



โครงการจัดทำสื่อ ๒๕ พรรษา
เฉลิมพระเกียรติ สมเด็จพระกนิษฐาธิราชเจ้า
กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี

ชุดกิจกรรมการเรียนรู้ (สำหรับนักเรียน)
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 3
ภาคเรียนที่ 2 รายวิชาภาษาอังกฤษ
หน่วยที่ 5 - 6



ชื่อ - ชื่อสกุล.....เลขที่.....
ชั้นมัธยมศึกษาปีที่.....โรงเรียน.....

สำนักงานโครงการส่วนพระองค์สมเด็จพระกนิษฐาธิราชเจ้า
กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี
สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน
สถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี



โครงการจัดทำสื่อ ๖๕ พรรษา
เฉลิมพระเกียรติ สมเด็จพระกนิษฐาธิราชเจ้า
กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี

ชุดกิจกรรมการเรียนรู้ (สำหรับนักเรียน)
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ชั้นมัธยมศึกษาปีที่ 3
ภาคเรียนที่ 2 รายวิชาภาษาอังกฤษ
หน่วยที่ 5 - 6

ชื่อ - ชื่อสกุล..... เลขที่.....

ชั้นมัธยมศึกษาปีที่..... โรงเรียน.....

สำนักงานโครงการส่วนพระองค์สมเด็จพระกนิษฐาธิราชเจ้า
กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี
สำนักงานคณะกรรมการการศึกษาขั้นพื้นฐาน
สถาบันส่งเสริมการสอนวิทยาศาสตร์และเทคโนโลยี

สารบัญ

เนื้อหา	หน้า
หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations	1
- เรื่อง The Light of the Rivers	1
- เรื่อง Festivals and Celebrations	9
- เรื่อง My First Thanksgiving	17
- เรื่อง New Year's Wishes for You!	20
- เรื่อง Happy Valentine's Day	28
- เรื่อง Christmas Exhibition	32
หน่วยการเรียนรู้ที่ 6 Environment	40
- เรื่อง What've I done?	40
- เรื่อง Cause/Effect	47
- เรื่อง Summarizing: Sufficiency Economy Philosophy	56
- เรื่อง Thanos' Theory	67
- เรื่อง A New World According to Sustainable Development Goals (SDGs)	74
- เรื่อง Junior SDG Project	91

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง The Light of the Rivers
ใบงานที่ 1 เทศกาลลอยกระทง

Instructions: After reading, fill in the blanks with correct words and answer the questions given.

(หลังจากอ่านบทความให้เติมคำลงในช่องว่างให้ถูกต้องและตอบคำถามให้ครบถ้วน)

We People around the world enjoy their special celebrations. Are you celebrating something soon? Post a message to share with us

We are preparing to celebrate Loy Krathong Festival tonight. It's a very popular and fun festival for Thai people. It's originated from Diwali or Festival of Lights in India. The day is marked at the end of the rainy season when all the rivers are full of rain water and the night sky is lit up with the full moonlight We decorate rafts or Krathongs, normally a bowl-like made of banana leaves, with candles, joss sticks and flowers We light the candles and the joss sticks before putting our Krathongs on the rivers, We respectfully float them to humbly make an apology to the goddess of the water for making it dirty We also believe that the Krathongs carry away bad luck And left with us a hopefully new life. So we sing and dance happily to welcome best new things to come.



Mook

Posted 19/10/21

1. People in Thailand celebrate Loy Krathong around..... or during the second half of November.
2. Loy Krathong is a way tofor polluting the water.
3. Thai people believe that candles, joss sticks and flowers are offerings to.....
4. Normally, Krathongs are made with.....
5. Loy Krathong night usually falls during.....
6. Why do people float Krathongs at night? (Scientific and Art reasons)
7. Why do people float Loy Krathong festival during the second half of November? (Geographical reason).....

8. What date Loy Krathong Day this particular year? (knowledge about your own culture)

.....

9. What do Thai believe about Loy Krathong festival to their lives? (Thai wisdom)

.....

10. Apart from banana leaves, what else do people use to make Krathongs? (Applicability in life)

1)

2)

3)

4)

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง The Light of the Rivers
 ใบงานที่ 2 Present Simple Tense

Affirmative	I run, He/She/It runs, We/You/They run
Negative	I don't run, He/She/It doesn't run, We/You/They don't run
Interrogative	Do I run?, Does he/she/It run?, Do you they run?
Short answers	Yes, I do., Yes, he/she/It Does., Yes, we/you/they do. No, I don't., No, he/she/It Does., No, we/you/they don't.

แบบฝึกหัดที่ 1

Instruction: Fill in the third person singular form of the verbs below.

(เติม s,es เมื่อประธานเป็นเอกพจน์บุรุษที่ 3 ให้ถูกต้อง) จำนวน 10 ข้อ

- | | | | |
|-----------|----------------------|----------|-------|
| 1. finish | e.g. <u>finishes</u> | 6. fly | |
| 2. want | | 7. dance | |
| 3. work | | 8. catch | |
| 4. miss | | 9. go | |
| 5. play | | 10. try | |

แบบฝึกหัดที่ 2

Instruction: Complete the exchanges with the present simple of the verbs in brackets.

(เติมคำกริยาในรูปแบบ Present Simple ให้ถูกต้อง) จำนวน 12 ข้อ

E.g. A: Do you want (you/want) to go to shopping with me?

B: I'm sorry, but I (1.)(not/need/anything).

A: Mom (2.)(not/know) about her surprise Welcome home party tomorrow, does she?

B: No, she (3.)(think) we just buy fast food for lunch.

A: Ben (4.)(catch) the bus to work every day.

B: Why? (5.)(he/live) quite far from the office.

A: It's a daily exercise for him.

A: Lilly (6.)(chat) with joe through a Video call for hours every day!

B: Certainly. They (7)(not/live) in the same town. And It's been nearly a year for everyone to stay COVID-19 locked down.

A: Where (8)(you/hangout) with friends?

B: Hang out? Um.....Usually a training! We (9)(go) footballing in our school field.

A: Dave (10)(always/beat) everyone at badminton, in out P.E. class.

B: Right. I (11) (know). He (12)(play) badminton so well that he came first in last year's School P.E. Club Competition.

แบบฝึกหัดที่ 3

Instruction: Write the things you know about Loy Krathong Festival 10 sentences using Present Simple Tense (ให้นักเรียนแต่งประโยคที่เกี่ยวข้องกับเทศกาลลอยกระทงโดยใช้ Present Simple Tense (จำนวน 10 ประโยค)

- E.g. Loy Krathong Festival happens at the end of rainy season of Thailand.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

9. _____

10. _____

แบบฝึกหัดที่ 4 (Homework)

Instruction: Group Work of 2-3 students, use your individual sentences in Exercise 3 to write about Loy Krathong Festival using Present Simple Tense 60-80 words. (นำประโยคที่ฝึกแต่งในแบบฝึกหัดที่ 3 มาเขียนสรุปและแสดงความคิดเห็นเกี่ยวกับเทศกาลลอยกระทง โดยใช้ Present Simple Tense) จำนวน 60-80 คำ ส่งในชั่วโมงถัดไป 10 คะแนน

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง The Light of the Rivers
 ใบงานที่ 3 Past Simple Tense

แบบฝึกหัดที่ 1

Instructions: Find the past simple forms of the verbs listed below in the puzzle. Then, using the verbs, fill in the blanks in the following sentences. (หาคำกริยาในรูปแบบ Past Simple ใน Puzzle game ให้ครบ แล้วใช้คำกริยาดังกล่าวเติมลงในช่องว่างถูกต้อง) จำนวน 10 ข้อ

h	e	a	r	d	f	a	s	i	j
k	a	r	a	s	s	a	w	t	u
l	w	e	n	t	z	f	a	t	e
m	o	b	c	o	h	i	s	u	v
n	n	d	b	o	u	g	h	t	w
o	a	o	l	k	y	c	e	e	x
o	k	n	m	d	i	e	d	g	j

- I.....noodle soup for lunch to day. Yummy!
- We.....to catch the school bus yesterday. Fun!
- My cousin.....the singing contest! Fantastic!
- Dad lost his cell phone and mom.....him a ipad!
- My sister's puppy.....last night and she cried and cried.
- We.....shopping for the first time after two months!!
- We couldn't sleep well at the camp. We.....a strange noise all night.
- I.....my dog to the doctor's to have it's health checked
- We.....someone walking into the classroom. But the door was closed! Brrr!
- My grandma.....her hair with kraffir lime shampoo

แบบฝึกหัดที่ 2

Instructions: Read Julie's email to her friend Sam. Put the verbs in brackets in the correct form of the past simple. (อ่านข้อความใน Email ของ Julie ที่เขียนถึงเพื่อน แล้วเติมคำกริยา Past Simple ลงในช่องว่างให้ถูกต้อง) จำนวน 15 ข้อ

Hi Sam,

You'll never guess what 1).....(happen) yesterday morning! I 2) (be) in my bedroom playing a board game with my sister, when all of a sudden our house 3) (begin) to shake. My sister and I 4) (look) at each other in fear, as my parents 5) (be) out of town for the day and my sister and I 6) (be) the only ones at home. I 7) (not/know) what to do so I 8) (grab) my sister and we 9) (hide) under my desk. The shaking 10) (last) several minutes. After it 11) (be) all over, we 12) (look) around the house and we 13) (see) a few objects on the floor. There 14) (not/be) much damage. Thank goodness! It 15) (be) a terrifying experience!

That's all my news for now.

Julie

แบบฝึกหัดที่ 3

Instruction: Write about “Loy Krathong Day When I was young” using Past Simple Tense 60-80 words (Individual (งานเดี่ยว) (เขียนบรรยายเรื่องเกี่ยวกับวันลอยกระทงในอดีตของฉัน โดยใช้ Past Simple Tense จำนวน 60- 80 คำ) 10 คะแนน

หน่วยการเรียนรู้ที่ 5 ชื่อหน่วย Festivals and Celebrations

ตาราง Irregular Verb

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be	was/were	been	let	let	let
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
bring	brought	brought	read	read	read
build	built	built	ride	rode	ridden
burn	burnt, burned	burnt, burned	ring	rang	rung
burst	burst	burst	rise	rose	risen
buy	bought	bought	run	ran	run
can	could	been able to	say	said	said
catch	caught	caught	see	saw	seen
choose	chose	chosen	sell	sold	sold
come	came	come	send	sent	sent
cost	cost	cost	set	set	set
cut	cut	cut	sew	sewed	sewn
deal	dealt	dealt	shake	shook	shaken
dig	dug	dug	shine	shone	shone
do	did	done	shoot	shot	shot
draw	drew	drawn	show	showed	shown
dream	dreamt, dreamed	dreamt, dreamed	shrink	shrank	shrunk
drink	drank	drunk	shut	shut	shut

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
drive	drove	driven	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
Feel	felt	felt	smell	smelt, smelled	smelt, smelled
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt, spelled	spelt, spelled
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	spill	spilt, spilled	spilt, spilled
forget	forgot	forgotten	spread	spread	spread
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	swear	swore	sworn
grow	grew	grown	sweep	swept	swept
hang	hung, hanged	hung, hanged	swim	swam	swum
have	had	had	take	took	taken
hear	heard	heard	teach	taught	taught
hide	hid	hidden	tear	tore	torn
hit	hit	hit	tell	told	told
hold	held	held	think	thought	thought
hurt	hurt	hurt	throw	threw	thrown
keep	kept	kept	understand	understood	understood
know	knew	known	wake	woke	woken
Lead	led	led	wear	wore	worn

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
learn	learnt, learned	learnt, learned	win	won	won
leave	left	left	write	wrote	written
lend	lent	lent			

หน่วยการเรียนรู้ที่ 5 ชื่อหน่วย Festivals and Celebrations
ตารางสรุปโครงสร้าง Past Simple Tense

Affirmative
I/You/ He/She/It/ We/They played
Negative
I/You/ He/She/It/ We/They play
Interrogative
Did I/You/ He/She/It/ We/They play ?
Short answers
Yes , I/You/ He/She/It/ We/They did. / No , I/You/ He/She/It/ We/They didn't.

หน่วยการเรียนรู้ที่ 5 Festivals and Cerebrations
เรื่อง Did you have a good time at Songkran Festival?
ใบงานที่ 1 Conversation : Songkran Festival

- Vicky: Hi! Paul. Where are you going?
- Paul: Hello Vicky, John and I, we are going to Chiang Mai for upcoming Songkran festival.
- Vicky: Sound great! Last year I joined the festival there with my friends, it was very entertaining.
- Paul: It will be my first time there. Do you have any recommendations?
- Vicky: Umm...let me see. I think you should try Sprinkling water onto a Buddha image at the temple.
- Paul: What is that? Is it the same as splashing water on people?
- Vicky: Not really, it is a traditional Buddhist ritual in Songkran. Thai people usually do this at the temple before splashing water.
- Paul: Okay, I see. We will go to the temple first, then join the water war. Have a good time, Vicky!
- Vicky: Thank you. See you.

หน่วยการเรียนรู้ที่ 5 Festivals and Cerebrations
เรื่อง Did you have a good time at Songkran Festival?
ใบงานที่ 2 : Songkran Festival (1)

Instructions: Read the story. Underline the activities during Songkran Festival, answer the questions and practice reading the passage.

Songkran Festival

Songkran Festival is on April 13th -15th. It celebrates the Thai New Year. On these days, we go to the temple in the morning. We offer food to the monks, listen to their preaching and sprinkle water onto Buddha images.

Some people like to set birds and fish free on these days too. After that, we make sand pagodas on the temple ground. Then we visit our older relatives and give them garlands. We pour water onto their hands to receive their blessings. After that, we throw water at each other for fun. We have a great time during the Songkran Festival.

Songkran is celebrated all over Thailand, especially in the northern province of Chiang Mai, a riverside area of PraPradaeng in SamutPrakarn Province, where the occasion is celebrated to the fullest and processions are exceptionally colorful and joyful. Songkran is celebrated not only in Thailand, but also in neighboring countries, such as Myanmar, Laos and Cambodia.

หน่วยการเรียนรู้ที่ 5 Festivals and Cerebrations
เรื่อง Did you have a good time at Songkran Festival?
ใบงานที่ 2 : Songkran Festival (2)

Instructions: Read the passage about Songkran and then answer the questions.

คำชี้แจง : อ่านบทความเกี่ยวกับเทศกาลวันสงกรานต์และตอบคำถาม

1. What do Thai people do at the temple during Songkran Festival?

2. What do we do with our older relatives during Songkran Festival?

3. What do you like to do the most during Songkran Festival? Why

หน่วยการเรียนรู้ที่ 5 Festivals and Cerebrations
เรื่อง Did you have a good time at Songkran Festival?

My First Songkran Festival

Instructions: Answer you own questions and write the first draft down

Ask yourself:

When?

Where?

With whom?

What you did?

- the most

impressive?

-quite

disappointed?

How you felt?


How you feel now?

Instructions: Rewrite the draft above into a complete paragraph below


หน่วยการเรียนรู้ที่ 5 Festivals and Cerebrations เรื่อง My First Thanksgiving
 ใบงานที่ 2 เรื่อง Thanksgiving Rebus Story



Instruction: Use the words in the pumpkin below to fill the gaps.



