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ภาคผนวก

ภาคผนวก ก
รายนามผู้เชี่ยวชาญ

ในการวิจัยครั้งนี้มีผู้เชี่ยวชาญตรวจแผนการสอน แบบทดสอบความรู้ด้านเนื้อหา
แบบทดสอบความสามารถด้านการอ่านภาษาอังกฤษ จำนวน 2 ท่าน ดังมีรายนามดังต่อไปนี้

1. นายนิรันดร   ศรีวรกุล   หมวดวิทยาศาสตร์(Science Intensive English)
                                  โรงเรียนมงฟอร์ตวิทยาลัย แผนกประถม
                                  อำเภอเมือง จังหวัดเชียงใหม่

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ตัวอย่างแผนการสอนแบบเรียนรู้ภาษาอังกฤษและเนื้อหาวิทยาศาสตร์

Lesson Plan 1

Topic: Air Pollution

Class: Prathom Suksa 6

Theme: Pollution

Time: 4 Periods / 200 minutes

Terminal Objective: The students will be able to tell the main idea and answer the questions

after they read the passage.

Enabling Objectives: The students will be able to:

1. pronounce, spell and tell the meaning of new vocabulary,

2. match the words with the pictures,

3. choose the given verbs to make the corrected forms of present simple tense,

4. read the part of content about air pollution, fill in the semantic mapping

and answer questions.

Language Areas: Vocabulary : pesticide, deforestation, factory, car exhaust, asthma,

forest Fire, oxygen, chemicals, smoke, global warming

: Grammar : Present simple tense : Subject – Verb Agreement

: Skills : Reading

Procedures

Pre- Reading

Vocabulary

1. The teacher shows pictures of the causes and effects of the air pollution and asks

students the questions.

- What is in the picture?

- What do the pictures tell us about?

2. The teacher presents the topic " The Air Pollution" and teaches the meaning of the new vocabulary by using pictures. For example, the teacher shows a picture of forest fire and asks students questions about the meaning of it and gives students examples of sentences using those words.

- What is the meaning of this picture?

- Forest fire is the fire that burns the forest.

- Forest fire is the fire that burns trees in the forest.

Students can answer its meaning in Thai and the teacher teaches the meaning of it in English. Teacher lets students read, pronounce and spell the vocabulary. Teacher does the same way with other vocabulary.

3. Students do the exercise about the new vocabulary to make sure that they really know the meaning of the new vocabulary. (handout 1)

Present simple

4. The teacher teaches present simple tense by using the Mr. S's story. The Mr. S's story is about

Subject – Verb agreement in present simple sentences.

For example, Pesticides pollute or pollutes the air. (Pesticides pollute the air)

Forest fire pollute or pollutes the air. (Forest fire pollutes the air)

The teacher lets the students choose the correct word to make the correct form of present simple tense.

5. The teacher presents more examples and the students choose the verb agreement that make the corrected form of present simple sentences.

6. Teacher checks students' understanding again by letting students do an exercise about it. (handout 2)

Reading about Air Pollution

7. The teacher lets students work in pairs (1 smart students and 1 poor student) and asks them the names of their groups.

8. The teacher gives students the story of the air pollution and asks the students to underline the vocabulary or the sentences that they don't know the meaning and explains the meaning of the vocabulary by giving them examples of sentences that using the vocabulary and then students guess the meaning of it. For example, the Vocabulary "Harmful", teacher gives example of sentences that using harmful: (Handout 3)

- Pesticides are **harmful** to human.
- Bacteria is **harmful** to our health.
- Harmful is damaging
- Harmful is hurtful.
- Harmful is not useful or healthful.
- Etc.

The teacher does in the same way with other vocabulary and sentences.

While Reading

9. The teacher introduces the story and has students read the story quickly and answer guiding questions.

- What is the title of this story?
- What are pictures telling you?
- What should be the main topic of this story?

10. The teacher asks students read the story again and try to answer the guiding questions together.

After Reading

11. Students work a group by two pair that will help each other to conclude the content by doing the semantic mapping (handout 4)

12. The teacher and students check the semantic mapping together.

13. The teacher gives the questions' worksheets to students and asks them to answer the questions in pair again. (handout 5)

14. After students do the worksheet, the teacher answers and explains about the questions, then students check their own worksheets and give themselves the points.

Teaching Aids:

1. Pictures of causes and effects of the air pollution
2. Power Point Presentation of new vocabulary
3. Power Point presentation of the present simple tense
4. Exercise sheets
5. Short passage
6. Semantic mapping sheet

Evaluation:

1. From the students' participation
2. From the students' answering the questions
3. From the students exercise sheet
4. From the students' semantic mapping

Name_____ Class P6_____ No._____

Direction: Write the vocabulary given in the boxes that match the pictures.

smoke   pesticides   chemicals   deforestation   factory

car exhaust oxygen   asthma   forest fire   global warming

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

9._____

10._____

Name _____Class P. 6/____ No.____

Present Simple Tense

Direction: Choose the correct verb and write it in each blank.

Examples: Subject + Verb (s) + Object
         Subject(s) + Verb   + Object

Factory pollutes the air everyday.
Factories Pollute the air everyday.

1.   Pesticides _____(pollutes, pollute) the air.

2.   Vehicle exhaust _____(pollutes, pollute) the air.

3.   Forest Fire _____(pollutes, pollute) the air.

4.   Smoke and gases from factories _____(pollutes, pollute) the air.

5.   Chemicals_____ (pollutes, pollute) the air.

6.   Pollution _____(destroys, destroy) the environment.

7.   Deforestation _____(decrease, decreases) the oxygen levels in the air.

8.   Air pollution _____(increases, increase) acid rain.

9.   Air pollution_____(make, makes) the air harmful to breathe.

10. Air pollution_____(increase, increases) the higher rate of asthma.

11. Gases and smoke _____(is, are) causes of air pollution.

12. Car exhaust _____(is, are) a cause of air pollution.

Group_____

Name _____Class P. 6/_____ No._____

Name _____Class P. 6/_____ No._____

Direction: **Read the following content**

- -

Air Pollution

There are many causes of air pollution. Pesticides, particles, gases, smoke and chemicals pollute the air. Deforestation decreases the oxygen level in the air. Smoke from factories and forest fire makes the air harmful to breathe. Car exhaust also causes the air pollution. The air pollution increases the higher rate of asthma. The air pollution effects the lung problems. The air pollution causes the global warming.

__Taking Notes__

Name _____ Class P.6/_____No._____

Direction: Fill the map

Causes

Effects
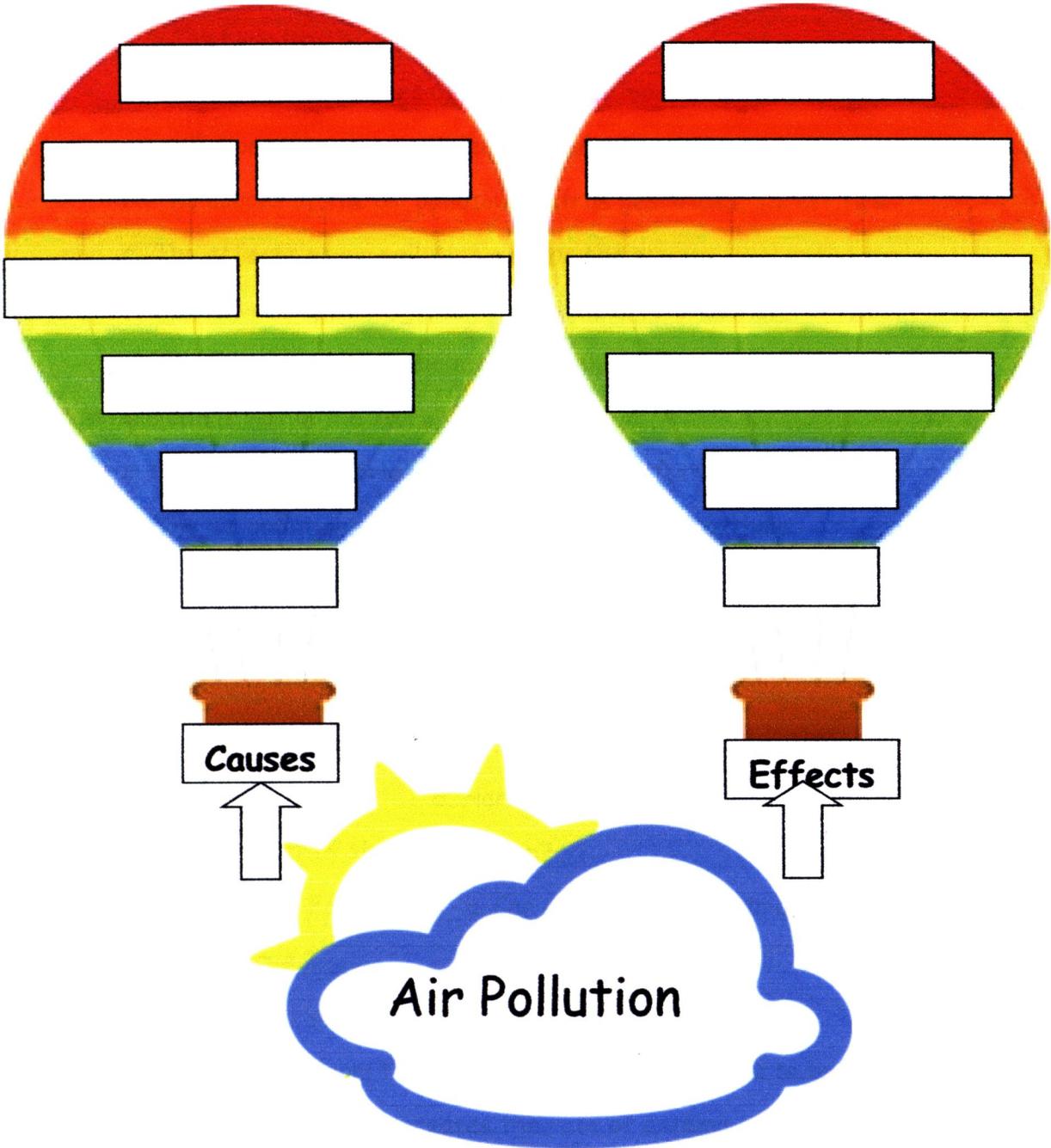
Air Pollution

Name _____Class P. 6/_____ No._____
Name _____Class P. 6/_____ No._____

Part 1: According to the passage, choose the best answer

and mark X on a, b, c or d

1. What is the main idea of this paragraph?

a. There are many causes of the air pollution and the effects of air

pollution make many problems to human.

b. The causes of the air pollution such as pesticides, forest fire

c. The effects of air pollution such as the oxygen level in the air is

decreased and making the air is harmful to breathe.

d. The conservation the air makes people are healthier.

2. Which one **is not** in the story?

a. Smoke from factories makes the air harmful to breath.

b. The air pollution increases the higher rate of asthma.

c. The air pollution makes many people unhappy.

d. Forest fire pollutes the air.

