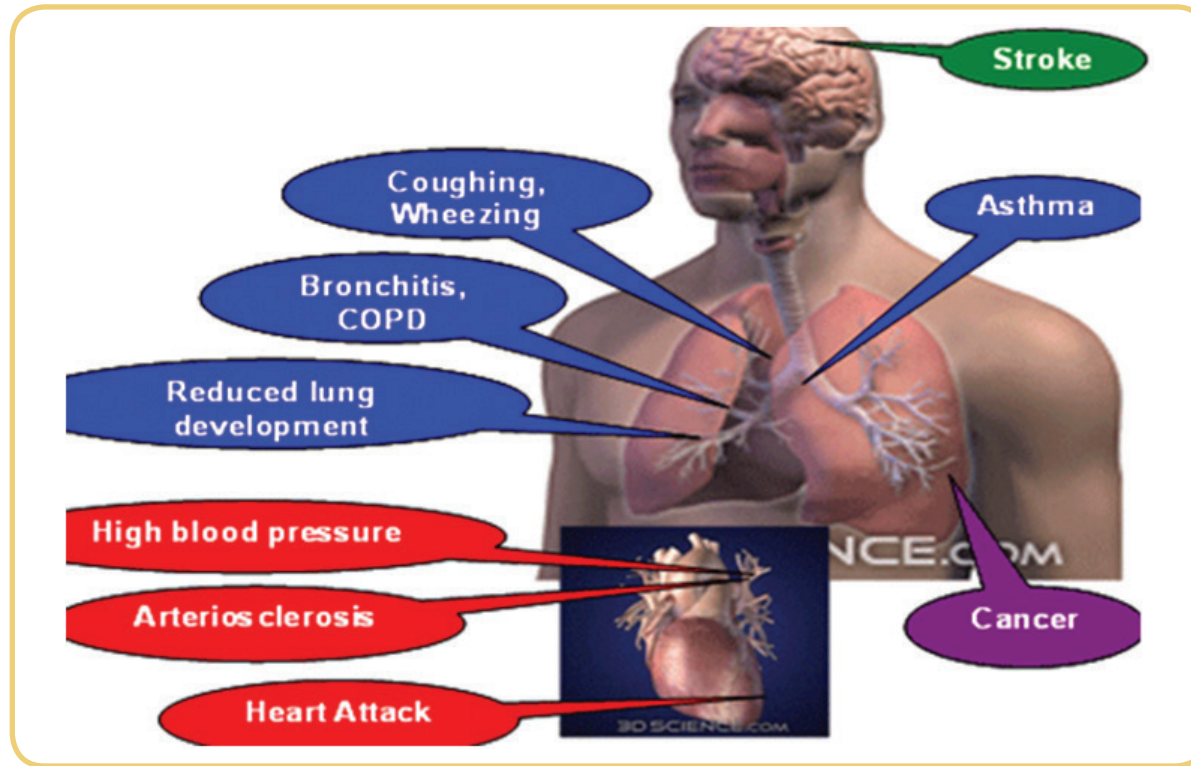
- Form four groups.
- Get the students to prepare posters using the given topics on controlling air pollution.
 1. Tree planting.
 2. Use environment friendly transport modes.
 3. Reduce use of polythene and plastics.
 4. Creating useful items from plastics products without burning them.

Activity 7.7.c. (15 minutes)

- Display the topic 'Results of air pollution' on the board and divide as Human beings and environment
- (Teacher can elicit or use Phrases)

Effects of air pollution	
Human being	Environment

- Get them to display, present and discuss their answers.



words

- Manufacture - Make (something) on a large scale with machinery
- Produce - Make from raw materials
- Engage - Occupy or involve
- Cultivate - Prepare and use (land) for crops or gardening

Competency - Behaves with sensitivity and positive attitudes conducive to conserve and sustain physical and human landscape



Competency Level - Follow beneficial methods of waste disposal

While learning

Students will be able to achieve the following content related skills

1. Explains what domestic, industrial and agricultural wastes are.
2. Classifies domestic waste in terms of the classification given.
3. Knows and gives expression to correct methods of waste disposal.
4. Describes the damage caused by the improper disposal of wastes.
5. Explains the uses of proper waste disposal.
6. Describes how waste can be used as a resource.