คำชี้แจง: ให้นักเรียนนำคำศัพท์ที่กำหนดให้เติมลงในช่องว่างให้ถูกต้อง

Thanksgiving Day is a national holiday celebrated in the  _____

on the  _____ in _____.

It is a four-day weekend. Pupils don't go to  _____.

In  _____ there is a big parade with  _____,

 _____ and  _____.

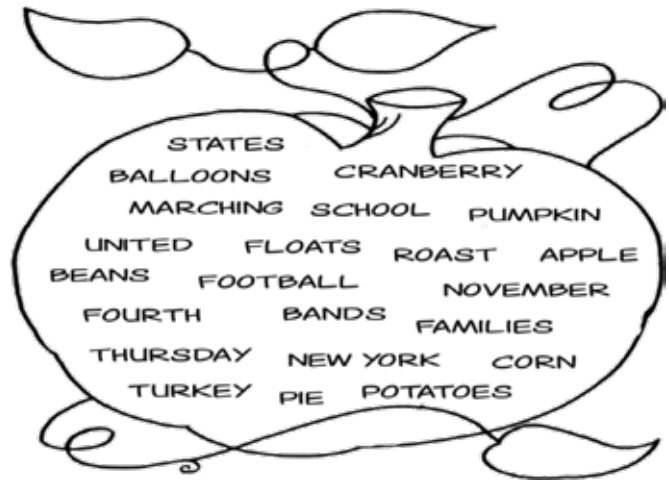
On Thanksgiving Day,  _____ and friends enjoy a meal together.

A traditional Thanksgiving dinner consists of  _____,  _____

_____  _____ mashed _____  green _____ and  _____ sauce.

Traditional Thanksgiving desserts are  _____ and  _____.

It is a tradition to watch a  _____ match in the afternoon.



หน่วยการเรียนรู้ที่ 5 Festivals and Cerebrations เรื่อง My First Thanksgiving

ใบงานที่ 2 เรื่อง My First Thanksgiving



Americans celebrate Thanksgiving on the fourth Thursday of November. Children don't go to school and businesses close for four days. It is a special day for families, and people travel great distances just to be with their families for this vacation.

This tradition started with the "Pilgrim Fathers". They were the founders of a colony in North America. These people were Puritans, they were against the Church of England and they suffered religious persecution in England, so they wanted to start a new life. So, on the 6th September 1620, 102 men, women and children left Plymouth in a ship called *Mayflower*. The voyage wasn't easy, but finally they arrived in America on the 11th December 1620. They landed on the north-west coast and they called this place Plymouth. But it was winter, and there wasn't much food. They immediately began to build small houses, but it was too late to grow crops. The winter was long and half of them died. In the spring, native American called Squanto helped them how to grow corn and how to hunt. Soon, the pilgrims and the Wampanoag native Americans became friends. The pilgrims grew crops and that summer harvest was excellent. By November 1621, everyone had food and home. There was hope for the future. Then, the governor of the Pilgrim's colony decided to celebrate with a dinner this because he wanted to thank God. That was the first Thanksgiving dinner, and it continued for three days.

Today the traditional Thanksgiving meal is similar to the first. People eat roast turkey with cranberry sauce, potatoes and pumpkin pie. Many organisations also prepare a free meal for poor people in their towns or cities. In New York, there are also parades and more than two million people go and see it every year.



หน่วยการเรียนรู้ที่ 5 Festivals and Cerebrations เรื่อง My First Thanksgiving
ใบงานที่ 2 เรื่อง My First Thanksgiving

Part A: Match each word with the suitable meaning.

(ให้นักเรียนจับคู่คำศัพท์กับความหมายให้ถูกต้อง)

- | | |
|------------------------------|---|
| _____ 1) Puritans | a) Native American tribe. |
| _____ 2) Voyage | b) Time to collect the crops. |
| _____ 3) Grow crops
rules | c) Very religious people that follows religious
very strictly. |
| _____ 4) Wampanoag | d) Person who emigrates for some reason. |
| _____ 5) Pilgrim | e) Very large trip. |
| _____ 6) Harvest | f) Cultivate new products to harvest. |

Part B: Read the passage and choose the best answer.

(ให้นักเรียนอ่านบทความและตอบคำถามให้ถูกต้อง)

1. When do they celebrate Thanksgiving?
a) 4th Thursday Nov.
b) 4th October
c) 4th November

2. Who were the "Pilgrim Fathers"?
a) Just two pilgrims
b) The founders of a colony
c) The Church of England

3. What was the name of their ship?
a) Mayflower
b) Unknown
c) Wampanoag

4. When did the pilgrims arrive?
a) In 1620
b) In 1621
c) Unknown

5. How many people were there in the Mayflower?
a) 50
b) Unknown
c) 120

6. What is the Thanksgiving traditional meal?
a) Pumpkin Pie
b) Roast Turkey
c) Both and more

7. What was the name of the first city they founded?
a) Plymouth
b) New York
c) Wampanoag

8. What's the reason to celebrate Thanksgiving?
a) Thank God
b) Religious festivity
c) Eat turkey.

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง New Year's Wishes for You!

ใบงาน “แบบฝึกหัดการสะกดและเขียนคำศัพท์กิจกรรมต่าง ๆ

และวันปีใหม่ได้ถูกต้องกับประโยคที่กำหนดให้

Instructions: Complete each sentence by choosing the given word.

Please be careful about typographical error.

(คำสั่ง: จงเลือกคำศัพท์แล้วเติมคำเหล่านั้นให้ถูกต้องกับประโยคที่กำหนดให้ ควรระวังเรื่องการสะกดคำผิด)

countdown (n.)	new year card (n.)	December (n.)	decorations (n.)
toast (v.)	New Year's Eve (n.)	midnight (n.)	fireworks (n.)
present (n.)	balloons (n.)	resolution (n.)	special (adj.)
sparkler (n.)	festivities (n.)	confetti poppers (n.)	

1. The television broadcasts a _____ to midnight in New Year's Eve.
2. In the Gregorian calendar, New Year's Eve, the last day of the year, is on 31 _____.
3. In the past, people sometimes sent a _____ to greet their friends and family.
4. These festive _____ are reminiscent of Champagne bubbles rising to the top of a glass, which makes them the perfect adornments at any New Year's Eve bash.
5. Let's _____ to an amazing New Year, full of so many possibilities.
6. Vancouver's annual _____ event was cancelled for December 31st in 2019. So that the locals in Vancouver couldn't see the beauty in the sky in the last night of 2019.
7. To celebrate the New Year with a fun and exciting party favor, we can push up the _____ that will take our celebration to the next level.
8. We usually have _____ decorating in the New Year's party.
9. People generally know that _____ is the day before New Year's Day.
10. A New Year _____ can improve the mood, heat the atmosphere, and make people enjoy the coming of the New Year.

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง New Year's Wishes for You!

กิจกรรม: แสดงความเข้าใจความหมายของคำอวยพรปีใหม่

Instructions: Match the New Year's Wishes in English with the ones in Thai. Practice saying the sentences aloud. จับคู่คำอวยพรปีใหม่ภาคภาษาไทยและภาษาอังกฤษ

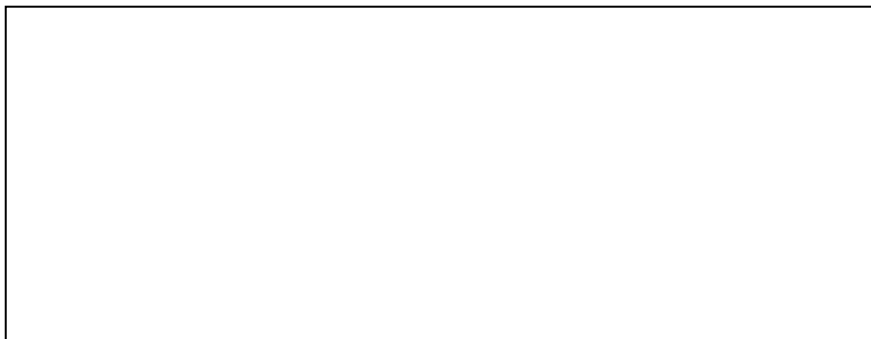
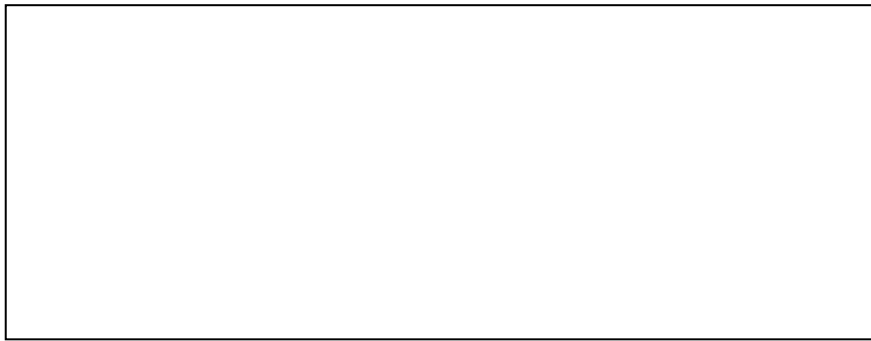
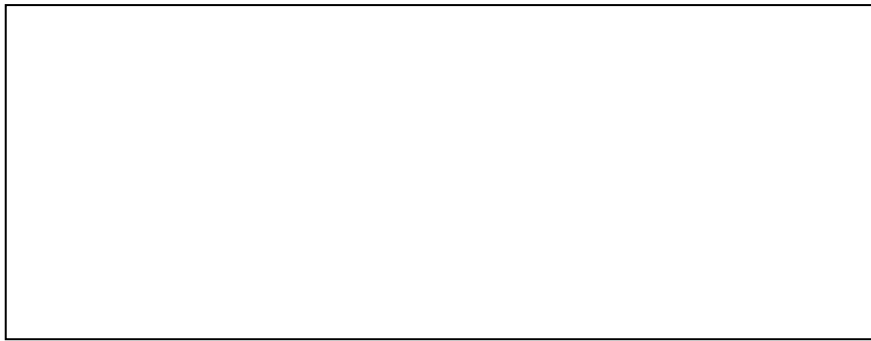
New Year's Wishes	คำอวยพรปีใหม่
1. I hope this year will be the best year of your life and your family. Happy New Year!	a. ขอให้ปีใหม่นี้เป็นปีที่ดีที่สุดในชีวิตของเธอ ขอให้สิ่งที่คิดฝันไว้กลายเป็นจริง และทุกสิ่งที่มีหวังถูกเติมเต็ม!
2. I wish you and your nice family a very happy and prosperous new year. Stay safe and beat the COVID-19 with new energy.	b. ให้จดจำทุกความทรงจำดีๆ ที่คุณได้สร้างไว้ในปีนี้ และขอให้ชีวิตในปีหน้าเต็มไปด้วยเรื่องราวที่ดี สวัสดิปีใหม่ 2565
3. Happy New Year to you and your family! Wishing you 365 days in a year of good luck!	c. ขอให้ปีใหม่นี้เป็นปีที่ดีที่สุดในชีวิตสำหรับคุณและครอบครัว สวัสดิปีใหม่
4. I hope that the new year will be the best year of your life. May all your dreams come true and all your hopes be fulfilled!	d. ขอให้คุณและครอบครัวที่แสนดี มีแต่ความสุขและความเจริญรุ่งเรืองในวันปีใหม่ ขอให้ปลอดภัยและมีพลังใหม่ๆ ต่อสู้กับเชื้อโรคโควิด-19
5. Remember all the good memories you have made and know that your life will be so full of wonders in the coming year. Happy New Year 2022!	e . สวัสดิปีใหม่ ขอให้คุณและครอบครัวโชคดีตลอดทั้ง 365 วัน ในปีนี้ !

New Year's Wishes	คำอวยพรปีใหม่
<p>6. A new year means 365 new opportunities. Make sure that you make the best use of it! Happy new year.</p>	<p>a. ฉันรู้สึกโชคดีที่มีครอบครัวที่น่ารักและคอยสนับสนุนฉันแบบนี้ ขอให้พระเจ้าจงมอบรอยยิ้มให้แก่พวกเธอตลอดทั้งปีนี้!</p>
<p>7. A new year can be compared as a blank book. Now you have a pen in your hands. It is your chance to write a new beautiful story for yourself. Happy New Year!</p>	<p>b. ปีใหม่คือการที่เรามีโอกาสใหม่ๆ ถึง 365 โอกาส ขอให้ใช้ทุกโอกาสให้ดีที่สุดนะ สวัสดีปีใหม่!</p>
<p>8. A new year gives us more opportunities to turn over a new page of the diary of life and write anything on it as we wish. Hope this upcoming year brings you happiness and joy. Happy New Year!</p>	<p>c. มีคน 70 ล้านคนในประเทศไทย แต่เธอเป็นคนเดียวที่ทำให้หัวใจฉันเต้น สุขสันต์วันปีใหม่นะที่รัก ขอให้ปีใหม่นี้ชีวิตพวกเรามีแต่ความสุขและความสงบ</p>
<p>9. I am so much lucky to have this lovely and supportive family. May God keep the smile on all of your faces through the year!</p>	<p>d. ปีใหม่เปิดโอกาสมากมายให้ทุกคนเปิดไดอารี่ชีวิตหน้าใหม่ และเขียนสิ่งใดก็ได้ที่ปรารถนา หวังว่าปีใหม่นี้คุณจะมีแต่ความสุขและความสนุกนะ สวัสดีปีใหม่!</p>
<p>10. 70 million people in Thailand but you are the only one my heart beats for! Happy New Year, baby! May the coming days offer happiness and peace to us!</p>	<p>e. ปีใหม่ก็เหมือนกับสมุดที่ยังว่างเปล่า ตอนนี้เรามีปากกาในมืออยู่ ตอนนี้เรามีโอกาสที่จะเขียนเรื่องราวที่สวยงามใหม่ๆให้ตัวเอง สวัสดีปีใหม่!</p>

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง New Year's Wishes for You!

กิจกรรม: Write and say your own New Year's Wishes

Instructions: Create and decorate 3 pretty New Year's cards. Write 3 New Year's Wishes in English on them using the ones you learned as models. Sincerely say your wishes to as many friends as you can. Then exchange the cards with them. (ประดิษฐ์บัตรอวยพรปีใหม่อย่างง่ายๆแต่สวยงาม เขียนคำอวยพรปีใหม่ 3-5 ประโยคเป็นของตนเอง โดยใช้ตัวอย่างจากแบบเฉลย พูดออกเสียงคำอวยพรที่เตรียมไว้กับเพื่อนหลาย ๆ คนเท่าที่จะทำได้ ด้วยความตั้งใจ เสร็จแล้วมอบบัตรอวยพรให้เพื่อนเป็นการแลกเปลี่ยนความปรารถนาดีต่อกัน)



หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง New Year's Wishes for You!