3. What is the cause of the air pollution?

a. Asthma   b. deforestation

c. Lung problems   d. Harmful breathing

4. What is the effect of the air pollution?

a. Asthma b. Forest fire c. Car exhaust   d. Pesticides

5. Which one is **True** ?

a. Deforestation increases the oxygen level in the air.

b. Only smoke from factories makes the air harmful to breath.

c. The air pollution decreases the rate of asthma.

d. The air pollution is a cause of the global warming.

Part 2: Write the letters of the pictures in the blanks given

a.

b.

c.

d.

e.
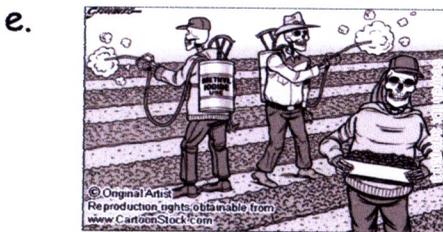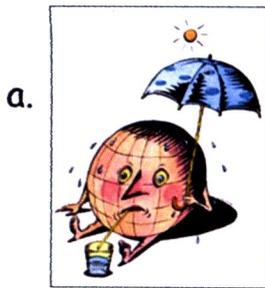
6. Pesticides _____
7. Deforestation _____
8. Global warming _____
9. Forest fire _____
10. Factory _____

Part 3: List 3 – 5 causes of the air pollution.

_____

_____

Part 4: List 3 effects of the air pollution.

_____

_____

Lesson Plan 2

Topic: Water Polluion and Light Pollution

Class: Prathom Suksa 6

Theme: Pollution

Time: 4 Periods / 200 minutes

Terminal Objective: The students will be able to tell the main idea and answer the questions after they read the passage.

Enabling Objectives: The students will be able to:

5. pronounce, spell and tell the meaning of new vocabulary,

6. match the words with pictures that represent the meaning of vocabulary,

7. read the part of content about water pollution, then tell the main idea and answer the questions.

Language Area : Vocabulary : waste products,   sewage,   oil spills,   litter,

chemical tank, marine animals, disease, drinking water, soaps

and detergents, animal waste, pesticides and fertilizers

: artificial lighting , navigation, reproductive, advertising sign,

stadium, city lighting, blood pressure, breast cancer, affect

sleep, waking rhythm, health problems

: Grammar : Present simple tense (review)

: Skills   : Reading

Procedures

Water Pollution (2 periods)

Pre- Reading

Vocabulary: The teacher asks the students to work in pair then the teacher shows pictures of the water pollution and asks students the questions. (handout 1)

- What are in the pictures?

- How do you feel when you see these pictures?

- What do the pictures tell us about?

The teacher shows an opinion about the picture for example,

- I feel sad to see the boy who is in the dirty water.

- I don't like to have dirty water.

The students write their own opinions and answer the questions in the lines provided below the pictures. And the teacher asks the students to guess to topic of the lesson.

2. The teacher presents the topic "The Water Pollution" and the teacher teaches the meaning of the new vocabulary by using pictures and presents the example of sentences using the new vocabulary and lets students guess the meaning of it . For example, the teacher shows a picture of chemical tank and asks students questions about the meaning of it.

- What is it?

- What is the meaning of this picture? Or

- **Pesticide** is a chemical used to kill pests such as ant, insects.

- **Sewage** is waste water that drained from houses.

Students can answer its meaning in Thai and the teacher teaches the meaning of it in English. Teacher lets students read, pronounce and spell the vocabulary by using power point presentation of the new vocabulary. The teacher does the same way with other vocabulary.

3. The Students do the exercise about the new vocabulary to make sure that they really know the meaning of the new vocabulary. (handout 2)

Present Simple tense:Water Pollution

4. The teacher lets students to work in pairs (1 smart student and 1 poor student) then the teacher reviews about present simple tense (Subject- Verb agreement) by giving examples of present simple sentences and asks students to choose the verbs that makes the corrected form of present simple sentences.

For example,   Pesticide_____(pollute, pollutes) the air.

Pesticide and smoke_____ (pollute, pollutes) the air.

Pesticide _____(is, are) a cause of air pollution.

5. The teacher gives students the present simple worksheet and lets them do it and check the worksheet together. (handout 3)

6. The teacher lets students work in pairs (1 smart student and 1 poor student) and asks them the names of their groups.

7. The teacher gives students the passage of water pollution (handout 4) and asks students to take short notes or underline vocabulary or sentences that they don't know the meaning. The teacher explains the meaning of vocabulary by showing pictures or giving examples of using that vocabulary and students can guess the meaning. For example,

The word " Marine"   Teacher gives example sentences such as

   a. Marine animals are animals that live in the sea or the ocean.

   b. Marine life is organism or living things that live in the sea or the
       ocean.

The teacher does in the same way with other vocabulary and sentences.

While Reading

8. The teacher asks students to read the passage quickly and asks the guiding questions:

   - What are pictures telling you?

   - What should be the main topic of this story?

   - What should be details of the story?

   - What is the purpose of the author?

9. The teacher asks students to read it again and answer the guiding questions together.

After Reading: Water Pollution

10. After reading, students work in pair to help each other to conclude the content by doing the semantic mapping (Handout 5)

11. The teacher and students check the semantic mapping together.

12. The teacher gives the questions' worksheets to students and asks them to answer the questions in   pair again. (handout 6)

13. After students do the worksheet, the teacher answers and explains about the questions, then students check their own worksheets and give themselves the points.

Light Pollution (2 Periods)

Before Reading

1. Students work in pair (1 smart students and 1 poor student) , the teacher gives students the vocabulary worksheet and lets students search and write the vocabulary in the worksheet and match the pictures.(Handout 7)

2. The teacher shows the vocabulary, answers the worksheet and explains about the meaning of each vocabulary.

3. Students check their own answer and correct their the answers then practice pronunciation and spelling.

4. The teacher gives students the passage of Light pollution to students and lets students ask the teacher about the unknown vocabulary, then The teacher explains about the meaning of those vocabulary by giving them the example sentences or show them the pictures such as :

   Blood pressure is happened when the heart pump the blood.

While reading

5. The teacher asks students to read the passage quickly and after reading, the teacher asks them the guiding questions

   - What are pictures telling you?

   - What should be the title of the passage?

   - What should be the main topic of this story?

   - What should be details of the story?

   - What is the purpose of the author?

6. The teacher lets students read the passage again and try to answer the guiding questions together.

After Reading

7. The teacher and students help to conclude content of the passage by doing a semantic mapping.

8. The teacher and students

9. The teacher gives students the worksheet about light pollution and lets students answer the questions.

10. The teacher and students answer the question together, students check their own worksheet and give themselves the points.

11. After the reading practicing students do the test about Water and Air pollution.

Teaching Aids:

12. Pictures of causes and effects of the water and light pollution

13. Power Point Presentation of new vocabulary

14. Power Point presentation of the structure of present simple tense

15. Exercise sheets

16. Short passage

17. The test about Air and Water Pollution

Evaluation:

18. From the students' participation

19. From the students' answering the questions

20. From the students exercise sheets

21. From the students' tests

The Picture of the water Pollution

Your Opinions :_ I feel _____
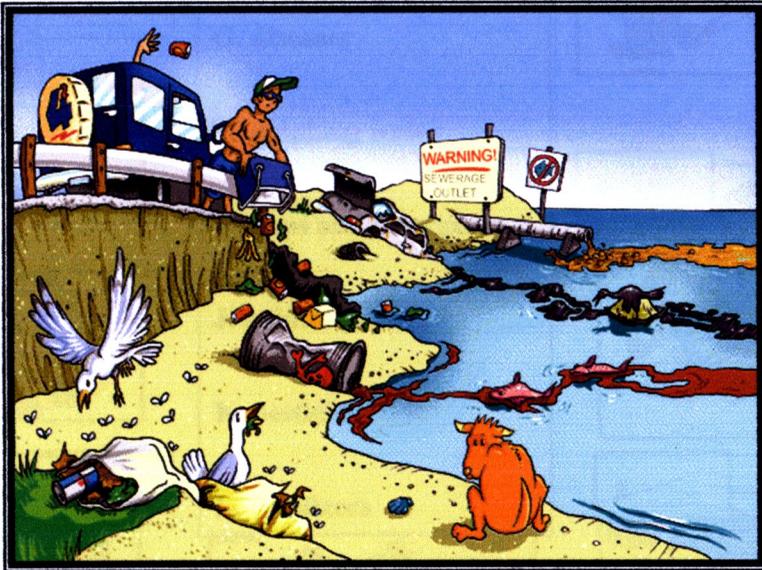
What are they doing ?_____

What will happen to the water in the picture?_____

Handout 2

Name _____ Class p.6/_____ No._____

Part 1 : Write letters A – L in the boxes matches the pictures.

1._____

12._____

A. sewage

2._____

B. waste products

11._____
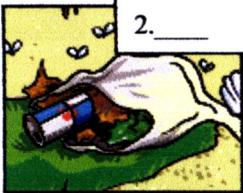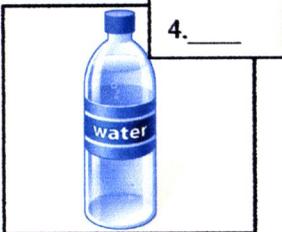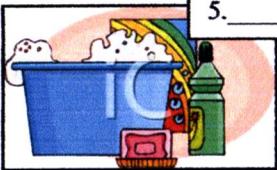
C. litter

D. oil Spill

3._____

E. leaking of
chemical tank

4._____

F. marine animals

10._____

G. diseases

H. drinking water

I. soaps and detergents

9._____

5._____

J. animal aaste

K. pesticides

6._____

8._____

L. fertilizers

7._____
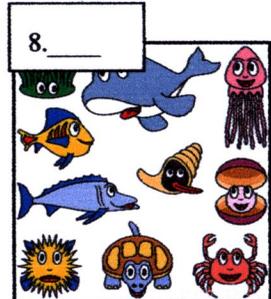
Name_____Class P.6_____No.____

Direction: Write Present Simple Sentences about Water Pollution correctly by using

pictures and the verbs given.

1. (pollute, pollutes) water.

_____

2. (is , are) a cause of water pollution.

_____

3. Water pollution   (damage, damages)

_____

4. Water pollution (increase, increases)

_____

5. (is , are) causes of water pollution

_____

Name_____ Class P. 6/_____ No._____

Name_____ Class P. 6/_____ No._____

Direction: Read the following content

Water Pollution
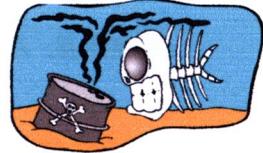
Water pollution can be caused by waste products, sewage, leaking of chemical tanks, and litters in streams, rivers, lakes, seas and oceans. Oil spill from ships is a cause of water pollution. Other causes of water pollution are soaps and detergents, animal waste, pesticides and fertilizers.