Students use the language and improve the following language skills

- 1.a. Lists out different types of waste materials.
- 1.b. Sorts out them according to the place they collect the wastes from.
- 1.c. Explains the domestic, Industrial and Agricultural wastes.
- 2.a. Lists out the domestic wastes as degradable and non-degradable.
- 2.b. Uses meaningful phrases to describe degradable and non-degradable.
- 2.c. Discusses and writes the effects/results of unsystematic garbage disposal.
- 3.a. Makes suggestions on proper ways on garbage disposal.
- 3.b. Selects the best method for each type of waste to dispose.
4. a. Talks about the harmful effects of improper disposal of waste.
- 4.b. Completes cause and effect chart using meaningful phrases.
- 4.c. Practices the 'If clause' to describe the effect of improper garbage disposal.
- 5.a. Identify and gives examples for Reuse, Recycle and Reduse of garbage disposal.
- 5.b. Describes importance of 3R in waste disposal with examples and usefulness.
- 5.c. Prepares posters regarding implementation of 3R in garbage disposal.
- 6.a. Lists out the things that we can produce with the use of wastes materials.
- 6.b. Describes the advantages of such new productions

2. 2.a. (10 minutes)

- Get the students/groups complete the given table using the information they have collected.

Wastes collected from,

house	farmland	factories

- Get them to label the categories selecting a suitable word from the list.
Industrial wastes /Domestic wastes /Agricultural wastes.



3. 2.a. (20 minutes)

- Get the to three groups write a description on Domestic wastes, Agricultural wastes and Industrial wastes and present them using the given phrases.

After using,
Unnecessary things,
Things thrown away from house/ factories/farmlands
Such as
Use dustbins /bags to put in
Garbage trucks /tractors to collect them



- Decay** - Rot or decompose through the action of bacteria and fungi
- Rapid** - Happening in a short time or at a great rate
- Conducive** - Making a certain situation or outcome likely or possible



Unit 04

4. Location of Sri Lanka



Competency - Review basic concepts and methodologies helpful for an understanding of the physical and human landscape

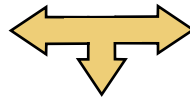


Competency Level - With reference to world map identify the location of Sri Lanka and describe its location and its characteristics

While learning

Students will be able to achieve the following content related skills

1. Presents information to the facts that Sri Lanka is located in a specific position in the middle of the Indian Ocean.
2. Defines what an island is.
3. Describes with the help of a map, the location of Sri Lanka in the Indian Ocean in relation to other countries.



Students use the language and improve the following language skills

- 1.a. Describes the location of Sri Lanka using sentence phrases with reference to the relative features.
- 1.b. Name and mark the countries, islands, oceans and seas located close to Sri Lanka.
- 2.a. Describes the specific features of island to define it.
- 3.a. Explains the location of Sri Lanka using directions and neighboring countries and continents.
- 3.b. Discuss how the location has influenced in climate, economy, and culture of the country.

4.1

Activities



1. 2.a (05 minutes)

- Get the students to sort out the following names into two categories
Iceland, Madagascar, South America, England, Australia, Sri Lanka, Antarctica, Africa, Hawaii, Fiji, Japan, Europe
- Get them to name the two categories with reasons.

3. 2.a (20 minutes)

- Gets students to describe 'What an island is'.
- Display their answers and get them to talk on them.
- Get the students to talk and write a definition for 'island'.

2. 2.a (10 minutes)

- Display the following phrases on the board.
- Group the students into two groups as islands and continents.
- Get them to select the suitable phrases to describe their topic: island/continent.

Surrounded by water or seas

Comparatively a vast area of land

Comparatively a small area of land

Consists of many countries

Consists of one or few countries

Surrounded by oceans

- Get them to discuss and correct their answers



Island	- land area surrounded by water
Continent	- A large land area which consist of many countries surrounded by oceans

Competency - Review basic concepts and methodologies helpful for an understanding of the physical and human landscape



Competency Level - Identifies the location of several important places in Sri Lanka with the help of a map

While learning

Students will be able to achieve the following content related skills

1. Identifies several locations of economical importance in Sri Lanka and names them.



Galle

Students use the language and improve the following language skills

- 1.a. Names the main cities of Sri Lanka and mark them in a map of Sri Lanka.
- 1.b. Uses meaningful phrases to describe the importance of each city.
- 1.c. Listen to an expression and guess the name of the city.