ใบงาน The comparison of Thai and American New Year's festival

Instructions: After reading the passage “What Thais and Americans do in the New Year’s festival?”, use the words from the passage to complete the blanks to remark the similarities and the differences between Thai and American New Year’s festival (หลังจากอ่านบทความ What Thais and Americans do in the New Year’s festival? ให้เติมคำในช่องว่างโดยใช้คำจากเนื้อเรื่อง แล้วสังเกตความเหมือนและความแตกต่างระหว่างการเฉลิมฉลองวันปีใหม่ของไทยและอเมริกัน)

	Thai New Year's festival	American New Year's festival
Similarity	Both Thais and Americans have song of the festival. Thais have a song to celebrate during this festival, and the Americans also have a song to celebrate during this festival. In Thai New Year's festival, people usually play <u>วันนี้เป็นวันสงกรานต์</u> (or _____ (1) _____). On the other hand, _____ (2) _____ is a song for the American New Year's festival, and this song was written by Robert Burns, a national poet of Scotland.	
	Both Thais and Americans celebrate New Year's festival with food. According to this passage, Thais eat _____ (3) _____ during Songkran festival in some area like Bang Saen, Pattaya and Bangkok, but the Americans eat _____ (4) _____ which is a Southern meal made with black-eyed peas, pork, and rice during this festival.	
Difference	On Songkran day, Thais usually gather with _____ (5) _____ and friends in their hometowns to celebrate. This may include barbecuing, drinking, and creating meals together.	_____ (6) _____ is an American traditions showing that kissing someone at midnight will prevent loneliness during the coming year and ward off evil spirits.
	Thais visit the _____ (7) _____ for making merit and giving alms to monks on Songkran day.	In Time Square, New York City, in New Year's Eve, the Americans are ready for _____ (8) _____.
	April is the hottest month of the year in Thailand. It might be known as _____ (9) _____ with the celebration of water.	Many Americans decide to set personal objectives for themselves, such as remaining in shape or spending more time with family and friends. We call it _____ (10) _____.

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง New Year's Wishes for You!

บทความ “What Thais and Americans do in the New Year's festival?”

Instructions: After reading the passage “What Thais and Americans do in the New Year's festival?”, use the words from the passage to complete the blanks to remark the similarities and the differences between Thai and American New Year's festival (หลังจากอ่านบทความ What Thais and Americans do in the New Year's festival? ให้เติมคำในช่องว่างโดยใช้คำจากเนื้อเรื่อง แล้วสังเกตความเหมือนและความแตกต่างระหว่างการเฉลิมฉลองวันปีใหม่ของไทยและอเมริกัน)

What Thais and Americans do in the New Year's festival?

In general, people annually celebrate New Year's festival in late December and early January. There many countries around the world celebrating New Year's festival in a different time of the year, while some might celebrate this festival in the same period of time.

American New Year's festival is as same as many countries around the world. New Year's Eve is the 31st of December while New Year's Day is the 1st of January. When we talk about

the United States of America or USA, people usually think about New York City. For the American New Year's festival, there are many unique things to talk about.

Countdown and watching the “Ball Drop” in Times Square:

Every year, approximately two million people visit New York City's Times Square to witness the famous "ball drop." This tradition began in 1907 with the lowering of a 700-pound ball down a pole until it reached the ground at midnight. Today, the ball weighs 11,875 pounds, and is encrusted with sparkling Waterford crystals. For those who are unable to witness this annual tradition in person, the ball drop is broadcast both nationally and internationally, with approximately one billion people worldwide gathered around their television screens to count down the seconds until the ball reaches the ground in time to usher in the New Year!

New Year's Kiss:

After counting down the seconds to midnight, many visitors share a special New Year's Eve kiss! The tradition stems from the belief that kissing someone at midnight will prevent loneliness during the coming year and ward off evil spirits!

New Year's Resolutions:

For many visitors, this popular custom is notoriously brief! That isn't to imply that in

the New Year, we shouldn't all endeavor to meet a goal or modify our behaviors. Many people decide to set personal objectives for themselves, such as remaining in shape or spending more time with family and friends. It's always interesting to see how long you can keep your resolutions regardless of how things turn out.

Hoppin' John:

Hoppin' John is a Southern meal made with black-eyed peas, pork, and rice that is traditionally served on New Year's Day to bring good luck. Coins are supposed to be represented by black-eyed peas. As a result, it is said that eating this dish will bring you fortune and

a wonderful year. This dish's origins can be traced back to slavery and the slave trade, and it may have been influenced by West African foods.

Auld Lang Syne

This Scottish ballad, written by poet Robert Burns, is a favorite New Year's Eve melody in the United States. Despite the fact that it was composed almost 200 years ago, it became synonymous with New Year's Eve in the United States when a performance by vocalist Guy Lombardo and his band was aired nationally in 1929. Hollywood took advantage of the situation, and the song quickly became associated with the occasion!

Apart from the American New Year's festival, Thai traditional New Year's festival is also interesting. Thailand has its own Thai traditional New Year's festival, or commonly known as the Songkran festival, held each April annually.

Family Time:

When it comes to their family or ancestral home, Thai people are quite sentimental. They visit their village homes during the New Year break to meet the elders and do other traditions, as most offices are closed for a multi-day period, allowing everyone time to return home. They gather with family and friends in their hometowns to celebrate, which may include barbecuing, drinking, and creating meals together.

Eating Seafood:

Thais enjoy eating seafood on New Year's Eve. All seafood restaurants are packed with tourists and Thais, particularly in Bang Saen and Pattaya. Buffet restaurants in Bangkok become crowded as a large number of Thais visit to eat with their families. Some even hold house parties to eat giant prawns, shellfish, mussels, fish, and other fresh seafood.

Countdown Parties:

Asiatique, Icon Siam, Central World, and other shopping malls host countdowns where

visitors can join the crowds in celebrating the midnight hour. The main attractions of this event are fireworks, lighting displays, fireworks, and laser shows. DJs, club music, and street parties are common in and around these venues, and major hit-makers perform live, just as they do in some of the world's other major capitals.

Visiting temples:

A large number of Thais also visit temples in the evening or at night to celebrate the New Year with good fortune and prosperity. Making merit and giving alms to monks are both common practices. It's the Thai spiritual way of starting the New Year off right.

Water festival:

As we know that April is the hottest month of the year in Thailand, the celebration of water is relevant on many levels of the festival. However, Songkran is not always celebrated in the same traditional manner. In big cities, the country takes to the streets. Cities like Bangkok see a host of street parties and water fights. Silom and Khaosan road are two most famous streets party during this festival. In Silom, the party takes place all along a street that is over 4 kilometers in length. It is the big party so that thousands of people have water fights with water guns, balloons and any other vessels they can get their hands on. The street is also crowded with vendors selling water guns, toys, food and drinks.

วันนี้เป็นวันสงกรานต์ (Today is Songkran day):

วันนี้เป็นวันสงกรานต์ is the song that Thais usually play during this festival. The song means “today is Songkran day”. The meaning in the song literally mentions about the Thai tradition in Songkran such as splashing water, visiting the temple, making merit, and dancing.

หน่วยการเรียนรู้ที่ 5 Festival and Cerebrations เรื่อง Happy Valentine's Day

ใบงานที่ 1 The History of St. Valentine's Day

Instructions: Read the story, identify true or false and answer the questions.

คำชี้แจง: ให้นักเรียนอ่านเนื้อเรื่องวาเลนไทน์ วิเคราะห์ว่าถูกหรือผิด แล้วตอบคำถามให้ถูกต้อง

Saint Valentine's Day is on the 14th of February. People all around the world write cards for their boyfriends or girlfriends on this day. Lots of people buy flowers and other gifts on St. Valentines' Day. But why do we have this day? Who was the first Valentine? This is the story of Saint Valentine.

About 1700 years ago there was a man called Valentine. He was a priest. He liked to see young people in love. He wanted people to get married because he wanted them to have a family.

But the Emperor Claudius didn't want men to get married. He wanted men to fight in the army. He wanted more soldiers.

Valentine didn't agree. He helped men and women to get married in secret. Emperor Claudius didn't know about this.

When Claudius heard the story of Valentine, he was very angry. He put Valentine in jail for 20 years.

After twenty years, Claudius killed Valentine on February 14th. Everybody thought Valentine was a good man because he helped lovers. That's why we have St. Valentine's Day every year.

หน่วยการเรียนรู้ที่ 5 Festival and Cerebrations เรื่อง Happy Valentine's Day
ใบงานที่ 1 Exercises

Exercises

Part A: True or False.

1. Valentine was an emperor. TRUE / FALSE
2. Valentine died on February 14th. TRUE / FALSE
3. Claudius wanted men to get married. TRUE / FALSE
4. Claudius put Valentine in jail. TRUE / FALSE
5. Valentine was in jail for forty years. TRUE / FALSE
6. Valentine helped people to get married. TRUE / FALSE

Part B: Answer the questions. (Write full sentences please.)

1. Why did Valentine want people to get married?

2. When did Valentine live?

3. What did Valentine help people to do?

ที่มา <http://www.misteraidan.com>

หน่วยการเรียนรู้ที่ 5 Festival and Celebrations เรื่อง Happy Valentine's Day

ใบงานที่ 2 เนื้อเพลง I Love You

Instructions: Underline the adjectives and discuss the meanings.

คำชี้แจง: ให้นักเรียนขีดเส้นใต้คำ Adjectives และอภิปรายความหมาย

I Love You

* I love you, your button nose

Your eyes, your ears your knees and toes

I love you up to the sky

Past the moon and stars so high

If you feel alone and scared

Always know that I'll be there

Just like one and one make two

You love me and I love you **

I love you in every way

All you do and all you say

My love for you will always be

Deeper than the deep blue sea

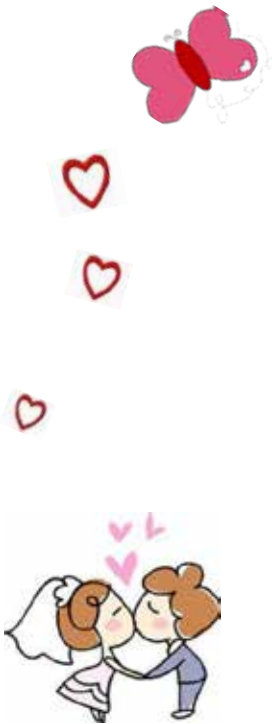
Even if you're sad and blue

It's ok 'cause I love you

Just like one and one make two

You love me and I love you

(repeat * - **)



<http://www.youtube.com/watch?v=y0bOi8v8f4s>

หน่วยการเรียนรู้ที่ 5 Festival and Cerebrations เรื่อง Happy Valentine's Day
แบบสัมภาษณ์

Instructions: Interview 5 classmates and fill the form below.

คำชี้แจง: ให้นักเรียนสัมภาษณ์เพื่อน 5 คน โดยใช้คำถามที่กำหนดให้

Name	Who does he/she like most?	Why?

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง Christmas Exhibition

ใบงานที่ 1 I will

Instructions: Read the email from Jenny. Think about what you will do on Christmas holiday and write the sentences using “I will.....” (อ่านอีเมลล์จากเจนนี คิดกิจกรรมที่จะทำในวันหยุดเทศกาลคริสต์มาสและเขียนเป็นประโยคโดยใช้ “I will.....”)

Dear John, my best friend

It's been a long time since I wrote to you. How is life? How is uncle's health now? Hope all is well at your end. I might go back our hometown next month.

I think I will visit my grandmother on Christmas Eve. I think I can cook dinner for my family. I can't wait for roasted turkey and celebrate together! My dad will buy a Christmas Tree What will you do on your Christmas holiday? Please write to me if you have time.

All the best

Jenny

Dear Jenny

Good to hear from you! My uncle is getting better, but he still needs some rest.

What you will do sounds fun. For mine, I don't have any plans.

May be 1) I will.....on Christmas Day.

2) I willwith my family

3) I.....On Christmas Day.

4) I.....with my family

5) I.....

6) I.....

Best wishes

John

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง Christmas Exhibition
ใบงานที่ 1 I will



หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง Christmas Exhibition
ใบงานที่ 2 เติมบทสนทนา

Instructions: Listen to the conversation between Jenny and John and complete the missing dialogue (ฟังบทสนทนายระหว่าง Jenny และ John และเติมบทสนทนาให้สมบูรณ์)

A: I'm glad to see you again. Christmas Eve?	B: That sounds great D: I don't have any plans.	C: What will you do on E: How about you?
F: Merry Christmas	G: Long time no see.	

Jenny: 1)..... How have you been?

John: Yeah. It's been one year since we met in my party. I'm doing well.

Just got back from work. 2).....

Jenny: It's not bad John. You know, being a nurse is a hard work.

Anyway, I'm happy and 3).....

John: Today is Christmas Eve isn't it? 4).....

Jenny: 5)..... Maybe I will roast some turkey for family's dinner.

Then watch some good movies and open presents.

John: 6).....

Jenny: I think I have got to go. Hope you enjoy your holiday. Merry Christmas!

John: Thanks! Jenny 7).....

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง Christmas Exhibition

Instructions: Read the paragraph you receive, Answer the questions and draw a picture from your imagination. (จงอ่านย่อหน้าที่ตนเองได้รับ และวาดรูปตามจินตนาการของตนเอง)

The English Christmas season begins on the fourth Sunday before Christmas Day, which is usually between November 27 and December 3. This season is known as Advent. In England, each Sunday is celebrated with candles, a wreath, or a calendar. Many Christmas traditions in the United States, Canada, Australia, and other English-speaking countries began in England. Many Christmas carols started in England. After the English author Charles Dickens wrote A Christmas Carol, the phrase "Merry Christmas" became popular.

กลุ่มที่ 1

Santa Claus is also known as Father Christmas in England. On Christmas Eve, he visits each home to fill children's stockings. He also puts gifts under a Christmas tree that has been decorated. Children in England usually leave food for Father Christmas and his reindeer.

กลุ่มที่ 2

On Christmas Day, some English families attend church. Many people will watch or listen to the Queen's Christmas Day speech on television or radio.

In England, the day after Christmas is also a holiday. It's known as Boxing Day. Originally, Boxing Day was a time to give gifts to servants and other members of the service. Boxing Day is now celebrated with shopping trips and sporting events.

กลุ่มที่ 3

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง Christmas Exhibition
บทความเรื่อง Christmas in England

(1) The English Christmas season begins on the fourth Sunday before Christmas Day, which is usually between November 27 and December 3. This season is known as **Advent**. In England, each Sunday is celebrated with candles, a wreath, or a calendar. Many Christmas **traditions** in the United States, Canada, Australia, and other **English-speaking countries** began in England. Many Christmas carols started in England. After the English author Charles Dickens wrote A Christmas Carol, the phrase "Merry Christmas" became popular.

(6) Santa Claus is also known as Father Christmas in England. On Christmas Eve, he visits each home to fill children's **stockings**. He also puts gifts under a Christmas tree that has been decorated. Children in England usually leave food for **Father Christmas** and his reindeer.

(9) On Christmas Day, some English families attend church. Many people will watch or listen to the **Queen's Christmas Day speech** on television or radio.

(11) In England, the day after Christmas is also a holiday. It's known as **Boxing Day**. Originally, Boxing Day was a time to give gifts to **servants** and other members of the service. Boxing Day is now celebrated with shopping trips and **sporting events**.