Some scientists believe that water pollution is the largest cause of death and diseases in the world, causing about 14,000 deaths in the world each day. Water pollution decreases in quality of water. Water pollution decreases amount of drinking water and damages marine animals.
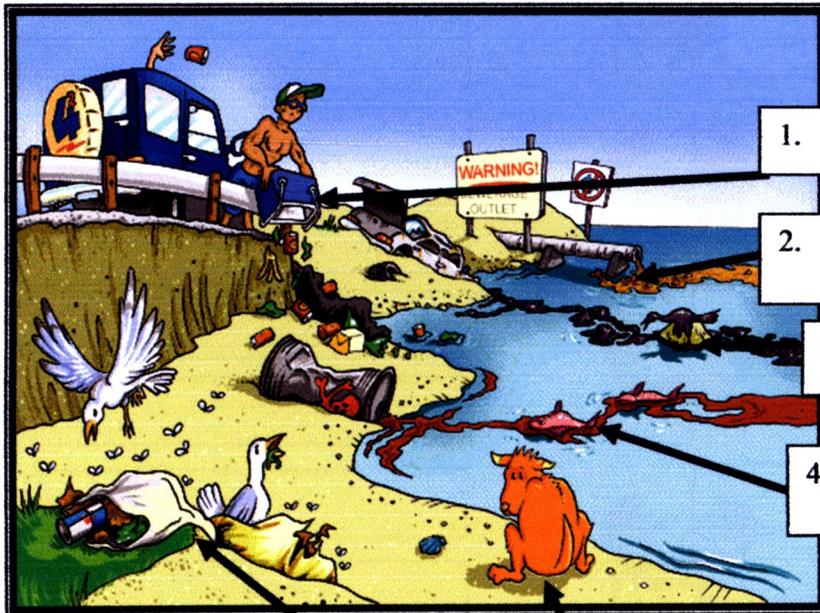
1.

2.

3.

4.

6.

5.

Waste products   Sewage   Oil spills   Litter

Leaking of Chemical tank   Animal waste

Name_____ Class P.6/_____ No._____

Name_____ Class P.6/_____ No._____

DIRECTION: FILL THE MAP

WATER POLLUTION
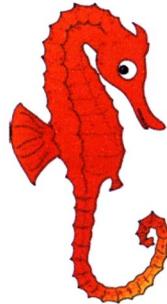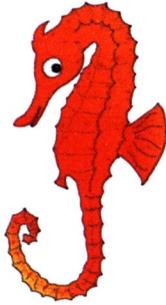
Causes	Effects

Name 1. _____ 2. _____ Class P.6/_____ No. ___,___

Part 1 Answer the questions

1. What is the title of this passage?

      a. Water Pollution   b. Air Pollution

      c. Noise Pollution   d. Water Conservation

2. What is the main idea of the passage?

    a. There are many causes of water pollution and the effects of water pollution affect human and animals.

    b. The effects of water pollution affect human and animals.

    c. The causes of water pollution such as oil spill, fertilizer and waste products.

    d. The water conservation makes people get healthier.

3. According to the passage, water pollution is not happened in_____?

    a. Oceans   b. Streams

    c. Rain forest   d. Rivers

4. Who do believe that about 14,000 deaths in the world each day caused by water pollution?

    a. Biologists   b. Chemists

    c. Scientists   d. Physicists

5. Which **is not** in the passage?

    a. Water pollution decreases amount of drinking water.

    b. Water pollution damages the marine life.

    c. Water pollution is the largest cause of diseases.

    d. Water pollution can be in a pond.

6. Which **is not** the effect of water pollution?

    a. Soaps and detergents

    b. Amount of drinking water decreased

    c. Marine animals are damaged

    d. 14,000 deaths in the world each day

Part 2: Mark ✗ at the correct answer

1. Pesticides and fertilizers are causes of water pollution. ☐ True ☐ False

2. Waste products and animals' waste don't pollute water. ☐ True ☐ False

3. Water pollution increases the amount of drinking water. ☐ True ☐ False

4. Water pollution does not affect marine animals. ☐ True ☐ False

5. Diseases do not come from water pollution. ☐ True ☐ False

6. Water pollution is the largest cause of death and diseases. ☐ True ☐ False

Name_____Class P.6/____ No._____

Name_____Class P.6/____ No._____

Light Pollution:
Word Search

Part 1: use a magnifying glass to search the words in the boxes,
write the words in the blanks given
and match the words with the pictures

Advertising sign	Night traffic	Blood pressure
1	**2**	**3**

Breast cancer	City lighting	Stadium
4	**5**	**6**

Waking rhythm	Affect sleep	Navigation
7	**8**	**9**
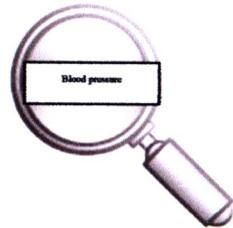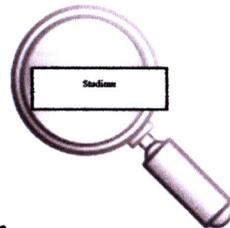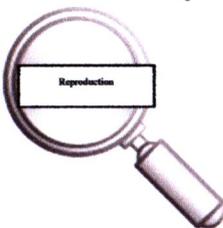
Reproduction	Health problem	Artificial lighting
10	**11**	**12**

1. _____ = Picture _____
2. _____ = Picture _____
3. _____ = Picture _____
4. _____ = Picture _____
5. _____ = Picture _____
6. _____ = Picture _____
7. _____ = Picture _____
8. _____ = Picture _____
9. _____ = Picture _____
10. _____ = Picture _____
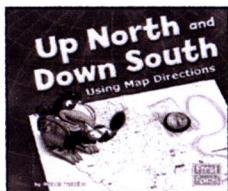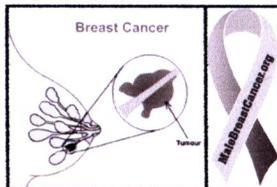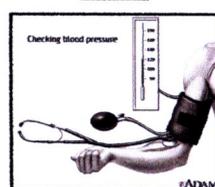11. _____ = Picture _____
12. _____ = Picture _____

A
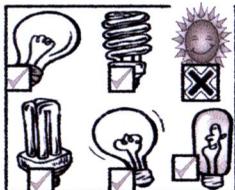
B

C

D

E

F

G
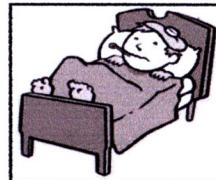
H

I

J

K

L

Name_____ Class P.6/_____ NO._____

Direction: Read the following content.

Light Pollution

Light pollution can be caused by advertising signs, stadium and city lighting, and other artificial lighting (like the light caused by night traffic). Artificial lighting affects the health problems in humans and animals.

In people, the artificial lighting affects the high blood pressure. And light pollution affects sleeping and waking rhythms in human too. Light pollution can be a cause of some cancers such as breast cancer in people who work at night time.

In animals, artificial lighting affects sleeping and waking rhythms and also navigation and reproduction.
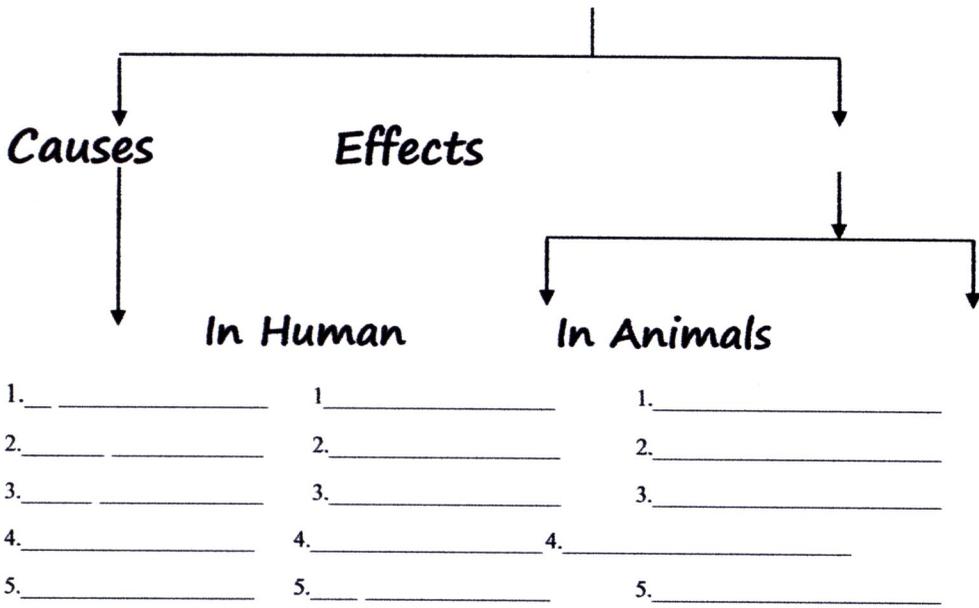
The Earth at night

Name _____ Class P.6/_____ No._____

Direction: **Fill the map**

# Light Pollution

Causes   Effects

In Human   In Animals

Causes	In Human	In Animals

1.__ _____   1_____   1._____

2._____ _____   2._____   2._____

3._____ _____   3._____   3._____

4._____   4._____   4._____

5._____   5.____ _____   5._____

**Part 1: Choose the best answer.**

1. What is the passage about?

    A. Noise pollution   B. Air pollution

    C. Land pollution   D. Light pollution

2. Which is not in the passage?

    A. The causes of light pollution

    B. The effects of light pollution in human

    C. The effects of light pollution in animals

    D. The effects of light pollution in plants

3. Which is **True**?

    A. Light pollution can be caused by smoke.

    B. Light pollution can be caused by artificial lighting.

    C. Light pollution can be caused by pesticides.

    D. Light pollution can be caused by deforestation.

4. Which is not an effect of light pollution?

    A. High blood pressure in human

    B. Navigation problem in animals

    C. Reproduction in human

    D. Sleeping and walking rhythms in human

5. According to the passage, who can be the breast cancer?

    A. People who work at day time.

    B. People who work at night time.

    C. People who sleep very well at day time.

    D. People who sleep very well at night time.

D.People who sleep very well at night time.

6.
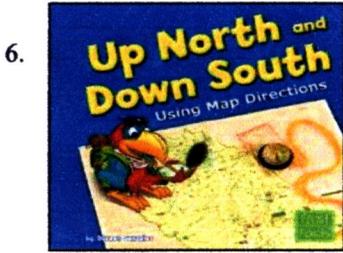
What is this picture represent?

    A. Navigation problem

    B. Reproduction

    C. Breast cancer

    D. Seeping and waking rhythms

7.
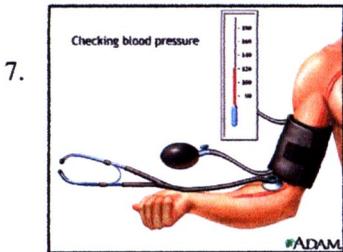
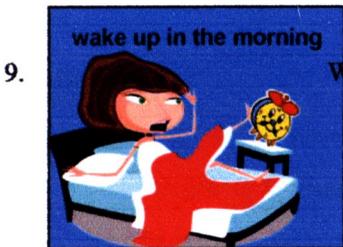
What is this picture represent?

    A. Artificial lighting

    B. Night traffic

    C. Blood pressure

    D. Sleeping and waking rhythms

8.

What is this picture represent?

    A. Reproduction

    B. Heart problem

    C. Blood pressure

    D. Navigation problem

9.

What is this picture represent?

    A. Heart problem

    B. Navigation problem

    C. Reproduction

    D. Sleeping and waking rhythms

10.

What is this picture represent?