Anuradhapura

4.2

Activities



2. Identifies several locations of economical importance in Sri Lanka and names them.

2

1.a. Names the main cities of Sri Lanka and mark them in a map of Sri Lanka.

5

1.b. Uses meaningful phrases to describe the importance of each city.

3

1.c. Listen to an expression and guess the name of the city.

1

1. 1.a. 10 minutes

- Display an enlarged copy of a map of Sri Lanka.
- Distributes the names of Main cities among students.
- Gets them paste the names on the relevant place referring a map of Sri Lanka.
- Promote peer corrections.

2. 1.b. 20 minutes

- Get them to read the TB page 60 and write a suitable phrase or sentence which describes each city.
- Gets them to present their answers and promote peer corrections.



Industries - producing different items in large quantities.

Agricultural products - items or things that are produced using crops or plant.

Competency - Review basic concepts and methodologies helpful for an understanding of the physical and human landscape

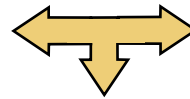


Competency Level - Compare Sri Lanka with other islands with respect to their size

While learning

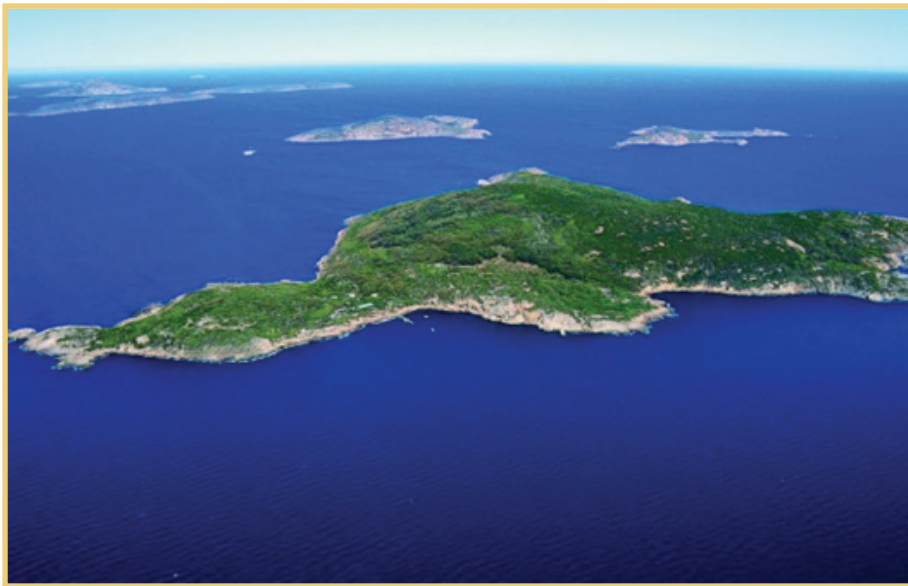
Students will be able to achieve the following content related skills

1. Classifies islands in terms of their size.
2. Marks and names several islands, including Sri Lanka on a specimen map.



Students use the language and improve the following language skills

- 1.a. Reads and identifies the islands from a map of the world.
- 1.b. Sort out the islands according to their size.



An archipelago



An Island

4.3

Activities



1. Classifies islands in terms of their size

4

1.a. Reads and identifies the islands from a map of the world.

2

1.a. Sorts out the islands according to their size.

1. 1.a. 20 minutes

- Gets the students to refer to a map of the world and name islands
- Asks them to compare their answers with a map provided by the teacher

Example:



Source: Grade 6, TB-Pg.62, 2015

1. 1.b. 20 minutes

- Gets them to arrange the islands according to the largeness.
- Uses the comparative adjective 'larger than' and 'smaller than' to describe the islands.
Ex. Maldive islands are **smaller than** Sri lanka



Archipelago - a group of islands which is considered as a country.