หน่วยการเรียนรู้ที่ 5 Festivals and Celebrations เรื่อง Christmas Exhibition

กิจกรรม: School Exhibition Parlour

Instructions: Set up a mini exhibition entitled “Christmas in England” in your school exhibition parlour including listening, speaking, reading and writing activities. (นักเรียนนำเสนอรูปภาพที่ร่วมกันวาด พร้อมเนื้อหาประกอบโดยจัดแสดงไว้ในห้องนิทรรศการ ของโรงเรียน ให้แต่ละกลุ่มนำผลงานของตนติดแสดงไว้บนป้ายนิเทศในบริเวณนิทรรศการในเวลาพัก)

กลางวัน จัดเป็นฐานกิจกรรม ฟัง พูด อ่าน เขียน ตามที่กลุ่มนักเรียนช่วยกันรับผิดชอบและวางแผนไว้

SCHOOL EXHIBITION PARLOUR (Plan)

Students responsible: 1. 3. 2. 4.	Mini Christmas Exhibition
	Main Stage (of the Exhibition)
	Christmas Songs/ Music/ Role plays/ Fashion Show

Listening Activities	Students responsible: 1. 3. 2. 4.	Students responsible: 1. 3. 2. 4.	Speaking Activities
-Listen and Draw			-One minute’s Talk about Christmas
-Listen and Q& A			-Interviewing

Reading Activities	Students responsible: 1. 3. 2. 4.	Students responsible: 1. 3. 2. 4.	Writing Activities
-Read and Draw			-Creating Christmas Cards
-Read and Q& A			-Writing a letter to Santa

Bulletin Board for Students’ Drawings

Students responsible: 1. 3. 2. 4.

Bulletin Board for Photos

Students responsible: 1. 3. 2. 4.

หน่วยการเรียนรู้ที่ 6 Environment เรื่อง What've I done?
ใบงาน What've I done?

Worksheet 1

Instructions: Study the vocabulary and find the meaning of each word.

electricity: _____

irreversible: _____

flooding: _____

creature: _____

disease: _____

threaten: _____

thunderstorm: _____

emission: _____

pervasive: _____

possibility: _____

flee: _____

reduction: _____

intergovernmental: _____

shortage: _____

conflict: _____

decrease: _____

After finishing, watch the video and circle the words given above that appear in it.



Source: <https://www.youtube.com/watch?v=97MCmfhcNlo>

Worksheet 2

Instructions: Read the script of the video. After finishing, translate it into Thai.

The UN report says effects of climate change will be severe, pervasive, and irreversible.

Rising sea levels mean hundreds of millions have been hit by flooding.

CO2 emissions are making seas more acidic, threatening ecosystems.

Rising temperatures will hurt harvests, causing food shortages.

People will be forced to flee some areas due to extreme conditions.

The changes could indirectly increase the risk of conflict.

But the UN's intergovernmental panel on climate changes says we can still adapt to many of the changes.

Critics say the report is alarmist.

หน่วยการเรียนรู้ที่ 6 Environment เรื่อง What've I done?
ใบงานเรื่อง Tenses

Activity 1

Instructions: From the script above, identify tenses used and write down the sentences that apply those tenses.

NO	Tenses	Sample Sentences

Activity 2

Instructions: Decode those Sample Sentences and write down a new sentence based on those decoded structures.

Tenses	Sample Sentences	Decoding	New Sentence
Present Simple	The UN report says	S + V1	The report says
Past Simple			

Tenses	Sample Sentences	Decoding	New Sentence
Present Continuous			
Tenses	Sample Sentences	Decoding	New Sentence
Present Perfect			
Future Simple			

Activity 3

Instructions: Brainstorm and summarize how those tenses can be used. Also, write down Time Adverbs that can be used with those tenses.

Tenses	How to Use	Time Adverbs
Present Simple		
Past Simple		
Present Continuous		
Present Perfect		
Future Simple		

Activity 4

Instructions: Read through the list below. Please respond by placing a check mark (✓) in the answer box that corresponds to your actions.

What've I done?				
Items	Yes, I have done it.		No, I have not done it.	
	Myself	My Friend	Myself	My Friend
1. I have insulted other people who have different races to me.				
2. I have insulted other religions.				
3. I have illegally hunted animals.				
4. I have polluted water.				
5. I have wasted food resources.				
6. I have overeaten more than I should have.				
7. I have starved myself to lose weight.				
8. I have polluted air.				
9. I have participated in strikes some way or other.				
10. I have supported violence in some way or other.				
11. I have tried using illegal drugs.				
12. I have supported the use of chemicals.				
13. I have polluted nature around me.				
Total				

Activity 5

Instruction: Complete the sentences below with the use of Will / Will not, What WILL you NOT do to cause more harm to the environment and what WILL you do to help save the environment.



“What will you not do?”

I will not *throw* garbage into rivers.

I will not _____

I will not _____

I will not _____

I will not _____



“What will you do?”

I will *grow* more trees in my house.

I will _____

I will _____

I will _____

I will _____

In order to solve environmental problems, firstly, I believe that I will not *throw garbage into rivers*. Secondly, I will not _____ and I will also not _____. Besides, I will not _____. Finally, I will not _____.

In order to save the world, I will *grow more trees in my house* and I will _____. Moreover, I will _____. Next, I will _____. Lastly, I will _____.

Activity 6

Instruction: Summarize your ideas by drawing them into one big picture.

A large, empty rectangular box with a thin black border, intended for drawing a summary picture of ideas.

หน่วยการเรียนรู้ที่ 6 Environment เรื่อง Cause/Effect
ใบงาน Cause/Effect: Deforestation/Drought/Acid Rain

Worksheet 1

Instructions: Watch the muted music video and write down any words that you can figure out in the video. You can write those words in Thai. After the video clip finishes, share the words that you have with your friends. Then, look those words up in an English dictionary.



Source: <https://www.youtube.com/watch?v=lc-J6hcSKa8>

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Other Related Vocabulary

natural disaster: _____

earthquake: _____

tsunami: _____

landscape: _____

drought: _____

flood: _____

wildfire: _____

sinkhole: _____

acid: _____

casualty: _____

Worksheet 2

Instructions: Watch and listen to the video clip again. While watching, circle the words that match with your word lists from Worksheet 1.

Deforestation

Forests cover about 30% of the planet. And the ecosystems they create play an essential role in supporting life on earth. But, deforestation is clearing earth's forest on a massive scale. And at the current rate of destruction, the world's rainforest can completely disappear within 100 years.

Why should we care about deforestation? Together, Forestry and Agriculture are responsible for 24% of greenhouse gas emissions, making deforestation a significant contributor to climate change.

Deforestation impacts the amount of greenhouse gases in the atmosphere in two ways. First, when trees are fallen, they release the carbon they are storing into the atmosphere. Second, trees play a critical role in absorbing the greenhouse gases that fuel global warming. Fewer forests mean larger amounts of greenhouse gases entering the atmosphere, and increasing speed and severity of global warming.

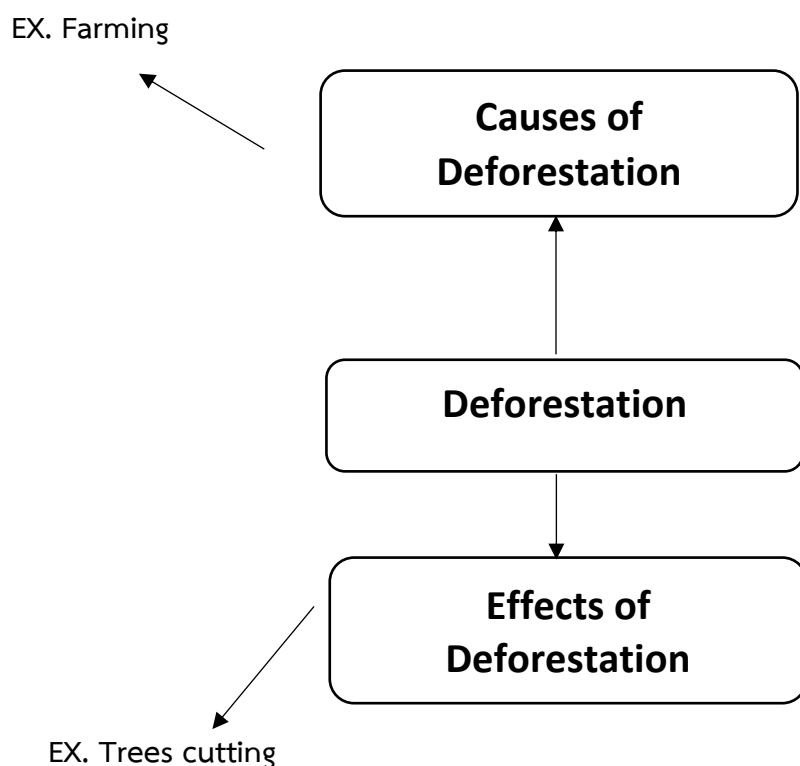
In addition to helping regulate the earth's climate, forests provide habitats for over 80% of the plants and animals that live on land. But, deforestation destroys these habitats, diminishing biodiversity. Some estimate that four to six thousand rainforest species go extinct

each year. This also affects the more than two billion people who rely on forest as sources of food and shelter. The biggest driver of deforestation is agriculture. Farmers chop down trees in order to plant crops like soybeans, palm trees, and cocoa, or to make room to raise livestock for beef. Logging operations which provide the world's wood and paper products also cut countless trees each year. Forests are also destroyed as a result of growing urban sprawl, and land is developed for dwellings.

The effects of deforestation are grave, but not irreversible. Efforts such as managing forest resources, eliminating clear-cutting and planting new trees to replace those removed, are already being made to reduce deforestation's environmental impact on our planet. And while some plant and animal species are gone forever, combating deforestation can help prevent further loss of biodiversity.

Activity 1

Instructions: Read the script and find the causes of Deforestation as well as their effects. After finishing, summarize the causes and effects into the graphic organizer below using only a noun form (Gerund: Ving)



Instruction: Use the word(s) from Activity 1 to complete the sentences below.

_____ (คำนามจากหัวข้อ Cause) _____ can cause _____ (คำนามจากหัวข้อ Effect) _____.

_____ (คำนามจากหัวข้อ Cause) _____ will be the reason for _____ (คำนามจากหัวข้อ Effect) _____.

_____ (คำนามจากหัวข้อ Cause) _____ may have effects on _____ (คำนามจากหัวข้อ Effect) _____.

_____ (คำนามจากหัวข้อ Cause) _____ will bring _____ (คำนามจากหัวข้อ Effect) _____.

Example: Farming will bring trees cutting.

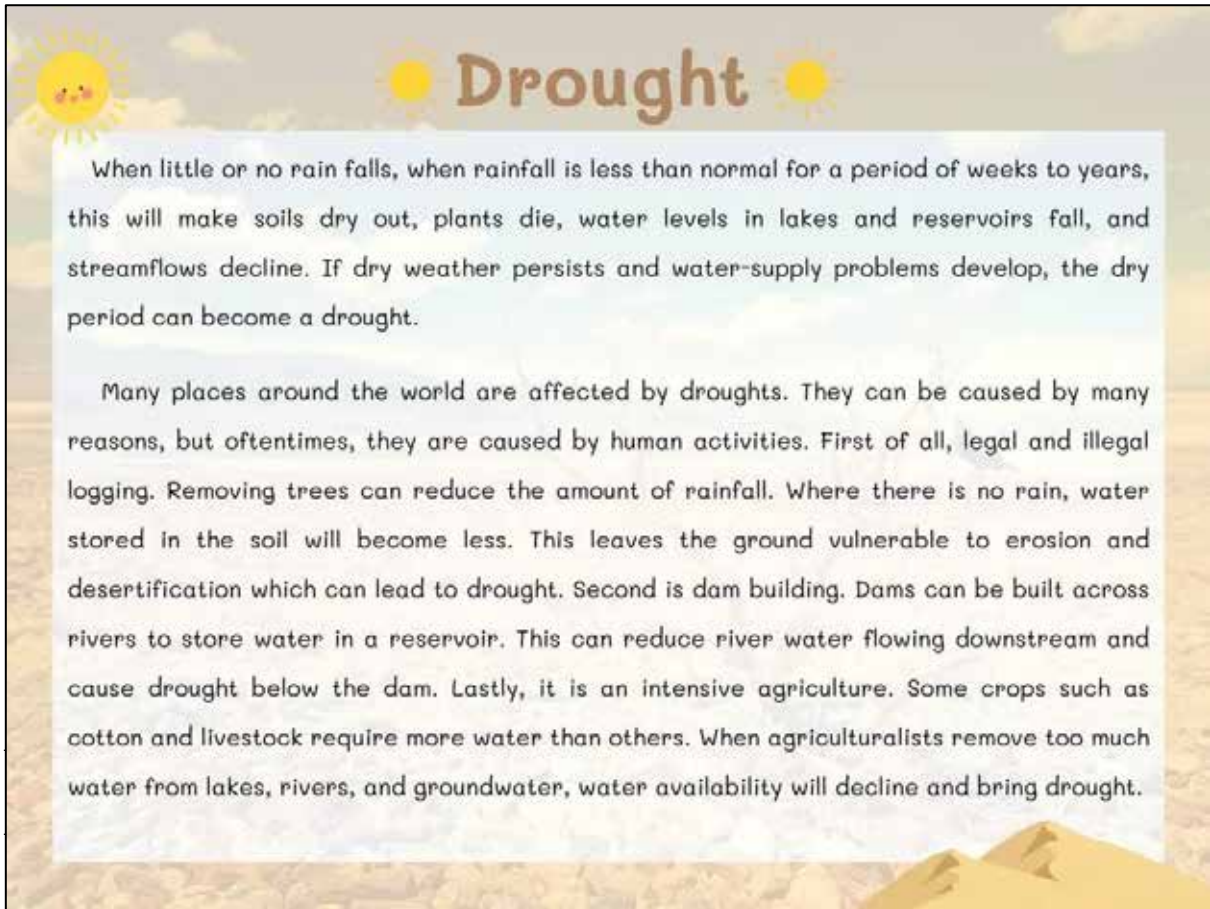
Activity 2

Instructions: From the activity above, what Modal Verbs can you see? Write them into the table along with how to use them and sample sentences.

Modal Verbs	How to Use	Sample Sentences

Activity 3

Instructions: Find the meaning of the words you do not know and write them above the words. Then, summarize the excerpt.