    A. City lighting

    B. Night traffic

Lesson Plan 3

Topic: Reuse Reduce Recycle

Class: Prathom Suksa 6

Theme: Environmental Conservation

Time: 4 Periods / 200 minutes

Terminal Objective: The students will be able to tell the main idea and answer the questions

after they read the passage.

Enabling Objectives: The students will be able to:

1. pronounce, spell and tell the meaning of new vocabulary,

2. match the words with the pictures,

3. choose and write the given verbs to make the corrected forms of present simple

tense,

4. read the part of content about recycle reuse reduce, fill in the semantic mapping and

answer questions.

Language Areas: Vocabulary : aluminium ruler, newspaper, glass bottle, plastic bag,

aluminium can, tire bin, battery (ies), jar, magazines, used

books, wood, plastic milk bottle, tire swing, used papers, card

board boxes, glass reduce, reuse, recycle

: Grammar   : Present simple tense : Subject – Verb Agreement

: Skills   : Reading

Procedures

Pre- Reading (KWL)

1. The teacher shows a used glass bottle and asks students : if you have a glass bottle,

how can you do for conserve the environment.

2. **K:** The teacher asks students' background knowledge about 3 Rs method by using

following questions:

- What is the meaning of 3 Rs method?

The teacher records the students answers on the board in the K part of KWL chart.

3. **W:** Then the teacher asks students the question :

- What do you want to know the 3 Rs method?

And lets the students ask the questions what they want to know about it.

4. The teacher records those questions on the board in the W part of the KWL chart (handout 1) and the teacher and students will choose some questions that can be learnt at first and the teacher tries to convince and encourage students to learn about the topic " Reuse Reduce Recycle" by showing a glass bottle again and asks students that how can do with the glass bottle for conserving the environment, students help to answer the question and the presents the topic " Reuse Reuse Recycle"

Vocabulary

5. The teacher shows the cardboard box, glass bottle, plastic bag and other recyclable items to students and asks students the following questions:

- What is this?

- Where does it come from?

- After using it, what do you do with it?

- What happens, if you throw it away?

- How can we solve those problems?

6. The teacher teaches the meaning of the new vocabulary by using pictures, real recyclable items and power point presentation. For the vocabulary that cannot show the real items such as " recycle" , the teacher can show a picture of recycle symbol and asks students questions about the meaning of it and gives students examples of sentences using those words.

- What is the meaning of this picture?

And explains the meaning of it by using easy sentences such as

- Recycle is to make new

- We can recycle paper to save the trees.

- Recycle is to make a new glass again by using the old one.

Students can answer its meaning in Thai and the teacher teaches the meaning of it in English. Teacher lets students read, pronounce and spell the vocabulary. Teacher does the same way with other vocabulary.

7. Students do the exercise about the new vocabulary to make sure that they really know the meaning of the new vocabulary. (handout 2)

Present simple

8. The teacher teaches present simple tense by reviewing corrected form of present simple tense again by using.

9. The teacher shows recyclable items and gives students examples of present simple sentences that emphasis on conserving the environment by using the subject "I" at the first.

Examples   "I recycle newspaper."   "I recycle glass."
              "I recycle plastic."

10. Then the teacher takes recyclable items out and asks students to say the same sentences as a group.

Then the groups of students say "I recycle _____" depending on what type of recyclable items the teacher holds up.

11. The teacher asks pairs of students to volunteer to say the correct sentence depending on what recyclable item is being held up.

12. Repeat 5, 6, and 7 using "we, they, you, he, she or names of people" instead of "I".

13. Teacher checks students' understanding again by letting students do an exercise about it. (handout 3)

Reading about Recycle Reuse Reduce

14. The teacher lets students work in pairs (1 smart students and 1 poor student) and asks them the names of their groups.

15. The teacher gives students the story of Recycle Reuse Reduce (Handout 4) and asks the students to underline the vocabulary or the sentences (the vocabulary that teacher never teach them before) they don't know the meaning and explains the meaning of the vocabulary by giving them examples of sentences that using the vocabulary and then students guess the meaning of it. For example, the Vocabulary "Toxic", teacher gives example of sentences:

Toxic is harmful

Toxic is poison

When you eat something toxic, you will die.

The teacher does in the same way with other vocabulary and sentences.

16. The teacher lets students work on the exercise about the vocabulary using in the passage in order to check students understanding. (handout 5)

While Reading

17. The teacher introduces the story and asks students to read the story quickly and answer guiding questions.

- What is the title of this story?

- What are pictures telling you?

- What should be the main topic of this story?

18. The teacher asks students read the story again and try to answer the guiding questions together.

After Reading

19. Students work in group of two help each other to conclude the content by doing the semantic mapping (handout 6)

20. The teacher and students check the semantic mapping together.

21. The teacher gives the questions' worksheets to students and asks them to answer the questions in pair again. (handout 7)

22. After students do the worksheet, the teacher answers and explains about the questions, then students check their own worksheets and give themselves the points.

22. **L:** The teacher and students help to fill the main idea what they have learnt in the KWL chart together.

Teaching Aids:

23. Pictures and the real recyclable items

24. Power Point Presentation of new vocabulary

25. Power Point presentation of the present simple tense (review)

26. Exercise sheets

27. Short passage

28. Semantic mapping sheet

29. KWL chart

Evaluation:

30. From the students' participation

31. From the students' answering the questions

32. From the students exercise sheet

33. From the students' semantic mapping

34. From the students' KWL chart.

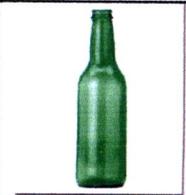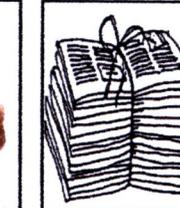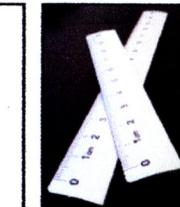Name _____ Class P.6/_____ No._____

KWL Chart

K	W	L

Name_____ Class P.6/___ No._____

Recycle Reuse Reduce
Vocabulary

<u>Part 1</u> : Write the words given in the boxes that match with the pictures

✦ **Aluminium** **Ruler** ✦ **Newspaper** ✦ **Glass bottle** ✦ **Plastic bag** ✦ **Aluminium** **can** ✦ **Tire bin** ✦ **Battery (ies)** ✦ **Jar** ✦ **Magazines** ✦ **Used Books** ✦ **Wood** ✦ **Plastic milk** **bottle** ✦ **Tire swing** ✦**Used Papers** ✦**Card board** **boxes** ✦**Glass**			
	1.	2.	3.	4.
	5.	6.	7.	8.
	9.	10.	11.	12.
	13.	14.	15.	16.

Name_____ Class P.6/_____ No._____

Present Simple Tense

Part 1: Fill in the verbs given in the blanks.

recycles   recycle   reduces   reduce   reuses   reuse

1. I _ _ _ _ _ _ _ _ _ newspaper.

2. I _ _ _ _ _ _ _ aluminium cans .

3. He r_ _ _ _ _ _ _ _ _ magazines.

4. She _ _ _ _ _ _ _ _ _ _ _ glass .

5. I _ _ _ _ _ _ _ _ _ glass bottles.

6. W _ _ _ _ _ _ _ _ _ _ _ aluminium rulers .

7. You r _ _ _ y _ _ _ _ newspaper .

8. We _ _ _ _ _ _ _ _ _ _ used books.

9. They _ _ _ _ _ _ _ _ _ _ plastic bottles.

10. **BONUS!** _ e _ _ _ _ _ _ _ _ _ metals.

Reduce – (v.) to use less   **Reuse**   –(v.)to use again   **Recycle** –(v.)to make new

Part 2: Choose the correct verb and write the words that match with the pictures in the blanks

1. Mo _____ (reduces, reduce) using _____.

2. Ying and May _____ (reuses, reuse) used tires into _____.

3. Mo and May _____(donates, donate) used _____.

4. Boon and I _____(repairs, repair) our cloths.

5. Boon _____ (recycles, recycle) _____ milk bottles.

Name _____ Class P.6/_____ No._____

Recycle Reuse Reduce Vocabulary

Part 2 : Match the words given with their meaning

_____1. Reduce

A. To give (money, time, etc.) to a charity

_____2. Reuse

B. To make new

_____3. Recycle

C. Harmful or deadly chemicals

_____4. Donate

D. To use less

_____5. Toxic chemicals

E. Things that we get from buying.

_____6. Goods

F. To use again

For example, we use an old tire

again to tire swing.

_____7. Materials

G. The ability to do work.

For example the sun give us

solar energy

_____8. Energy

H. Things that we use for making something

_____9. Natural resources

I. The boxes or bags which a product is offered for sale.

_____10. Packaging

J. Take something away when we don't use it.

_____11. Wrapping

K. Something, such as a forest, minerals, or fresh water,

that is found in nature and is necessary or useful to

humans.

_____12. Throw away

L. To cover something

Name_____ Class P.6 /_____ No._____

Direction: Read the following content

Reduce Reuse Recycle

Reduce comes first. Reduce is to use less, that we can save natural resources and energy. Ways to reduce waste are buying goods that use less packaging and there are no toxic chemicals in the goods you buy.

No Plastic Bags

Reuse comes second. Reuse is to save and use it again. Ways to reuse are using glass or plastic jars after they are empty, or using a cloth bag to the market when you shop (you don't need a plastic bag, and you can use the cloth bad again the next time).

In the school, students can bring their lunches in boxes, which they can wash and use over and over again, instead of wrapping their food in plastic and paper that they throw away every day. Some offices can donate their old computers to the school for reusing.

Recycle comes third. Recycling is changing used things back into raw materials, then making new products with them. Recycled materials for examples: glass, notebooks, plastic toys, furniture, metals, aluminum cans, newspapers, magazines and card board boxes.

You can help recycling by using products that have Recycle symbol, collect recycle materials and sell them to a recycle factory.
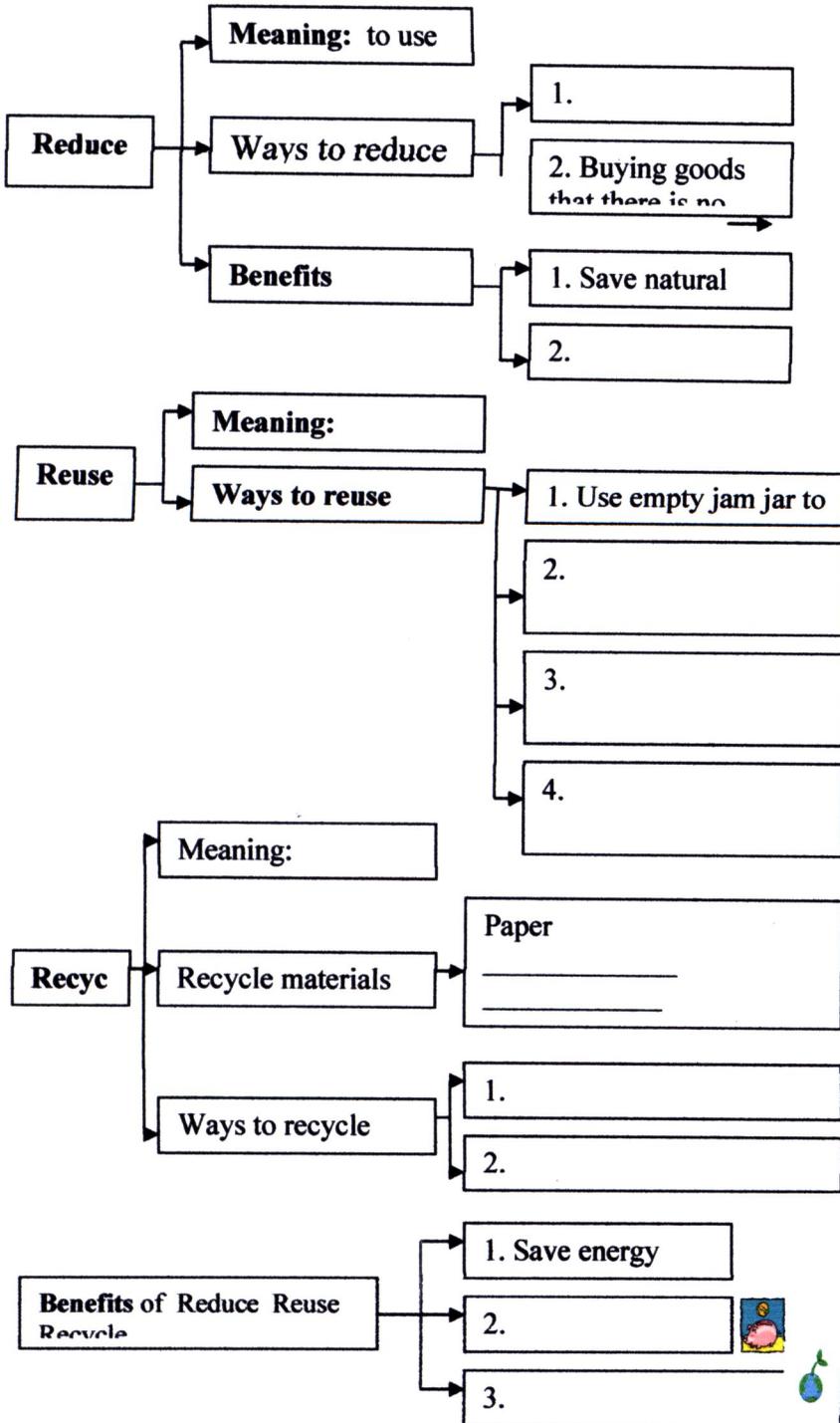
Reduce, reuse and recycle can save energy, money and protect the environment from many kinds of pollution such as air pollution, water pollution and soil pollution.

Group_____   Handout 6

Direction: Fill the semantic Mapping

Reduce
- **Meaning:** to use
- **Ways to reduce**
  - 1.
  - 2. Buying goods that there is no
- **Benefits**
  - 1. Save natural
  - 2.

Reuse
- **Meaning:**
- **Ways to reuse**
  - 1. Use empty jam jar to
  - 2.
  - 3.
  - 4.

Recyc
- Meaning:
- Recycle materials
  - Paper
    _____
    _____
- Ways to recycle
  - 1.
  - 2.

Benefits of Reduce Reuse Recycle
- 1. Save energy
- 2.
- 3.

Reduce Reuse Recycle

Part 1: According to the passage, choose the best answer and mark X on a, b, c or d

1. What is the title of the passage?
   A. The ways to reuse things
   B. The benefits of recycle things
   C. The recycle materials
   D. Reduce Reuse Recycle

2. What is the meaning of reduce?
   A. To use again
   B. To use less
   C. To make new
   D. To use more

3. Buying goods that have less packaging is a way to_____.
   A. reuse
   B. reduce
   C. recycle
   D. repair

4. According to the passage, What should we do when we go to
   the market,
     if we want to reuse?
   A. Use plastic bags
   B. Use cloth bags
   C. Use a basket
   D. Use paper bag.

5. According to the passage, the offices can donate the old computers
   to school,   What do they do ?
   A. Recycle their old computers
   B. Reduce their old computers
   C. Reuse their old computers
   D. Repair their old computers

6. Which ***is not*** true ?

   A. Recycle materials are aluminium can, card board boxes, glass.

   B. Recycle can save energy.

   C. We can help recycling by using things that have Recycle Symbol.

   D. Recycle is a way to make pollution in the environment.

7. Which ***is not*** in the passage?

   A. In the school, you can use boxes for keeping your lunch.

   B. A way to reduce is buying goods without toxic chemicals

   C. A way to reuse is using one side paper again.

   D. A way to recycle is collecting recycle materials and selling them to a recycle factory.

8.

rces

What does this picture represent?

   A. Donate

   B. Toxic chemicals

9.

What does this picture represent?

   A. Card board boxes

   B. Wood

   C. Goods

   D. Tire swing

10.

What does this picture represent?

   A. Wrapping

   B. Donate

   C. Energy

   D. Throw away

Lesson Plan 4

Topic: Conserve Our Environment 1

Class: Prathom Suksa 6

Theme: Environmental Conservation

Time: 4 Periods / 200 minutes

Terminal Objective: The students will be able to tell the main idea and answer the questions

after they read the passage.

Enabling Objectives: The students will be able to:

1. pronounce, spell and tell the meaning of new vocabulary,

2. match the words with the pictures,

3. choose and write the given verbs to make the corrected forms of present simple

tense,

4. read the part of content about conserving environment,

5. fill in the semantic mapping and answer questions.

Language Area : Vocabulary   : carpool, hybrid vehicles, biking, walking, biodiesel,

vetiver grass, Royal project, artificial rain, Chaipattana aerator,

The new theory, industry, Monkey cheek project, gasohol,

electricity car, environmental   management standard,

boycott polluter, repair, reject

        : Grammar   : Present simple tense : Subject – Verb Agreement

        : Skills   : Reading

Procedures

Pre- Reading

   Vocabulary

   1. The teacher shows the symbol of the environmental management standard and asks

students that

     - What is it?

     - Why do we have to have this symbol?

   Then the teacher explains the importance of this symbol to students.

2. The teacher shows the picture of boycott the polluter and asks students that

   - What are they doing?

   - Why do they do that?

   The teacher explains the event that happens in the picture and presents the topic "Conserve Our

   Environment"

   3. The teacher teaches the meaning of the new vocabulary by using pictures and power point presentation. For the vocabulary that cannot show the real items such as " boycott" , the teacher can show the picture of it and asks students questions about the meaning of it and gives students examples of sentences using those words.

   - What is the meaning of this picture?

   And explains the meaning of it by using easy sentences such as

   - Boycott is to refuse to have dealings with a person or an organization etc.

   - Boycott is refuse (to say "no") to buy (a product) as a protest

   Students can answer its meaning in Thai and the teacher teaches the meaning of it in English. Teacher lets students read, pronounce and spell the vocabulary. Teacher does the same way with other vocabulary.

   4. Students do the exercise about the new vocabulary to make sure that they really know the meaning of the new vocabulary. (handout 1)

   Present simple

   5. The teacher teaches present simple tense by reviewing the corrected form of present simple tense.

   6. The teacher writes a present simple sentence which emphasizes on the conserving environment on the board such as

   - They _____ (conserve, conserves) the environment by reducing using plastic

     bags

   - He _____ (recycle, recycles) the glass bottles.

   - Mr. John _____(bike, bikes) to work to conserve the environment.

   - Ton and Judie _____(reuse, reuses) a jam jar to store sugar.

The teacher lets groups of students choose the given verbs to make the corrected form of present simple in the first sentence, then in pair in the next sentences.

7. Teacher checks students' understanding again by letting students do an exercise about it. (handout 2)

While Reading

Reading about Conserve Our Environment

8. The teacher lets students work in group of 5 (2 smart students, 2 fair students and 1 poor student) and asks them the names of their family groups.

9. The first student of every group is in the expert 1 group. They read the same content (The 5 R method), answer the expert 1 questions and take notes of the important information. The second students of every group is in the expert 2 group. They read the same content (Biking, walking and using carpool), answer the expert 2 questions and take notes of the important information. The third student of every group is in the expert 3 group. They read the same content (Boycott Polluters)), answer the expert 3 questions and take notes of the important information. The forth student of every group is in the expert 4 group. They read the same content (Consider a hybrid vehicle), answer the expert 4 questions and take notes of the important information. The fifth student of every group is in the expert 3 group. They read the same content (The Royal Project), answer the expert 5 questions and take notes of the important information. (Every passages is in Handout 3)

After Reading

10. Students come back to their group and fill the semantic map completely together. (Handout 4)

11. The teacher and students check the semantic mapping together.

12. The teacher gives the questions' worksheets to each group of students and asks them to answer the questions together. (handout 5)

13. After students do the worksheet, the teacher answers and explains about the questions, then students check their own worksheets and give themselves the points and compliments the winner group.

Teaching Aids:

14. Pictures

15. Power Point Presentation of new vocabulary

16. Power Point presentation of the present simple tense (review)

17. Exercise sheets

18. 5 short passages

19. Semantic mapping sheet

Evaluation:

20. From the students' participation

21. From the students' answering the questions

22. From the students exercise sheet
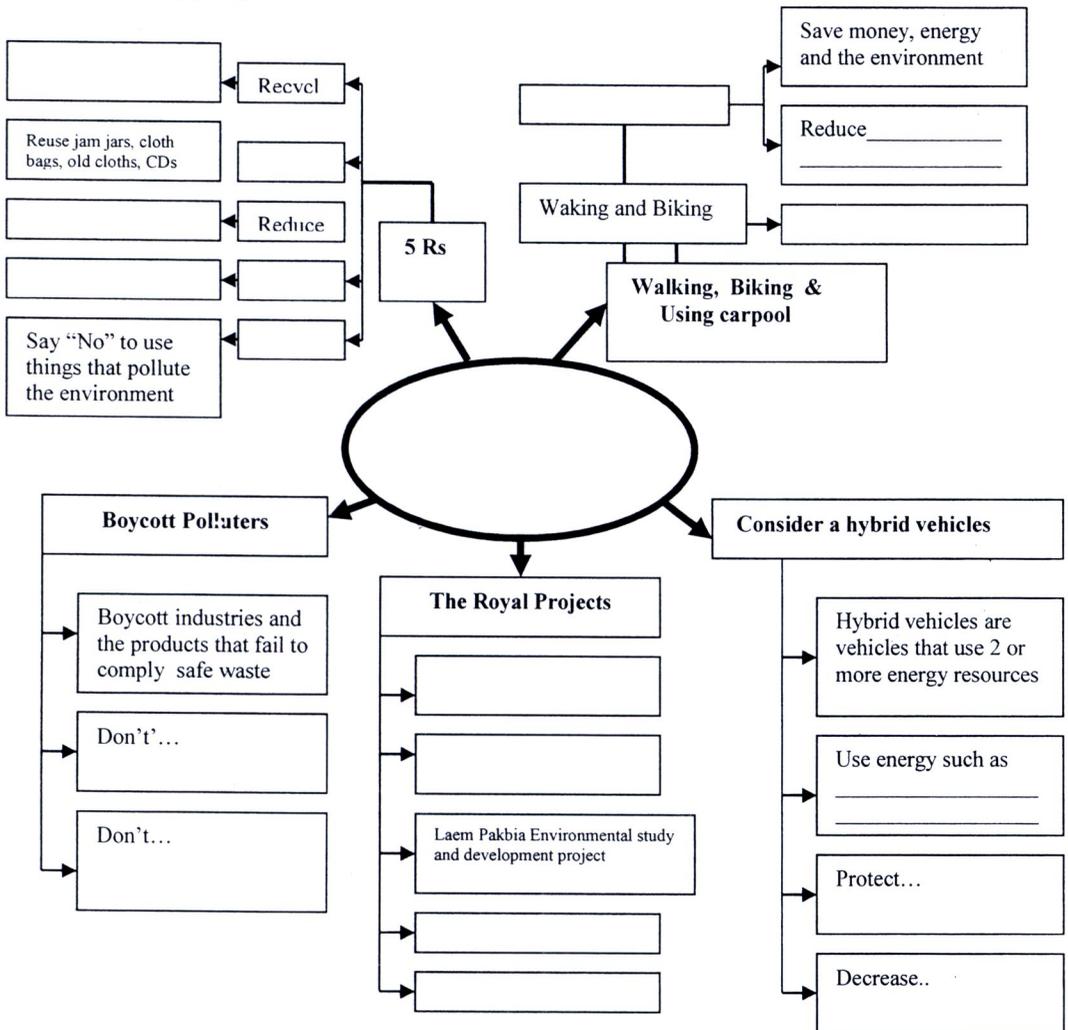
23. From the students' semantic mapping

Conserving Our Environment

Group _____ :_____

Members

Expert 1._____Class P.6/____ No.____
Expert 2._____Class P.6/____ No.____
Expert 3._____Class P.6/____ No.____
Expert 4._____Class P.6/____ No.____
Expert 5._____Class P.6/____ No.____

Part 1: After reading the passages about the conserving the environment, each member in the group concludes the content and help the group by filling the semantic mapping below:

Recvcl

Save money, energy and the environment

Reuse jam jars, cloth bags, old cloths, CDs

Reduce_____
_____

Reduce

Waking and Biking

5 Rs

Walking, Biking & Using carpool

Say "No" to use things that pollute the environment

Boycott Polluters

Boycott industries and the products that fail to comply safe waste

Don't'…

Don't…

The Royal Projects

Laem Pakbia Environmental study and development project

Consider a hybrid vehicles

Hybrid vehicles are vehicles that use 2 or more energy resources

Use energy such as
_____
_____

Protect…

Decrease..

Group _____ P.6/____

Part 1: Choose and write the correct meaning of the words given.(5 marks)

1. Reuse is _____   ⊕ to make new
2. Recycle is_____   ⊕ to make again
3. Reduce is _____   ⊕ to fix
4. Repair is _____   ⊕ not accept
5. Reject is _____   ⊕ to use less

*Part 2: Write **Reuse , Reduce, Recycle, Repair** or **Reject** in the blanks given (5 marks)*

1. Make a scare off bird from CD or DVD :   _____
2. Use less plastic bag when you go to market: _____
3. Fix a bicycle and use it again: _____
4. Not accept using plastic bags and use cloth bag in stead : _____
5. Make new glass jar from old glass bottles :   _____

*Part3 : **True** or **False**   (5 marks)*

1. The carpool helps us to save money.   _____
2. The carpool helps us to save energy and fuel.   _____
3. The carpool helps us to get more air pollution.   _____
4. The biking and walking help us to increase toxic gas.   _____
5. The biking and walking help us to save the environment. _____

Part 4: Choose the best answer and mark X on A or B. (5 marks)

1. You can boycott the polluters by_____.

   A. buying every things that they sell

   B. don't donating money for their activities.

2. What kind of polluter that we should boycott?

   A. The polluter who does not pass the environment management standard.

   B. The polluter who passes the environment management standard.

3. What are bio-fuels that we should use for our cars?

   A. Petroleum fuel, benzene, gasohol and electricity

   B. Solar cell, biodiesel, gasohol and electricity

4. How can hybrid cars help to conserve the environment?

   A. Increase the pollution and vehicle exhaust.

   B. Decrease the pollution and vehicle exhaust.

5. What Royal projects are used for solving the flood and the drought problems in order?

   A. ChaiPatthana aerator, Vertiver grass
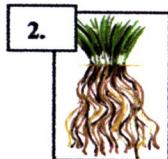
   B. Monkey cheek, Artificial rain

Name _____ **Class P.6/**_____ **No.**_____

Conserve Our Environment

<u>Direction</u>: fill the missing letters in the blanks.
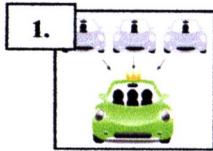
1.	2.	3.	4.
__ a __ P __ __ l	V __ __ __ __ ver g_as__	__ y __ __ i __ c __ __	__ i k __ n __

5.	6.	7.	8.
R __ y __ l Pr __ j __ ct	Ch __ ip_tt_n_ __ er_tor	B __ __ d __ es __ l	Art_f_c_a_ Ra __ __
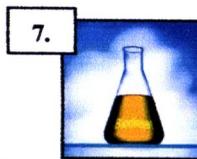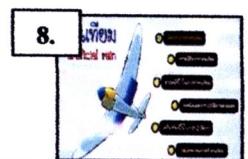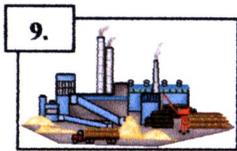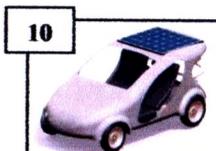
9.	10.	11.	12.
I __ d __ str __ __	S __ la __ C __ __ l C_r	N_w Th __ or __	M _ n __ e __ C_e __ k
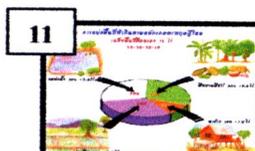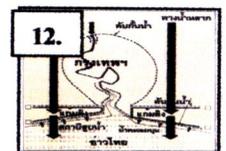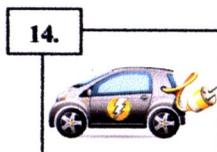
13	14.	15.	16.
G __ s __ h __ l	E_e_t_ic_t __ ar	E __ viro __ me __ tal management st_nd_rd	C __ s __ __ or M _ ne __
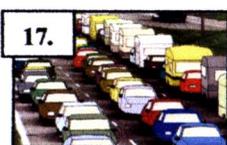
17.	18.	19	20
Tr __ ff __ c j __ m	G __ __ d environmental Standard	R __ c __ cl_S __ mb __ l	R __ pa __ r

**Name**_____ **Class P.6/**_____ **No.**____

Conserve Our Environment
Present Simple Tense

Part 1 : Choose the verbs given and write them in the blanks to make
the correct present simple sentences.

1. They _____ (conserve, conserves) the environment by reduce using plastic bags.

2. He_____ (reuse, reuses) an old tire to a tire swing for conserving the environment.

3. We _____(recycles, recycle) card board boxes and magazines for conserving the environment.

4. She _____(walks, walk) to school for conserving the environment.

5. I _____ (uses, use) a hybrid car for conserving the environment.

6. My father _____(boycott, boycotts) the polluters by don't buy the goods they made.

7. Farmers _____(plants , plant) vetiver grass and _____(use, uses) the new theory.

8. Some people _____(use, uses) electricity cars and solar cell cars to conserve the environment.

9. Using car pool _____(reduces, reduce) traffic jam and save parking cost.

10. My mother _____(reuse, reuses) a jam jar to store sugar for conserving the environment.
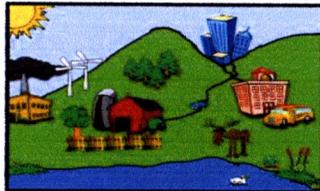
Conserving Our Environment

1. 5-R Method: Reuse-Recycle-Repair-Reduce-Reject

Recycling– To make new

Reuse– To use again

Reduce–To use less

Repair – To fix

Reject – Not accept

1. Reuse old CDs or DVDs to scare off birds.
2. Reuse cloth bags.
3. Reuse old clothing by donating it to a local charity.
4. Reuse old glass jam or jelly jars to store rice, pasta, sugar and flour.
5. Reduce packaging when you buy goods.
6. Recycle glass, paper, aluminium, metals and plastic
7. Repair bicycles, chairs and use them again
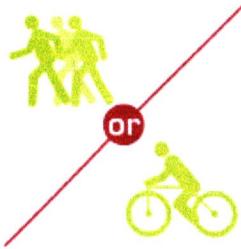8. Reject!! By Saying NO to use things that pollute the environment.

Questions:
1. What is 5 R method?
2. Give 5 examples of 5 R method

Conserving Our Environment

2. Walking, Biking and Using Carpools

Carpool

- Carpools save money. When one shares a car/vehicle with other people, he or she saves on fuel cost, parking cost and vehicle maintenance cost.
- Carpool to save the environment and reduce traffic jam.
- Carpools reduce pollution, greenhouse gases and carbon dioxide to help reducing global warming.

Walking and Biking

- Walking and biking in the short way reduce toxic gases that pollute the air.
- Walking and biking help us to save fuel.
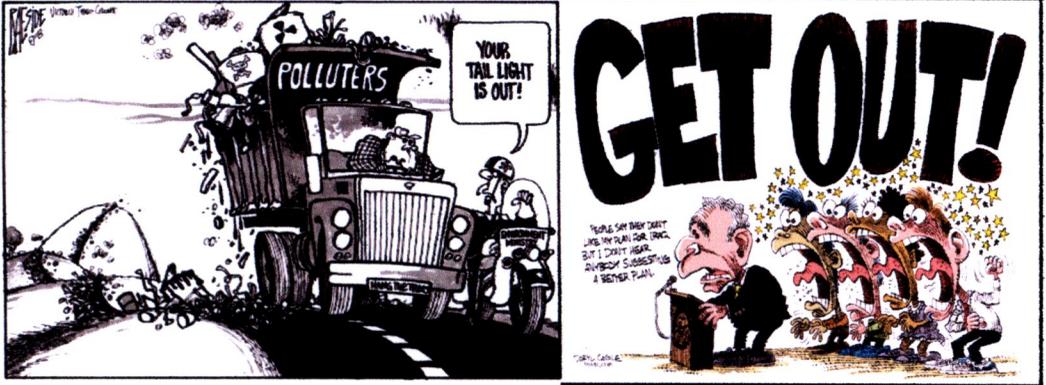- Walking and biking help us to save money.
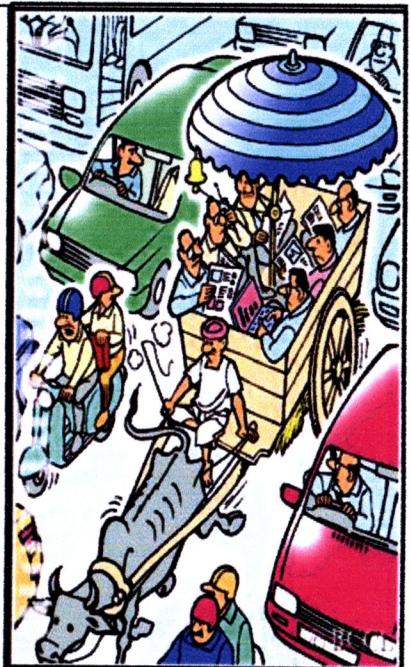
Questions:
1. How can the carpool help to conserve the environment?
2. How can biking and walking help to conserve the environment?