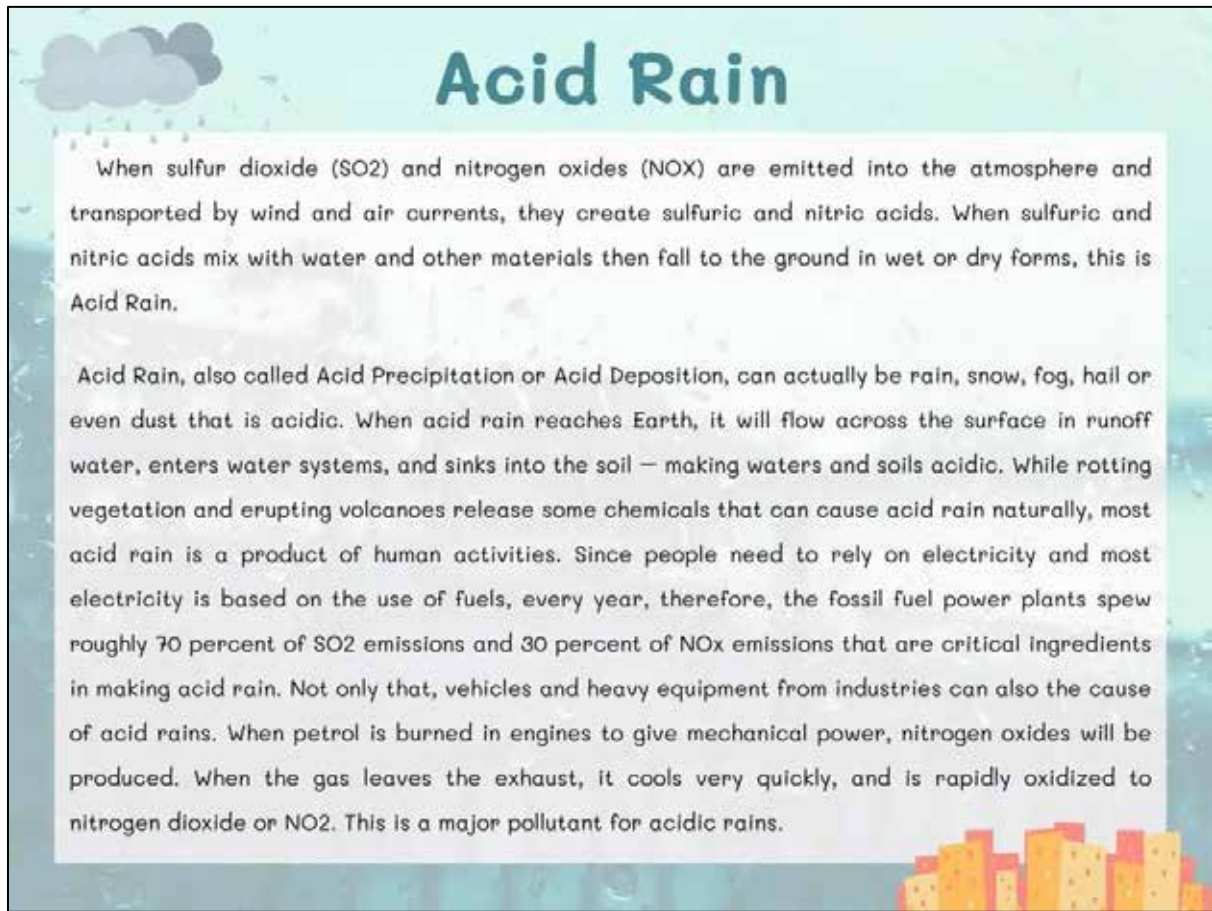
● Drought ●

When little or no rain falls, when rainfall is less than normal for a period of weeks to years, this will make soils dry out, plants die, water levels in lakes and reservoirs fall, and streamflows decline. If dry weather persists and water-supply problems develop, the dry period can become a drought.

Many places around the world are affected by droughts. They can be caused by many reasons, but oftentimes, they are caused by human activities. First of all, legal and illegal logging. Removing trees can reduce the amount of rainfall. Where there is no rain, water stored in the soil will become less. This leaves the ground vulnerable to erosion and desertification which can lead to drought. Second is dam building. Dams can be built across rivers to store water in a reservoir. This can reduce river water flowing downstream and cause drought below the dam. Lastly, it is an intensive agriculture. Some crops such as cotton and livestock require more water than others. When agriculturalists remove too much water from lakes, rivers, and groundwater, water availability will decline and bring drought.

Activity 3

Instructions: Find the meaning of the words you do not know and write them above the words. Then, summarize the excerpt.



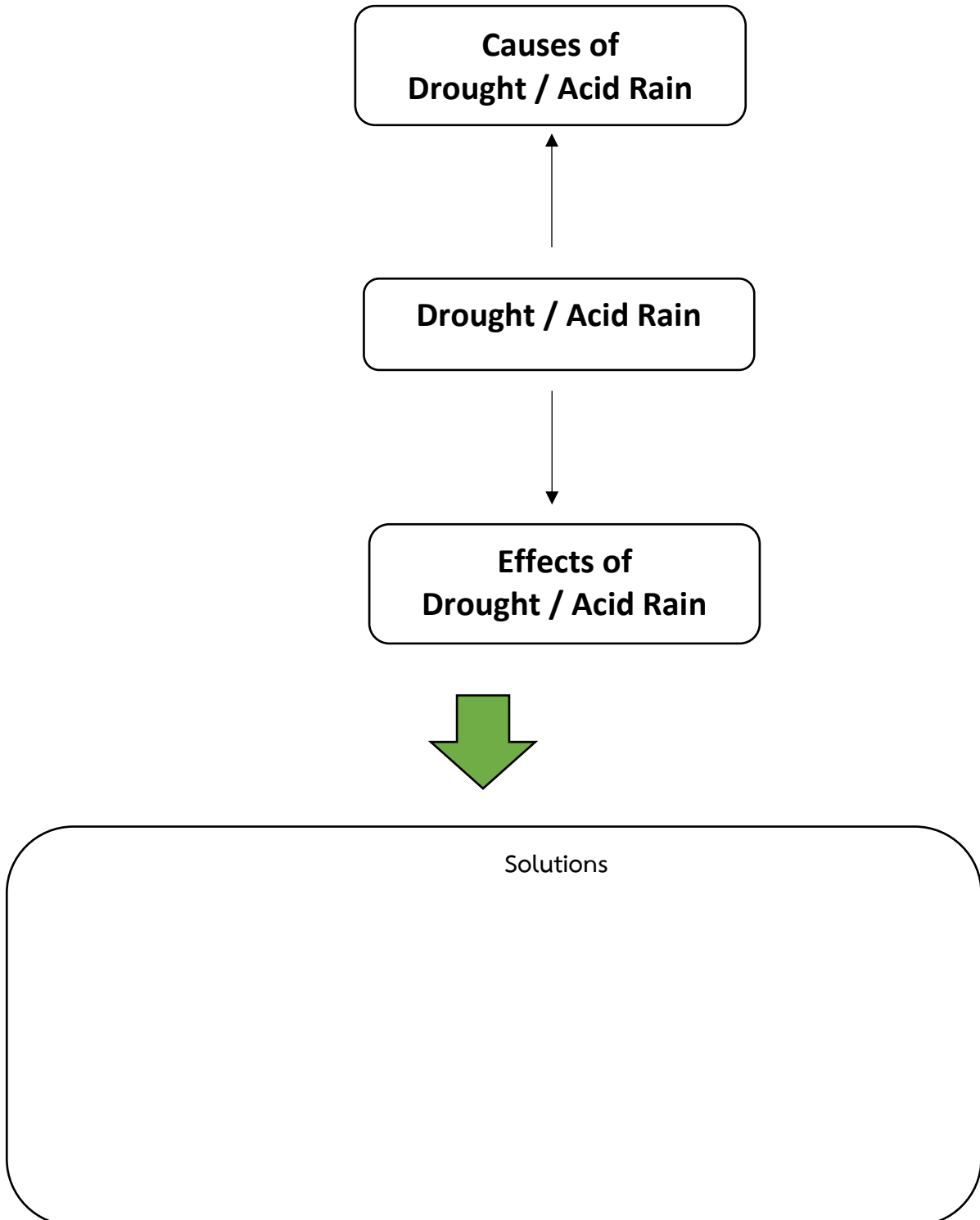
Acid Rain

When sulfur dioxide (SO₂) and nitrogen oxides (NO_x) are emitted into the atmosphere and transported by wind and air currents, they create sulfuric and nitric acids. When sulfuric and nitric acids mix with water and other materials then fall to the ground in wet or dry forms, this is Acid Rain.

Acid Rain, also called Acid Precipitation or Acid Deposition, can actually be rain, snow, fog, hail or even dust that is acidic. When acid rain reaches Earth, it will flow across the surface in runoff water, enters water systems, and sinks into the soil – making waters and soils acidic. While rotting vegetation and erupting volcanoes release some chemicals that can cause acid rain naturally, most acid rain is a product of human activities. Since people need to rely on electricity and most electricity is based on the use of fuels, every year, therefore, the fossil fuel power plants spew roughly 70 percent of SO₂ emissions and 30 percent of NO_x emissions that are critical ingredients in making acid rain. Not only that, vehicles and heavy equipment from industries can also the cause of acid rains. When petrol is burned in engines to give mechanical power, nitrogen oxides will be produced. When the gas leaves the exhaust, it cools very quickly, and is rapidly oxidized to nitrogen dioxide or NO₂. This is a major pollutant for acidic rains.

Activity 4

Instructions: Summarize the causes and effects into the graphic organizer below using only a noun form (N: Ving).



Causes, Effects, and Solutions

Drought

Drought can be caused by _____, _____, and _____ . When drought happens, it will bring _____, _____, and _____. For solutions, _____, _____, and _____ may help reduce the problem. Good environments will come back and we can live happily ever after.

ภาพประกอบ Drought	ภาพประกอบ Drought
ภาพประกอบ Drought	ภาพประกอบ Drought

Causes, Effects, and Solutions

Acid Rain

Acid Rain can be caused by _____, _____,
and _____. When acid rain happens, it will bring _____,
_____, and _____. For solutions,
_____, _____, and _____ may help
reduce the problem. Good environments will come back and we can live happily ever
after.

ภาพประกอบ Acid Rain	ภาพประกอบ Acid Rain
ภาพประกอบ Acid Rain	ภาพประกอบ Acid Rain

หน่วยการเรียนรู้ที่ 6 Environment เรื่อง Summarizing: Sufficiency Economy Philosophy
ใบงาน SEP

Worksheet: Find meaning of the words below. Then, guess what this topic is going to be about.

moderation:	self-immunity:	reasonableness:
ethics:	harmony:	sustainability:

<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">resilience:</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">frugal:</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">avoidable:</td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">accumulation:</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">compassion:</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">afford:</td> </tr> </table>	resilience:	frugal:	avoidable:	accumulation:	compassion:	afford:	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> What TOPIC should these words relate to? </div> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 80%;">1) Environment</div> <div style="border: 1px solid black; padding: 5px; width: 80%;">2) Global Technology</div> <div style="border: 1px solid black; padding: 5px; width: 80%;">3) Sufficiency Economy</div> <div style="border: 1px solid black; padding: 5px; width: 80%;">4) Religions and Beliefs</div> <div style="border: 1px solid black; padding: 5px; width: 80%;">5) Business Investment</div> <div style="border: 1px solid black; padding: 5px; width: 80%;">6) Entertainment</div> </div>	<table border="1" style="width: 100%; height: 100%;"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">too:</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">crisis:</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">self-dependent:</td> </tr> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">virtues:</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">enough:</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">knowledge:</td> </tr> </table>	too:	crisis:	self-dependent:	virtues:	enough:	knowledge:
resilience:	frugal:	avoidable:												
accumulation:	compassion:	afford:												
too:	crisis:	self-dependent:												
virtues:	enough:	knowledge:												

permit:	success:	awareness:
honesty:	patience:	perseverance:
Intelligence:	condition:	theory:

Activity1

Instructions: Listen to the audio clip and answer the questions below.



Source: <https://youtu.be/24ZTDRuVmK4>

1. What is the short name for Sufficiency Economy Philosophy?

- | | |
|--------|--------------|
| 1. SEP | 2. SEPTEMBER |
| 3. ECO | 4. SEEP |

2. Who created Sufficiency Economy Philosophy?

- | | |
|--|--------------------------|
| 1. Thai Government | 2. Community and Society |
| 3. His Majesty King Bhumibol Adulyadej | 4. King Chulalongkorn |

3. What is NOT one of the three components of the Middle Path?

- | | |
|------------------|-------------------|
| 1. Self-Immunity | 2. Reasonableness |
| 3. Moderation | 4. Sustainability |

4. What are the two accompanying conditions?

- | | |
|--------------------------|-------------------------------------|
| 1. Success and Awareness | 2. Knowledge and Ethics and Virtues |
| 3. Patience and Honesty | 4. Honesty and Perseverance |

5. Who follows the principle of Sufficiency Economy Philosophy correctly?

- | | |
|--|--|
| 1. Patrick eats only vegetables, no pork. | 2. Helen buys clothes only when needed. |
| 3. Peter spends most of his time meditating. | 4. Hannah wakes up early in the morning. |

Activity 2

Instructions: Listen to the audio clip again and fill in the circles to complete the theory of Sufficiency Economy Philosophy's Middle Path.

Sufficiency Economy Philosophy



Hi, Sep.
Have your ever heard of Sufficiency Economy Philosophy?

Hey, Econ.
Sufficiency...? Not really? What is it about?





“Sufficiency Economy Philosophy” or SEP is a theory developed by His Majesty King Bhumibol Adulyadej of Thailand over 60 years of tireless development work to improve the lives of the Thai people and bring them a genuine and lasting happiness. The goal of implementing the SEP is to create a balance and stable development, at all levels, from individual, family, and community to society at large to cope appropriately with the critical challenges or problems.

Whoa! His Majesty King Bhumibol!! This must be great!! Can you tell me more about the SEP?



The principle of SEP stresses the importance of following the middle path for appropriate conduct. In other words, people should try to avoid extreme thoughts, behaviors, and actions.



What do you mean by the middle path?



Let's say, SEP has three components: Moderation, Reasonableness, and Self-Immunity, with two accompanying conditions: Appropriate Knowledge and Ethics & Virtues.

For **Moderation**, His Majesty suggested that financial crisis can be avoidable by living in the sense of not too much or not too little. A good way to apply this is to avoid debt and buy items what you can afford.

For **Reasonableness**, all choices made should be justified by ethics, law justice, and social norms. It also means you should obey the law and treat others with compassion and justice. This will create harmony in the society.

For **Self-Immunity**, emphasizes the need for built-in resilience against the risks which arise from internal and external changes by having good risk management.

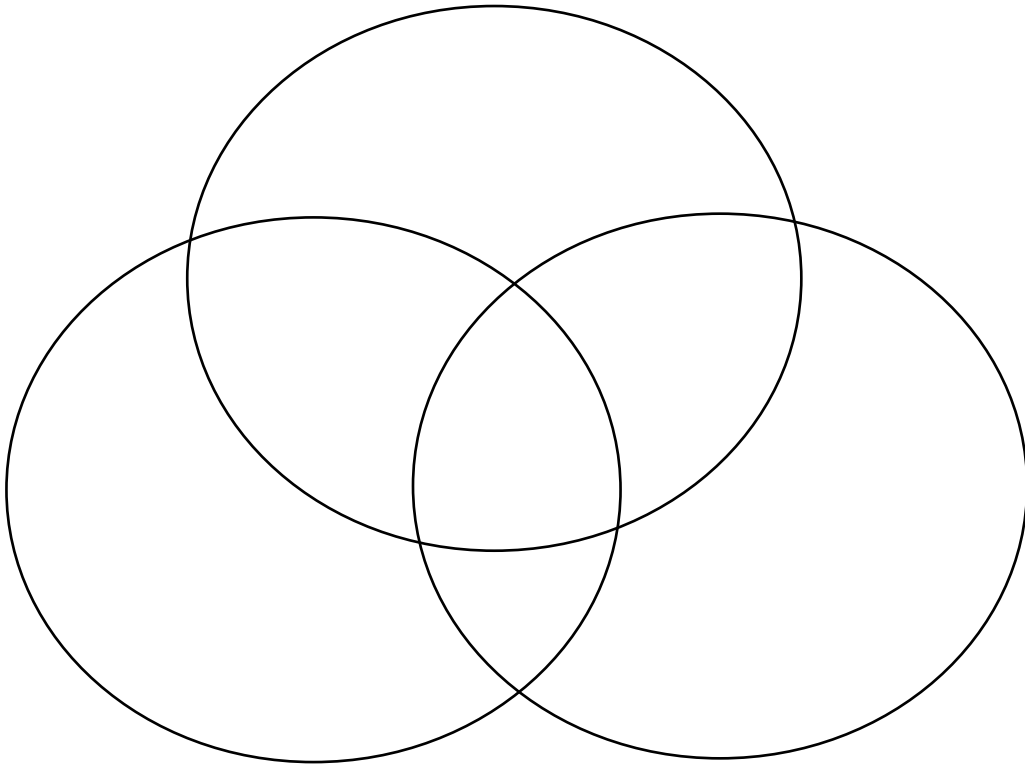
Wow! This sounds wonderful. Well, what about Appropriate Knowledge and Ethics & Virtues?



For the accumulation of **Appropriate Knowledge**, you should study matters extensively and gather as much information in the relevant fields enough as you can before making a decision. This means all actions should be based on gathered knowledge.

For **Ethics and Virtues**, King Bhumibol taught that all decisions should be based on awareness of honesty, patience, perseverance, and intelligence in leading your self-dependent life. Ethics and virtues are vital and will foster development for success and sustainability.

หน่วยการเรียนรู้ที่ 6 Environment เรื่อง Summarizing: Sufficiency Economy Philosophy
Sufficiency Economy Philosophy's Middle Path



--	--

Activity 3

Instructions: Read the quote below and summarize the idea of the quote in Thai. Once finished, present the summary to the class.

He said, "Being moderate does not mean being too strictly frugal; consumption of luxury items is permitted... however, should be moderate according to one's means," (His Majesty King Bhumibol Adulyadej, Royal Speech, given at Dusit Palace, 4 December 1998).



จากบทความดังกล่าว ฉันสามารถสรุปได้ว่า

Reported Speech

ประโยค Reported Speech / Indirect Speech / ประโยครายงานคืออะไร?

สรุปหลักการชี้ Reported Statement

1.

2.

3.

4.

Exercise on Reported Statement

1. He said, "I have waited for you for an hour".

2. He said to me, "My sister is beautiful".

3. She said to me, "I cannot go there with you tomorrow".

4. She said, "I am writing a report now".

5. They say, "We want to sleep now".

6. I said to my sister, "You can do this".

7. My brother says, "I want to live my life in America".

8. His father said to him, "You drove my car again".

9. Mark said, "I went to Malaysia last year".

10. We say to them, "You can come with us if you want".

Activity 4

Instructions: Study and summarize The Wisdom of the Monarch using the form given.

Hint: By studying and summarizing, you are suggested to answer these questions,

- What was done? (อะไรถูกทำขึ้น)
- How did it happen? (สิ่งนั้นเกิดขึ้นได้อย่างไร)
- What were their consequences? (ผลคืออะไร)

1. Name: _____	
WHAT was done?	↓
HOW did it happen?	↓
WHAT were their consequences?	
	V+ing / N
	V+ing
	V

2. Name: _____	
WHAT was done?	↓
HOW did it happen?	↓
WHAT were their consequences?	
	V+ing / N
	V+ing
	V

3. Name: _____	
WHAT was done?	↓
HOW did it happen?	↓
WHAT were their consequences?	
	V+ing / N
	V+ing
	V

Instructions: Summarize the Wisdom of the Monarch into the table using the sentence structures given and attach the photo to support the activity.

1. Name: _____	
(attach a picture here)	The report says that ___N___ can be done by ___Ving___. It + ___V___.

2. Name: _____	
(attach a picture here)	The results report that ___N___ can be done by ___Ving___. It + ___V___.

3. Name: _____	
(attach a picture here)	The information given suggested that ___N___ can be done by ___Ving___. It + ___V___.

สรุปหลักการใช้ Reported Statement

1. เปลี่ยน	Say	→	Say	He says	→	He says
	Said	→	Said	He said	→	He said
	Say to	→	Tell	She says to me	→	She tells me
	Said to	→	Told	She said to me	→	She told me

2. เปลี่ยนสรรพนามตามแต่สถานการณ์

I เป็น He / She

We เป็น They / you

Me เป็น her/ him

3. หากประโยคที่นำมาใช้กริยาที่อยู่ในรูปของ Present Simple หรือ V1 ประโยครายงานก็จะมีไม่มีการเปลี่ยน tense ใดๆทั้งสิ้น แต่หากมีการใช้คำสรรพนามก็ต้องมีการเปลี่ยนรูปของ คำสรรพนาม แต่หากรูปประโยคบอกเล่านั้นมี ประโยคนำ ที่ใช้กริยาที่อยู่ในรูปของ Past Simple หรือ V2 ประโยครายงานก็จะมี การเปลี่ยน tense ให้ ลึกขึ้น เช่น

V1 → V2 is/am/are + Ving → was/were + Ving

have/has+V3 → had+V3 V2 → had+V3

ตัวอย่าง I say to her, "I hate you". I said to her, "I hate you".

→ I tell her (that) I **hate her**. I told her (that) I **hated her**.

4. เปลี่ยน Adverbs of Place/Time ที่ใช้ในประโยค เช่น

Today, tonight → That day, that night

Yesterday → The day before/the previous day

Last night/week → The night/week before

Tomorrow → The next day/the following day

Next week/month → The week/month after

Now → then/at that time

Here → there

This/These → That/those

He said to me, "I need your help today".

→ He **told** me (that) he **needed** my help **that day**.

หน่วยการเรียนรู้ที่ 4 Environment เรื่อง Thanos' Theory
 ใบบงาน Does Thanos' Theory Work?

Worksheet 1: Find word(s) that matches the picture. Also, look up for the meanings of the words in the table.



elimination:	inevitable:	wipe out:
infinity:	correction:	linear:
population:	genocide:	reproduction:
famine:	justify:	poverty:
scarcity:	exponentially:	rationale:

Worksheet 2: Read the text and answer the questions below.



Source: <https://www.youtube.com/watch?v=zWhEgdh0X9c>

While food production increases at a linear rate, population rises exponentially. Therefore, as a civilization expands, overpopulation and resource scarcity are inevitable. So, how do we do to solve this problem?

Believing that the world is suffering, Thanos believes that the only way to free up resources in the overpopulated cosmos is to randomly disintegrate half of all life. This is why at the end of Avengers: Infinity War, the villain, Thanos, acquired the infinity stones, Mind Gem, Reality Gem, Power Gem, Space Gem, Soul Gem, and Time Gem, for a gauntlet that let him snap his fingers and turn the population to dust - genocide.

Thanos' actions are based on Malthusianism, the theory established by English economist Thomas Robert Malthus. He said that population, even halved, will still grow exponentially, and food production will eventually prove insufficient to support the rapidly expanding of the population. If people keep the reproduction process, there will come a point when it would lead to famine, disease, and poverty.

Perhaps Thanos' snap is not merciful, but what if Thanos is not wrong after all? What if he just wants to help the whole Universe? His rationale seems to make sense if we consider our own planet. This is why you are here with us.

If you are in his universe, do you support him?

Yes, I support him.

No, I do not support him.

Let's justify yourself.

Instruction: Answer the questions below.

1. What are the problems that Thanos thinks the world is facing?

2. What do you think are the causes of those problems?

3. What is it that Thanos do to the population?

4. What are the stones that he needs?

5. What is the name of the theory that Thanos bases his vision on?

Activity 1

Instructions: Answer the question below and support your answer with reason(s).

You are allowed to speak in Thai during this activity.

If you were Thanos, would you do the same thing to solve the problems? Why or why not?

Activity 2

Instructions: Study every type of If-Clause and summarize them into the table below.
Then, do the If-Clause exercise below.

Type	Structure	Usage	Sample Sentences
1			
2			
3			

Exercise on If-Clause

1. She _____ (get) angry if you had told her.
2. If they supported our product when we asked them, they _____ (get) a discount now.
3. If I ask him, he _____ (not/come).
4. It will be a disaster unless Joyce _____ (help) us.
5. If you had something to eat in the morning, you _____ (not/feel) sick now.
6. I wouldn't risk it if I _____ (be) you.
7. If you _____ left, you _____ Buckingham Palace. (2: go/see)
8. If Ben _____ the guitar, Jake _____ the drums. (1: play/play)
9. If a thief _____ your money, you _____ sad. (2: steal/be)
10. If Ben _____ a taxi driver, he _____ us. (3: be/drive)

Activity 3

Instructions: Why do you/do you not support Thanos? Please explain using the I-C-E pattern.

หลักการให้พูดเพื่อเหตุผล

Identify: ระบุประเด็นที่สนับสนุน หรือ ไม่สนับสนุน

Criticize: ให้สาเหตุที่สนับสนุน หรือ ไม่สนับสนุน

Exemplify: ให้ตัวอย่างหรือหลักฐานสนับสนุนแนวคิดของตนเอง

If you are in his universe, do you support him?

Yes, I support him.

No, I do not support him.

Let's justify yourself.

I support him because

Identify: If we wipe out people, S + will + V1

If we could turn back the time, S + would + V1

If Thanos had increased more resources for human, S + would have + V3

Criticize: This is because _____

Exemplify: For example, _____

I do not support him because

Identify: If we wipe out people, S + will + V1

If we could turn back the time, S + would + V1

If Thanos had increased more resources for human, S + would have + V3

Criticize: This is because _____

Exemplify: For example, _____

Activity 4:

Present your justification to your friends. You may want to short-note your friends' ideas.

- Support

- Do not Support

หน่วยการเรียนรู้ที่ 6 Environment

เรื่อง A New World According to Sustainable Development Goals (SDGs)

ใบงานเรื่อง A New World According to Sustainable Development Goals (SDGs)

Worksheet

Instructions: Study the pictures. Look up the meanings of the words you do not know.



Vocabulary:





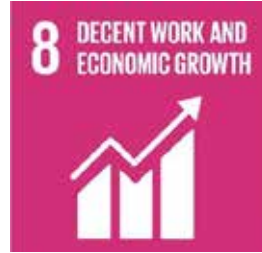






























Activity 1

Instructions: Fill in the blanks with the right words given. Then summarize the excerpt in Thai and present it to the class.

1				
sustainable	leaders	dimensions	healthier	Development
<p>In September 2015, the 193 world _____ came up with visions for a safer, _____, and more prosperous world by 2030. They are called “Sustainable _____ Goals” or SDGs. These goals are designed intentionally to introduce 17 new approaches to development which cover <u>P</u>eople, <u>P</u>lanet, <u>P</u>rosperity, <u>P</u>eace, and <u>P</u>artnerships _____. These “5 Ps” balance and support progress on another to achieve a better and more _____ future for all.</p>				
Translation				



THE GLOBAL GOALS
For Sustainable Development

Activity 1

Instructions: Fill in the blanks with the right words given. Then summarize the excerpt in Thai and present it to the class.

2				
fulfil	opportunities	behind	nutrition	hunger
<p>For People, it is to end poverty and _____ in all forms and dimensions.</p> <p>This means it is suggested that everyone gain an access to basic needs, such as _____, education, clean water, sanitation, and electricity. Also, it is suggested that all humans _____ their potential in dignity and equality and in a good environment. Women and girls around the world will be given equal _____ for jobs, food, and education. No one will be left _____.</p>				
Translation				



Activity 1

Instructions: Fill in the blanks with the right words given. Then summarize the excerpt in Thai and present it to the class.

3				
economic	risks	climate	degradation	action
<p>For Planet, it is to protect the planet from _____. At the moment, the world is facing a _____ emergency that is very serious - global warming. This problem will lead to significant _____ to health, livings, food security, water supply, human and nature security, and _____ growth. Therefore, it is recommended that urgent action on climate change, as well as responsible consumption and production, put into _____ so that it can stop the problems.</p>				
Translation				



Activity 1

Instructions: Fill in the blanks with the right words given. Then summarize the excerpt in Thai and present it to the class.

4
advantages system technological enjoy percent
<p>For Prosperity, it is to ensure that all human beings can _____ prosperous and fulfilling lives and that economic, social, and _____ progress occurs in harmony. Inequality is one of the issues of this generation. There is eight _____ of people who live on less than \$1.90 per day while the rich are still rich. So, it is suggested that everyone not take _____ of each other and that sustainable economic successes be achieved in manners that promote and attain fair justice _____.</p>
Translation



Activity 1

Instructions: Fill in the blanks with the right words given. Then summarize the excerpt in Thai and present it to the class.

5				
military	promote	harmony	weak	terrorism
<p>For Peace, it is to set out goals to foster peaceful, just, and inclusive societies. Conflicts, _____, and other sorts of difficulty have been endangering global peace. Furthermore, _____ institutions can become targets for those who threaten global _____. Therefore, it is suggested that the international community come together to _____ and protect peace around the world, not with _____ powers, but with strong institutions of justice.</p>				
<h3>Translation</h3>				



Activity 1

Instructions: Fill in the blanks with the right words given. Then summarize the excerpt in Thai and present it to the class.

6				
involve	countries	global	governments	factor
<p>For Partnership, it is an important _____ in all the 17 goals. As we all know, _____ alone cannot achieve the SDGs. It needs _____ collaboration across geographies and sectors to mobilize finance, technology, and trade – especially for those poorest and most vulnerable _____ around the world. Although the SDGs were agreed upon by the UN members, it is recommended that achieving the SDGs actually _____ all entities in the international community.</p>				
<h3>Translation</h3>				



Activity 2

Instructions: Find sentences from the excerpts above that match the grammatical structures below.

It is suggested/recommended + that S + V

It is suggested/recommended + that S + V + not

Grammar Focus: Present Subjunctive

Instructions: Study the structures below.

ประโยคคำสั่ง ทางตรง	
สั่งให้ทำ V1	สั่งห้ามทำ Do not + V1
<p>Stand up. (ยืนขึ้น)</p> <p>Sit down. (นั่งลง)</p> <p>Tell me. (บอกฉันที)</p>	<p>Do not talk. (ห้ามพูด)</p> <p>Do not lie. (ห้ามโกหก)</p> <p>Don't eat it. (ห้ามกินมัน)</p>
ประโยคคำสั่ง ทางอ้อม	
สั่งให้ทำ	สั่งห้ามทำ
It is suggested/recommended + that *S + V	It is suggested/recommended + that S + not + V
<p>It is suggested that we study English. (มีคำแนะนำว่าเราควรเรียนภาษาอังกฤษ)</p> <p>It is recommended that he help us. (มีคำแนะนำว่าเขาควรช่วยพวกเรา)</p> <p>It is recommended that you leave now. (มีคำแนะนำว่าคุณควรออกไปเดี๋ยวนี้)</p>	<p>It is suggested that she not take too much medicine. (มีคำแนะนำว่าเธอไม่ควรกินยามากเกินไป)</p> <p>It is suggested that they not copy homework. (มีคำแนะนำว่าพวกเขาไม่ควรลอกการบ้านกัน)</p> <p>It is recommended that I not forget to send you an email. (มีคำแนะนำว่าฉันไม่ควรลืมที่จะต้องส่งอีเมลล์ให้กับคุณ)</p>

*S = Subject หรือประธาน

Activity 3

Instructions: Create 6 sentences using the structures given. Also, translate those created sentences into Thai. After finishing, present the sentences to the class.