Conserving Our Environment

3. Boycott Polluters

Boycott industries and the products they make that don't pass the environment management standard.

Don't buy things from factories or industries that pollute the environment.

Don't support factories or polluters such as donation money for their activities, buying things from them and etc.

Questions:
1. How can you boycott polluters ?
2. What kind of polluter that we should boycott?

Conserving Our Environment

Royal Project Foundation

5. The Royal Projects

His Majesty King Bhumibol Adulayadej has developed many projects in order to help his people. The aims of the projects are economic and social development, as well as the conservation of natural resources and the environment, with the people's well-being and happiness as the goal.

The Royal Projects about Environment and Natural Resources are:
1. The polluted water development projects: ChaiPatthana aerator
2. Kaem Ling (MONKEY CHEEKS) water detention project to solve flood problem in Bangkok and it's environs.
3. The new theory
4. Vetiver grass
5. Artificial rain project for solving the drought problem.

ChaiPatthana aerator

The New Theory

VETIVER GRASS
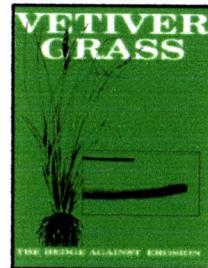
Questions:
1. Which project is used for solving the flood problem?
2. Which project is used for solving the drought problem?

Conserving Our Environment

4. Consider a hybrid vehicle

A solar powered cow.

Lean, clean, and green?

25% OFF ALL fares for hybrid car drivers

A hybrid vehicle is a vehicle that uses two or more distinct <u>power</u> sources to move the vehicle.

Hybrid vehicle can use solar cell, electricity, gasohol, biodiesel and others.

Hybrid vehicles are considered to be vehicle that help to protect the environment.

Hybrid vehicles will decrease the pollution and also vehicle exhaust that pollutes the air.

Fred developed a hybrid-hybrid bio-diesel car.
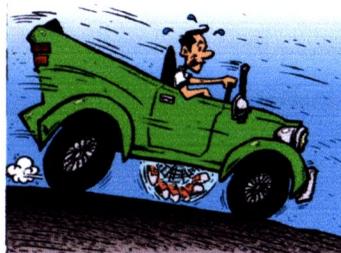
Questions:
1. What are bio-fuels that we should use for our cars?
2. How can hybrid cars help to conserves the environment?

Part 1 : Making a short passage.

1. We can conserve our environment by using_____ ,

_____ to school, using _____ .

2. We can conserve our environment by _____ paper,

aluminum _____ _____ and

_____

3. We can conserve the environment by following the _____

such as planting _____ , using_____

and _____

4. I can conserve the environment by using _____ and

,_____ for my car.

5. I can conserve the environment by boycotting _____

that don't passed the_____ management standard.

Conserving Our Environment

2. 5-R Method: Reuse-Recycle-Repair-Reduce-Reject

Recycling– To make new

Reuse– To use again

Reduce–To use less

Repair – To fix
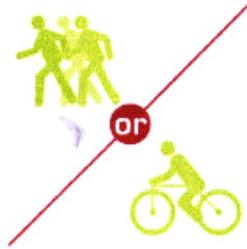
Reject – Not accept

1. Reuse old CDs or DVDs to scare off birds.
2. Reuse cloth bags.
3. Reuse old clothing by donating it to a local charity.
4. Reuse old glass <u>jam or jelly</u> jars to store rice, pasta, sugar and flour.
5. Reduce packaging when you buy goods.
6. Recycle glass, paper, aluminium, metals and plastic
7. Repair bicycles, chairs and use them again
8. Reject!! By Saying NO to use things that pollute the environment.

Conserving Our Environment
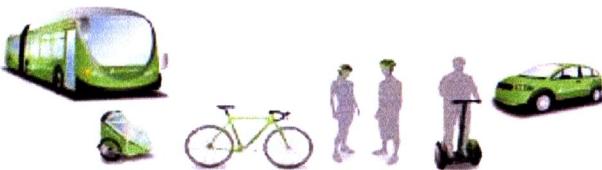
2. Walking, Biking and Using Carpools

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- Carpool to save the environment and reduce traffic jam.
- Carpools reduce pollution, greenhouse gases and carbon dioxide to help reducing global warming.

Walking and Biking

- Walking and biking in the short way reduce toxic gases that pollute the air.
- Walking and biking help us to save fuel.
- Walking and biking help us to save money.

Conserving Our Environment

3. Boycott Polluters

Boycott industries and the products they make that don't pass the environment management standard.

Don't buy things from factories or industries that pollute the environment.

Don't support factories or polluters such as donation money for their activities, buying things from them and etc.

Conserving Our Environment

Royal Project Foundation

5. The Royal Projects

His Majesty King Bhumibol Adulayadej has developed many projects in order to help his people. The aims of the projects are economic and social development, as well as the conservation of natural resources and the environment, with the people's well-being and happiness as the goal.

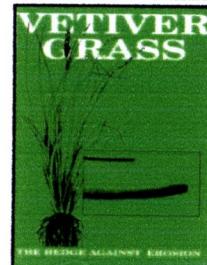The Royal Projects about Environment and Natural Resources are:
6. <u>The polluted water</u> development projects: ChaiPatthana aerator
7. <u>Kaem Ling (MONKEY CHEEKS) water detention project to solve flood problem in Bangkok and it's environs.</u>
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ChaiPatthana aerator

The New Theory

Conserving Our Environment

4. Consider a hybrid vehicle

A solar powered cow.

A hybrid vehicle is a vehicle that uses two or more distinct <u>power</u> sources to move the vehicle.

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Hybrid vehicles will decrease the pollution and also vehicle exhaust that pollutes the air.

Fred developed a hybrid-hybrid bio-diesel car.

Lean, clean, and green?

25% OFF ALL fares for hybrid car drivers
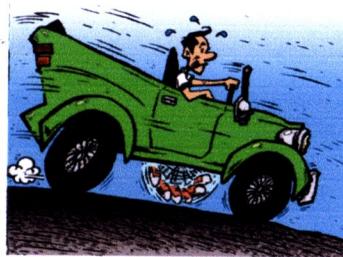
Lesson Plan 5

Topic: Conserve Our Environment 2

Class: Prathom Suksa 6

 Theme: Enviranmental Conversation

Time: 4 Periods / 200 minutes

Terminal Objective: The students will be able to make a poster in order to invite people to conserve the environment after reading short passages.

Enabling Objectives: The students will be able to:

1. tell the meaning of vocabulary that they have learnt.

2. write the words that match with the pictures given in the present simple sentences after reading short passages in the lesson plan 4.

3. make a poster in order to invite people to conserve the environment

Language Areas: Vocabulary : carpool, hybrid vehicles, biking, walking, biodiesel, vetiver grass, Royal project, Chaipattana aerator, The new theory, industry, gasohol, electricity car, Environmental management standard, boycott polluter, repair, reject, recycle, reuse, reduce

  : Grammar   : Present simple tense : Subject – Verb Agreement

  : Skills   : Reading

Procedures

Pre- Reading

  Vocabulary

1. The teacher reviews the vocabulary that the students learnt in the lesson plan 4 again by asking students to read in groups and in pair.

2. The teacher reviews about the meaning of those vocabulary by asking students then students tell

  the meaning of the vocabulary.

Present simple

3. The teacher reviews about present simple tense and writes present simple sentences which emphasizes on the conserving environment on the board such as

   - They _____ (conserve, conserves) the environment by reduce using

   plastic bags

   - He _____ (recycle, recycles) the glass bottles.

   - Mr. John _____(bike, bikes) to work to conserve the environment.

   - Ton and Judie _____(reuse, reuses) a jam jar to store sugar.

   The teacher lets groups of students choose and answer orally about the given verbs

to make the corrected form of present simple in the first sentence, then in pair in the next

sentences.

While Reading

Reread about Conserve Our Environment

4. The teacher lets students work in groups (the same group with the lesson plan 4) and give them the 5 short passages about Conserve Our Environment to the groups.

5. The teacher lets students read the 5 passages again and asks them about what they don't understand or forget. (Handout 1)

6. Each expert of the group explains the meaning of the content they get to their members quickly.

After Reading

7. The teacher gives exercise sheets to students and asks students to help each other to fill the words the blanks. (Handout 2)

8. The teacher and students check the answers together.

9. The teacher gives each students a piece of A4 paper to make a poster in order to invite people to conserve the environment by using the short sentences written in handout 2 .(the teacher may allow students to do it as a homework)

10. The teacher checks students' works and shows them on the board.

11. Students do the science test. (Handout 3)

Teaching Aids:

12. Pictures

13. Power Point Presentation of vocabulary (review)

14. Power Point presentation of the present simple tense (review)

15. Exercise sheets

16. 5 short passages

17. A4 paper

Evaluation:

18. From the students' participation

19. From the students' answering the questions

20. From the students exercise sheet
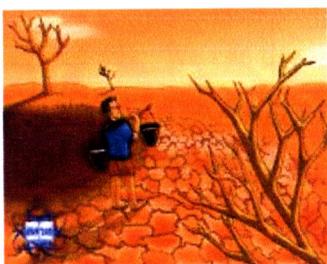
21. From the students' posters

แบบทดสอบวัดความสามารถในการอ่านภาษาอังกฤษ

Name _____ **Class P.6/_____ No._____**

Reading Comprehension Pre- Post Test

Part 1 : Read the passage and answer the questions. (10 Marks)
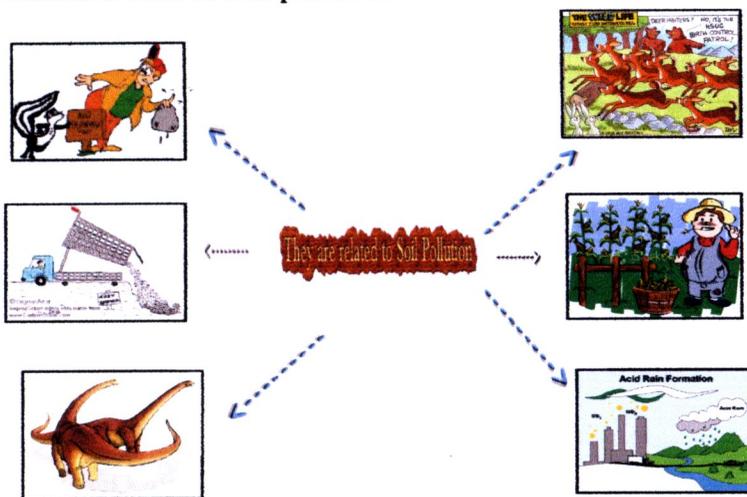

Land or Soil Pollution

Land or Soil pollution can be caused by pesticides, leakage from chemical tanks, oil spills, and other chemicals which get into the soil by dumping or accidental **contamination**. Other causes of land or soil pollution are deforestation, waste dumping and acid rain.