It is suggested/recommended + that *S + V
It is suggested/recommended + that S + not + V

Grammar Focus: Wish Clause

Instructions: Study the structures below.

Wish Clause ใช้การแสดงความปรารถนาที่ตรงข้ามกับความเป็นจริง โดย

S + wish + S + V2 เป็นการแสดงความปรารถนาที่ตรงข้ามกับความจริงในปัจจุบัน
เช่น I wish I had an iPhone. ฉันหวังว่าฉันจะมีไอโฟนใช้ (แสดงว่าในปัจจุบันนี้ฉันไม่มีไอโฟน)

S + wish + S + had + V3 เป็นการแสดงความปรารถนาที่ตรงข้ามกับความจริงในอดีต
เช่น I wish I had bought an iPhone yesterday.

ฉันหวังว่าฉันได้ซื้อไอโฟนเมื่อวานนี้
(แสดงว่าเมื่อวานนี้ฉันไม่ได้ซื้อไอโฟนมา)

Activity 4

Instructions: Study how to create a video clip through the use of PowerPoint. Then, create a video clip. (Students are allowed to use other programs/application.)

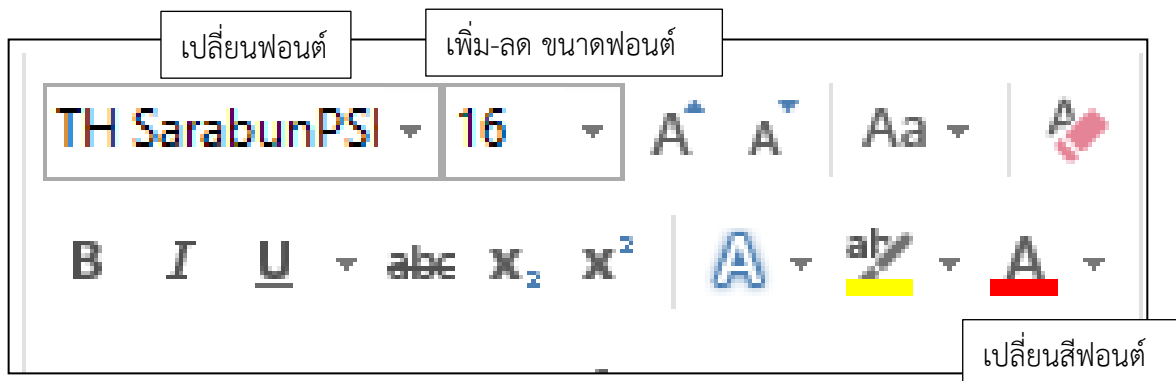
วิธีการใช้ PowerPoint เบื้องต้น

1 การเพิ่มรูปภาพ

- 1.1 เข้าโปรแกรม Microsoft PowerPoint
- 1.2 คลิกหน้าเปล่า หรือ สไลด์ที่จะนำเสนอ
- 1.3 คลิก *แทรก*
- 1.4 คลิก *รูปภาพ*
- 1.5 เลือกรูปภาพที่ต้องการเพิ่ม และดับเบิลคลิก

2 การเพิ่มข้อความ

- 2.1 เข้าโปรแกรม Microsoft PowerPoint
- 2.2 คลิกหน้าเปล่า หรือ สไลด์ที่จะนำเสนอ
- 2.3 คลิก *แทรก*
- 2.4 คลิก *กล่องข้อความ*
- 2.5 ตีกรอบกล่องข้อความ และพิมพ์ข้อความที่ต้องการลงไป
- 2.6 สามารถปรับลักษณะฟอนต์ที่ *หน้าแรก* ดังภาพนี้



3 การเพิ่มวิดีโอ

- 3.1 เข้าโปรแกรม Microsoft PowerPoint
- 3.2 คลิกหน้าเปล่า หรือ สไลด์ที่จะนำเสนอ
- 3.3 คลิก *แทรก*
- 3.4 คลิก *วิดีโอ*
- 3.5 คลิก *วิดีโอออนไลน์ของฉัน*
- 3.6 เลือกวิดีโอที่ต้องการและดับเบิลคลิก

4 การนำเสนอ

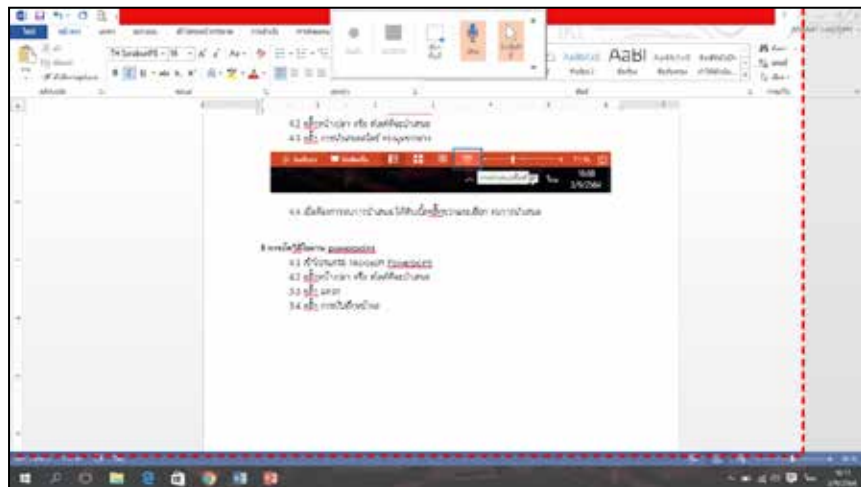
- 4.1 เข้าโปรแกรม Microsoft PowerPoint
- 4.2 คลิกหน้าเปล่า หรือ สไลด์ที่จะนำเสนอ
- 4.3 คลิก การนำเสนอสไลด์ ตรงมุมขวาล่าง



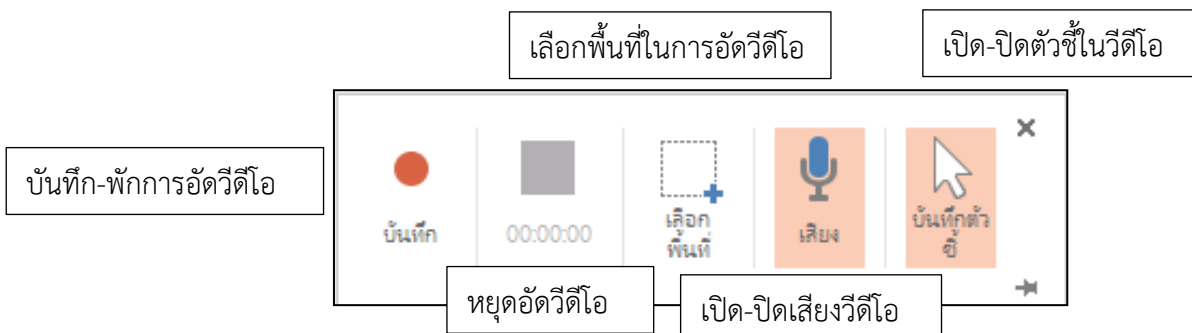
- 4.4 เมื่อต้องการจบการนำเสนอ ให้ดับเบิลคลิกขวาและเลือก จบการนำเสนอ

5 การอัดวิดีโอผ่าน PowerPoint

- 5.1 เข้าโปรแกรม Microsoft PowerPoint
- 5.2 คลิกหน้าเปล่า หรือ สไลด์ที่จะนำเสนอ
- 5.3 คลิก แทรก
- 5.4 คลิก การบันทึกหน้าจอ
- 5.5 ตีกรอบพื้นที่ในการนำเสนอ
- 5.6 คลิก บันทึก



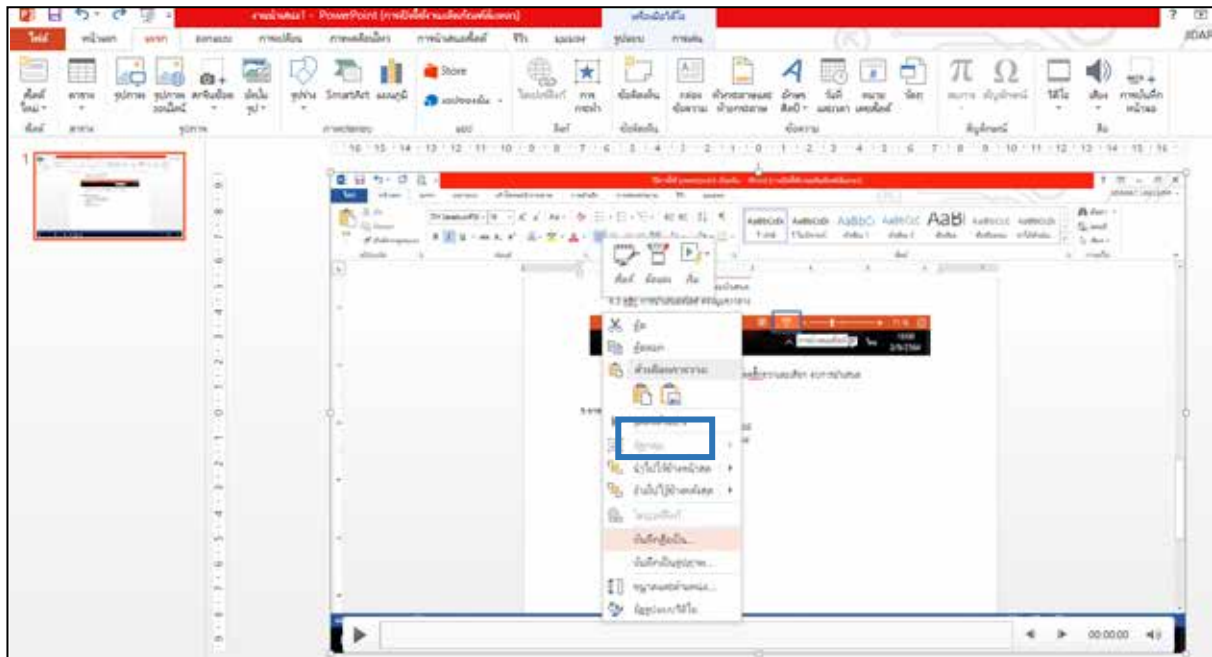
สัญลักษณ์ในการอัดวิดีโอ



5.7 เมื่ออัปเดตวีดิโอเสร็จให้คลิก *หยุดอัปเดตวีดิโอ* จะได้วีดิโอไอออกมา

5.8 คลิกขวาตรงวีดิโอเลือก *บันทึกสื่อเป็น*

5.9 บันทึกสื่อในโฟลเดอร์ที่ต้องการ

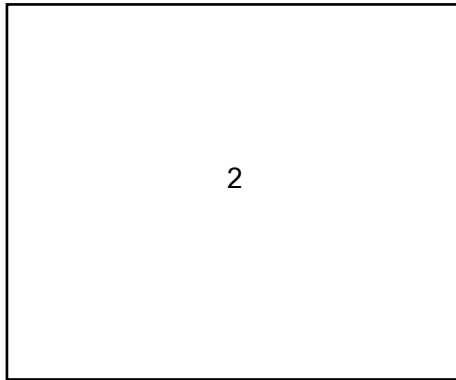


Activity 5

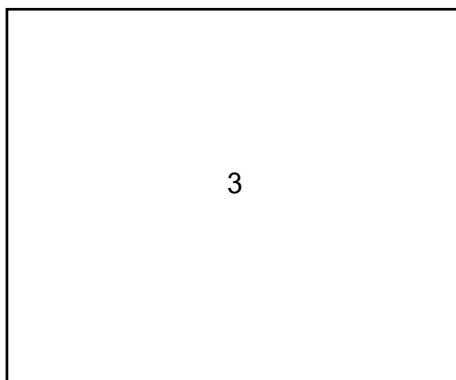
Instruction: Create a video using the following suggested guideline.



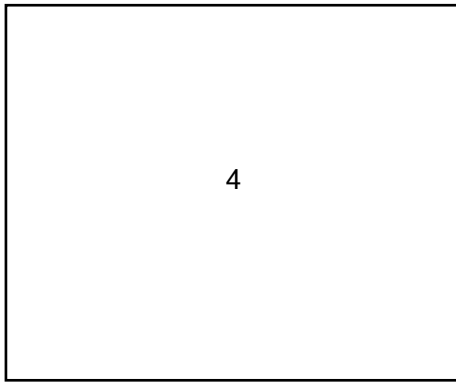
เฟรมที่ 1 ให้นักเรียนใช้รูปที่มีคำว่า The Global Goals for Sustainable Development



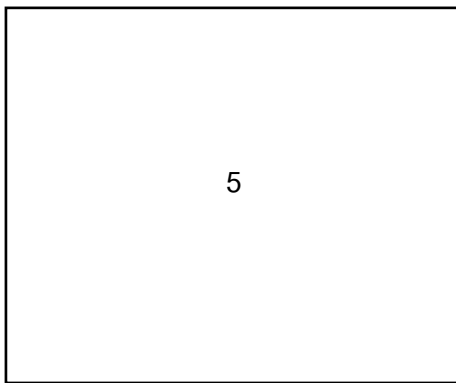
เฟรมที่ 2 ให้นักเรียนใส่รูปเป้าหมายที่กลุ่มของนักเรียนได้เลือกไว้มา 1 เป้าหมาย จำนวน 1 รูป



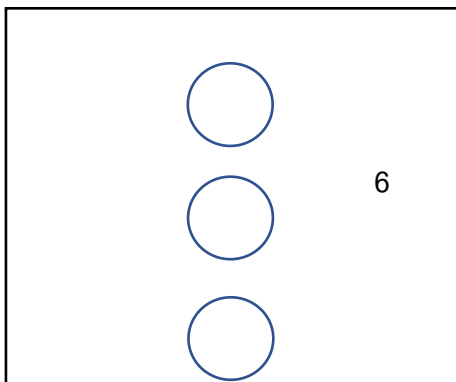
เฟรมที่ 3 ให้นักเรียนใส่รูปปัญหาที่สัมพันธ์กับเป้าหมายที่กลุ่มของตนเองได้เลือกไว้จำนวน 1 รูป



เฟรมที่ 4 ให้นักเรียนใส่ประโยคที่นักเรียนต้องการแนะนำ ให้ทำ/ห้ามทำ เพื่อแก้ไขปัญหาจาก เฟรมที่ 3 อย่างน้อย 5 ประโยค (ใช้โครงสร้าง Present Subjunctive)



เฟรมที่ 5 ให้นักเรียนใส่รูปภาพที่คาดว่าจะเป็ผลบวกที่เกิดตามมาจากข้อเสนอแนะของนักเรียนจำนวน 1 รูป โดยให้ใช้คำกำกับว่า This will be a positive result.



เฟรมที่ 6 ให้นักเรียนใส่ โลโก้ของโรงเรียน ชื่อสมาชิกในกลุ่ม และชื่อโรงเรียนของนักเรียน โดยให้ใส่ตามจุดวงกลมที่กำหนดไว้ตามลำดับ

Link สำหรับดาวน์โหลดรูปประกอบ เป้าหมายเพื่อการพัฒนาอย่างยั่งยืน

https://drive.google.com/drive/folders/1nysZ1Nwh_zORfx2pFR_aXHKq6mhk6SHe?usp=sharing

หน่วยการเรียนรู้ที่ 6 ชื่อหน่วย Environment เรื่อง Junior SDG Project
 ใบบงานเรื่อง Junior SDG Project

Worksheet

Instructions: Study the pictures. Match the Thai phrases given with the pictures.

เป้าหมายการพัฒนาแห่งสหัสวรรษ			
ยุติความยากจน ทุกรูปแบบในทุกที่	ลดความไม่เสมอภาค ภายในและระหว่าง ประเทศ	สร้างหลักประกัน ให้มีการจัดให้มีน้ำ และสุขอนามัยสำหรับ ทุกคน และมีการบริหาร จัดการที่ยั่งยืน	สร้างหลักประกัน ให้มีรูปแบบการบริโภค และผลิตที่ยั่งยืน
ปฏิบัติการอย่างเร่งด่วน เพื่อต่อสู้กับการ เปลี่ยนแปลง สภาพภูมิอากาศ และผลกระทบที่เกิดขึ้น	สร้างโครงสร้างพื้นฐาน ที่มีความทนทาน ส่งเสริมการพัฒนา อุตสาหกรรม ที่ครอบคลุมและยั่งยืน และส่งเสริมนวัตกรรม	อนุรักษ์และใช้ประโยชน์ จากมหาสมุทร ทะเล และทรัพยากรทางทะเล อย่างยั่งยืนเพื่อการ พัฒนาที่ยั่งยืน	สร้างหลักประกันว่า คนมีชีวิตที่มีสุขภาพดี และส่งเสริมสวัสดิภาพ สำหรับทุกคนในทุกวัย
สร้างหลักประกันว่า ทุกคนมีการศึกษา ที่มีคุณภาพ อย่างครอบคลุม และเท่าเทียม และสนับสนุนโอกาส ในการเรียนรู้ ตลอดชีวิต	ส่งเสริมสังคมที่สงบสุข และครอบคลุมเพื่อการ พัฒนาที่ยั่งยืน ให้ทุกคน เข้าถึงความยุติธรรม และสร้างสถาบันที่มี ประสิทธิภาพ รับผิดชอบ และครอบคลุมในทุก ระดับ	เสริมความเข้มแข็งให้แก่ กลไกการดำเนินงาน และฟื้นฟูสภาพหุ้นส่วน ความร่วมมือระดับโลก สำหรับการพัฒนา ที่ยั่งยืน	ส่งเสริมการเติบโต ทางเศรษฐกิจ ที่ต่อเนื่อง ครอบคลุม และยั่งยืน มีการจ้างงาน เต็มที่และมีผลิตภาพ และการมีงาน ที่เหมาะสมสำหรับ ทุกคน
สร้างหลักประกันว่า ทุกคนเข้าถึงพลังงาน สมัยใหม่ในราคา ที่สามารถซื้อหาได้ เชื่อถือได้ และยั่งยืน	ทำให้เมืองและการตั้งถิ่น ฐานของมนุษย์มีความ ครอบคลุม ปลอดภัย มีภูมิคุ้มกัน และยั่งยืน	ยุติความหิวโหย บรรลุ ความมั่นคงทางอาหาร และยกระดับโภชนาการ และส่งเสริมเกษตรกรรม ที่ยั่งยืน	บรรลุความเสมอภาค ระหว่างเพศและให้ อำนาจกับผู้หญิง และเด็กหญิงทุกคน
ปกป้อง ฟื้นฟู และสนับสนุนการใช้ระบบนิเวศบนบกอย่างยั่งยืน จัดการป่าไม้อย่างยั่งยืน ต่อสู้การกลายสภาพเป็นทะเลทราย หยุดการเสื่อมโทรมของที่ดินและฟื้นสภาพกลับมาใหม่ และหยุดการสูญเสียดังกล่าวหลายทางชีวภาพ			

Sustainable Development Goals (SDGs)

 <p>1 NO POVERTY</p> <p>+ End Poverty + Eradicate Extreme + Build Residence</p>	
 <p>2 ZERO HUNGER</p> <p>+ End Hunger + Promote Sustainable + Achieve Food Security and Improved Nutrition</p>	
 <p>3 GOOD HEALTH AND WELL-BEING</p> <p>+ Ensure Healthy Lives + Promote Well – Being For All at All Ages</p>	
 <p>4 QUALITY EDUCATION</p> <p>+ Ensure Inclusive and Equitable Quality Education + Promote Lifelong Learning Opportunities for All</p>	





Sustainable Development Goals (SDGs)

 <p>5 GENDER EQUALITY</p> <p>+ Achieve Gender Equality + Empower All Woman And Girls</p>	
 <p>6 CLEAN WATER AND SANITATION</p> <p>+ Ensure Availability and Sustainable + Management Of Water And Sanitation For All</p>	
 <p>7 AFFORDABLE AND CLEAN ENERGY</p> <p>+ End Poverty + Eradicate Extreme + Build Residence</p>	
 <p>8 DECENT WORK AND ECONOMIC GROWTH</p> <p>Promoter Sustained, Inclusive and Sustainable Economic growth, Full and Productive Employment and Decent Work For All</p>	


Sustainable Development Goals (SDGs)

 <p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<p>Build Resilient Infrastructure, Promote Inclusive and Sustainable Industrialization and Foster Innovation</p>	
 <p>10 REDUCED INEQUALITIES</p>	<p>Reduce Inequality Within and Among Countries</p>	
 <p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<p>Make Cities and Human Settlements Inclusive, Safe, Resilient and Sustainable</p>	
 <p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<p>Ensure Sustainable Consumption and Production Patterns</p>	

Sustainable Development Goals (SDGs)

 <p>Take Urgent Action To Combat Climate Change and Its Impacts</p>	
 <p>Conserve and Sustainably Use the Oceans, Seas And Marine Resources For Sustainable Development Targets</p>	
 <p>- Protect, Restore and Promote Sustainable use Of Terrestrial Ecosystems, Sustainably Manage Forests, Combat - Halt and reserve Land Degradation and halt Biodiversity Loss Targets</p>	
 <p>+ Promote Peaceful and Inclusive Societies for Sustainable Development + Provide Access to Justice For All and Build Effective, Accountable and Inclusive Institutions At All levels Targets</p>	

Sustainable Development Goals (SDGs)

 <p>- Strengthen The Means of Implementation</p> <p>- Revitalize The Global Partnership for Sustainable</p>	
--	--

Activity 1

Instructions: Choose the goal(s) that your group is interested in. Then, answer the questions below. You may want to answer in both English and Thai.

1. What is/are the goal/ goals that your group is interested in?

(กลุ่มของนักเรียนสนใจในเป้าหมายใด นักเรียนสามารถเลือกมากกว่าหนึ่งเป้าหมายได้)

2. Why is your group interested in them?

(ทำไมกลุ่มของนักเรียนสนใจในเป้าหมายดังกล่าว)

3. How are they related to you, your school, and your community?

(เป้าหมายดังกล่าวเกี่ยวข้องกับตัวนักเรียน โรงเรียนของนักเรียน และชุมชนของนักเรียนอย่างไร)

Grammar Focus: WH-Question Formation

Instructions: Study the grammatical structures below.

WH-Word Question Formation					
WH	Auxiliary/Modal Verb	Subject	Verb	*Object	?
WHAT (อะไร)	do	you	eat		?
WHERE (ที่ไหน)	did	she	go		?
WHEN (เมื่อไหร่)	can	Mr. Grey	call	you	?
WHY (ทำไม)	is	that student	crying		?
HOW (อย่างไร)	are	you			?
สุขภาพ การกระทำ	would	they	help	us	?

*Object is optional. It depends on whether that verb needs an object.
*กรรม ขึ้นอยู่กับว่ากริยาต้องการกรรมหรือไม่ ดังนั้นบางประโยคจะไม่ใส่กรรมรองรับกริยา

WH-Word Question Formation				
WH	Auxiliary/Modal Verb	Verb	Subject	?
WHO* (ใคร: ประธาน)		loves	you	?
WHOM (กับใคร: กรรม)	did	you	meet	?

*Modal Verb for WHO is optional. It depends on the intention of the speaker.
*กริยาช่วยสำหรับ WHO จะใส่หรือไม่ก็ได้ ขึ้นอยู่กับเจตนาของผู้พูด

WH-Word Question Formation					
WH	Noun	Auxiliary/Modal Verb	Subject	Verb	?
WHOSE (ของใคร)	dog	does	it	belong to	?

WH-Word Question Formation				
WH	Noun	Verb	Subject	?
WHOSE (ของใคร)	phone	is	this	?

WH-Word Question Formation					
WH	Noun	Auxiliary/Modal Verb	Subject	Verb	?
WHICH (อันไหน)	pen	will	you	take	?

WH-Word Question Formation				
WH	Noun	Verb	Subject	?
WHICH (อันไหน)	bag	is	yours	?

Activity 2

Instructions: Create questions according to the structure given.

WH-Word Question Formation					
WH	Auxiliary/Modal Verb	Subject	Verb	*Object	?
คุณกำลังอ่านอะไรอยู่					
WHAT (อะไร)					
คุณจะไปกินที่ไหน					
WHERE (ที่ไหน)					
คุณจะนอนกี่โมง					
WHEN (เมื่อไหร่)					
ทำไมคุณถึงเรียนภาษาอังกฤษ (รูปอดีต)					
WHY (ทำไม)					
คุณจะทำอาหารเย็นอย่างไร					
HOW (อย่างไร) การกระทำ					

WH-Word Question Formation				
WH	Auxiliary/Modal Verb	Verb	Subject	?
ใครไม่ชอบคุณ				
WHO* (ใคร: ประธาน)				
คุณเห็นใคร				
WHOM (กับใคร: กรรม)				

Activity 3

Instructions: With your chosen goal(s), answer the questions below. Then, complete the text box below with your answers.

1. WHAT are the problems under your goal(s)?

(Try to use only a noun form)

2. How will you fix them?

(Try to use only a noun form)

3. WHOM will you produce it for?

(Try to use only a noun form)

4. WHY will it work?

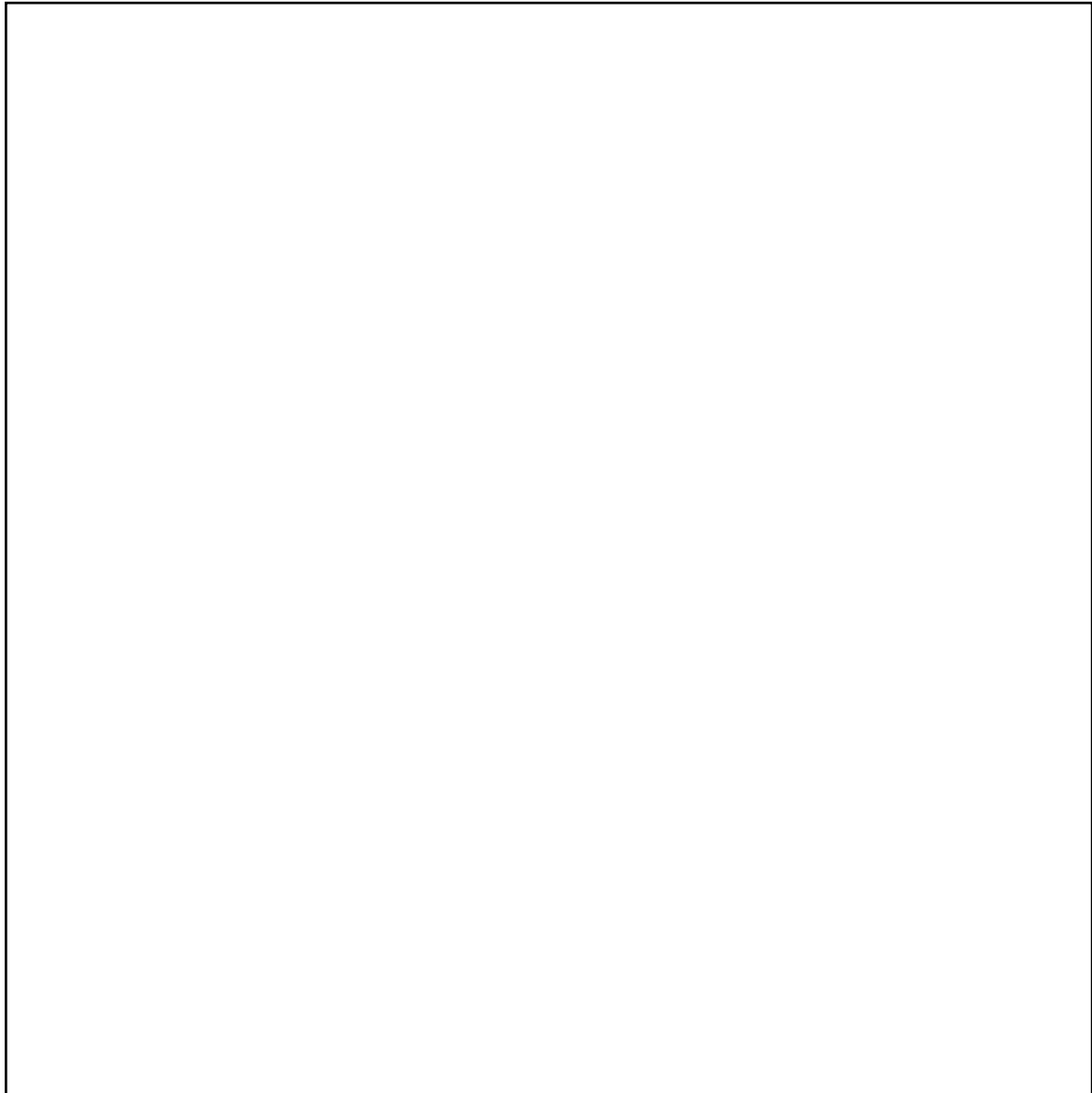
(Try to use only a verb form)

“NAME OF INNOVATION”

_____ (answers from 1) _____ is/are the problem(s) under Goal _____ (the number of the chosen goal) _____. In order to fix the problem, it can be done by _____ (answers from 2) _____. This innovation will be beneficial to _____ (answers from 3) _____ since it will _____ (answers from 4) _____

Activity 4

Instructions: Take the questions and answers from Activity 3 to create a poster.



Activity 5

Instructions: Summarize the poster from the other groups.



โครงการจัดทำสื่อ ๒๕ พรรษา
เฉลิมพระเกียรติ สมเด็จพระกนิษฐาธิราชเจ้า
กรมสมเด็จพระเทพรัตนราชสุดาฯ สยามบรมราชกุมารี