Land or Soil pollution can make land turns into deserts, a decrease in crops, wildlife becoming extinct or dying. Acid rain kills trees and other plants. Pesticides in the soil can kill small animals that live in the soil. These are examples of effects of land or soil pollution.

Direction: Choose that best answer and mark X on A, B, C or D

1. What is the title of the passage?

    A. Water Pollution   B. Air Pollution

    C. Land or Soil Pollution   D. Noise Pollution

2. What is the main idea of this passage?

    A. There are many causes of land pollution such as litter, pesticides and the land turns into deserts is example of effect of land pollution

    B. We can use land or soil pollution in many way such as litter

    C. The land conservation such as adding more fertilizer into the land

    D. All of the above are correct.

3. Which is an example of causes of land or soil pollution?

    A. Leakage from chemical tanks

    B. Airplanes

    C. Smoke and gases from factories

    D. Planting trees

4. Which **is not** in the passage?

    A. Land or soil pollution can make land turns into deserts.

    B. Land or soil pollution can make wildlife become dying.

    C. Land or soil pollution can make people get sick.

    D. Land or soil pollution can kill small animals in the soil.

5. According to the passage, what is the effect of acid rain?

    A. Acid rain kills insects and butterflies.

    B. Acid rain kills trees and other plants.

    C. Acid rain kills small animals in the soil.

    D. Acid rain kills wild animals such as lion and tiger.

6. What does this picture represent?

    A. Leakage of chemical tanks
    B. Oil spill
    C. Waste dumping
    D. Acid rain

7. What does this picture represent?

    A. Leakage of chemical tanks
    B. Oil spill
    C. Waste dumping
    D. Acid rain

8. What does this picture represent?

    A. Oil spill
    B. Deforestation
    C. Waste dumping
    D. Pesticides

9. What does this picture represent?

    A. Oil spill
    B. Deforestation
    C. Waste dumping
    D. Pesticides

10. What does the word **"Pollution"** Mean ?
    A. Contamination
    B. Clean
    C. Clear
    D. Concentration

Part 2 : Read the passage and answer the questions (10 Marks)

Noise pollution

Noise pollution can be caused by vehicle, aircraft, and industrial noise, military or experimental sonar. Noise effects the health problems on people and animals.

In people, the noise pollution affects the high blood pressure, heart problems, sleep disturbances, and hearing problems.

In animals, the noise pollution affects communication, reproductive and *navigation* problems. This makes animals cannot find the direction easily. For example, whale swims to beach because of sonar experiment.
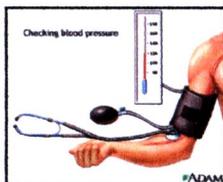
Reading Clues

Military & Noise Cartoon

Hi Doggy!

Hello Catty!

Is it the animals' **communication** ?

I have a navigation problem.
I am losing the way.

Direction: Answer the questions

1. What is the passage about?

    A. Land pollution   B. Noise pollution

    C. Water pollution   D. Light pollution

2. What is the main idea of the passage?

    A. There are many causes of noise pollution that affect human and animals such as healthy and navigation problems.

    B. There are many causes of noise and light pollution that affect human and animals such as healthy and navigation problems.

    C. The causes and effects of light pollution that affect human and animals such as healthy and navigation problems.

    D. All of above is correct.

3. According to the passage, which **is not** an example of effects of noise pollution?

    A. High blood pressure in human

    B. Hearing problem in human

    C. Seeing problem in human

    D. Communication problem in animals

4. According to the passage, why does the whale swim to the beach?

    A. Because the whale hears or feels the sonar.

    B. Because the whale sees the light from the sun.

    C. Because the whale wants the air.

    D. Because the whale does not like the water.

5. According to the passage, which is **True**?

    A. Noise pollution does not cause sleep disturbances in human.

    B. Noise pollution does not cause navigation problems in animals.

    C. Noise pollution is not caused by aircrafts, vehicles.

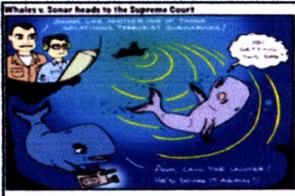   D. Noise pollution is caused by military or experimental sonar.

6.

What does this picture represent?
- A. Reproduction
- B. Sleep disturbance
- C. Heart problem
- D. Navigation problem

7.

What does this picture represent?
- A. Hearing problem
- B. Sleep disturbance
- C. Experimental sonar
- D. Vehicles and aircrafts

8.

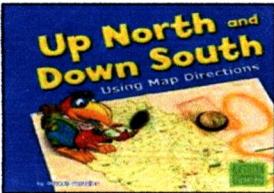What does this picture represent?
- A. Sleep disturbance
- B. Communication problems in animals
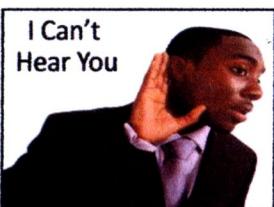- C. Military sonar
- D. Industrial noise

9.

What does this picture represent?
- A. Sleep disturbance
- B. Navigation problem
- C. Communication problem
- D. Reproduction problem

10.

What does this picture represent?
- A. Sleep disturbance
- B. Navigation problem
- C. Hearing problem
- D. Speaking problem

แบบทดสอบวัดความรู้สาระวิทยาศาสตร์ ฉบับที่ 1

Test : Water and Air Pollution

Direction: Circle the best answer.

1. What is an example of air pollution?

   A. Smoke from factories   B. Exhaust from cars

   C. Oil from oil spills   D. Both A and B are correct.

2. Which **is not** a cause of air pollution?

   A. Vehicle exhaust   B. Rain forest   C. Forest fire   D. Pesticides

3. Which is a cause of air pollution decreases the oxygen level in the air?

   A. Particles   B. Chemicals   C. Deforestation   D. Gases

4. The air pollution _____ the higher rate of asthma.

   A. increases   B. increase   C. decreases   D. decrease

5. Which **is not** an effect of air pollution?

   A. Global warming   B. Lung Problems

   C. The air is harmful to breathe   D. Clean air

6. _____ .

   A. Waste products   B. Sewage   C. Oil spill   D. Leaking of chemical tank

7. What is one of the causes of water pollution?

   A. Decreases in quality of water   B. Decreases amount of drinking water

   C. Pesticide   D. Damages the marine animals

8. Which **is not** in the group?

   A. Soaps and detergents   B. Animals' wastes   C. Death and diseases   D. Litters

9. Which is true?

   A. Waste Products do not pollute water.   B. Oil spill is an effect of water pollution.

   C. Leaking of chemical tanks pollutes water.   D. Sewage is not a cause of water pollution.

10. What kind of pollution is a cause of the most death and disease?

    A. Air pollution   B. Soil pollution   C. Noise pollution   D. Water pollution

แบบทดสอบความรู้ด้านเนื้อหาวิทยาศาสตร์ ฉบับที่ 2

Science Test 2 : Reduce Reuse Recycle

Direction: Choose the best answer and mark X on a, b, c or d

1. We can use some things over and over again is_____

    A. Reduce   B. Reuse   C. Recycle   D. Reject

2. To use less is_____.

    A. Reduce   B. Reuse   C. Recycle   D. Reject

3. How can you with the used cloths for conserving the environment?

    A. Recycle them   B. Donate them to the charity   C. Burn them as junks   D. Throw them away

4. How can you reuse a glass jar or bottle?

    A. To store sugar, salt or water in the kitchen.   B. To make a swing in the garden

    C. To make a bag for traveling   D. To make a note book for taking note

5. When we recycle, reuse or reduce things, we will_____.

    A. Use more energy   B. Save natural resources

    C. Make pollution   D. Use a lot of money

6. We **cannot** recycle_____.

    A. Magazines, newspaper, office paper   B. Glass jars, glass bottles, plastic boxes

    C. Aluminium cans, aluminium rulers, plastic bottles   D. Old tire, toilet paper, cloths

7. Students _____ lunch boxes in the school.

    A. Reduces   B. Reduce   C. Reuses   D. Reuse

8. This picture shows a _____.

    A. a clear plastic bottle   B. a colorful metal box

    C. a used cloth bag   D. an white aluminium ruler

9. This picture shows an _____.

    A. a white plastic box   B. a brown card board box

    C. a clear glass bottle   D. an used aluminium can

10. This picture shows a _____.

    A. a plastic recycle bin   B. an old plastic bag

    C. a used battery   D. an old computer

Science Test : Conserve Our Environment

Direction: Choose the best answer and mark X on a, b, c or d

1. Which of these <u>is not</u> the way to conserve the environment?

    A. To use old glass bottle to make a vase.

    B. To use carpool every Monday and Friday.

    C. To use a hybrid car as an alternative car.

    D. To use many plastic bags when you go to market.

2. Which of these is the thing that <u>cannot</u> be recycled?

    A. Glass bottles, glass jars, used books

    B. Plastic boxes, plastic bottles, used papers

    C. Cloth bag, thin cards, old tires

    D. Aluminium cans, Aluminium rulers, metals

3. Which fuel <u>should we not</u> use for our hybrid cars?

    A. Petrolium oil

    B. Gasohol

    C. Biodiesel

    D. Solar cell

4. How can you boycott the polluters?

    A. Buying things that they sell.

    B. Donating money to support their activities.

    C. Don't buy things that they sell.

    D. Supporting them by buying their products.

5. How can biking and walking help you and the environment?

    A. Increasing carbon dioxide level in the air.

    B. Increasing oxygen level in the air

    C. Using a lot of energy.

    D. Using a lot of money.

6. Which of these <u>is not</u> the Royal Project that works on the conservation of natural resources and the environment ?

    A. The Artificial Rain for solving the drought problem

    B. The Vetiver Grass Planting for solving the soil erosion

    C. ChaiPatthana Aerator for solving the water pollution

    D. The projects for healthy and education in the rural areas

7. Which of these is **True**?

    A. Using bio-fuel will increase toxic gas.

    B. *Recycle and reuse will reduce using natural resources.*

    C. Waking and biking cannot save energy and cost.

    D. Saying "NO" to use plastic bags is not good for the environment.

8. My sisters _____ a jam jar to store sugar for conserving the environment.

    A. reuse   B. reuses

    C. reduce   D. reduces

9. We can conserve our environment by recycling

    A. milk plastic bottle, aluminium cans and newspaper

    B. magazine, newspaper and plastic bag

    C. newspaper, glass bottle and aluminium cans

    D. glass bottle, plastic bag and cardboard box

10. What does this picture represent?

    A. Environmental Management Standard

    B. Recycle symbol

    C. Artificial Rain

    D. The Royal Project

ประวัติผู้เขียน

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พ.ศ. 2540	ปริญญาตรี การศึกษาบัณฑิต สาขาวิทยาศาสตร์-เคมี คณะศึกษาศาสตร์ มหาวิทยาลัยทักษิณ จังหวัดสงขลา

ประวัติการทำงาน

พ.ศ. 2541- 2544	นักวิทยาศาสตร์การแพทย์ ศูนย์วิทยาศาสตร์การแพทย์ เชียงใหม่
พ.ศ. 2544- ปัจจุบัน	อาจารย์สอนวิทยาศาสตร์ โรงเรียนมงฟอร์ตวิทยาลัย แผนกประถม อำเภอเมือง จังหวัดเชียงใหม่