

ภาคผนวก

ภาคผนวก ก
รายนามผู้เชี่ยวชาญ

ผู้เชี่ยวชาญตรวจสอบแผนการสอน และแบบทดสอบความสามารถการฟัง

1. Mr. Jason Sore ภาควิชาภาษาอังกฤษ โรงเรียนพระหฤทัยคอนแวนต์ จ. กรุงเทพฯ ฯ
2. Mr. Aaron Lace ภาควิชาภาษาอังกฤษ โรงเรียนพระหฤทัยคอนแวนต์ จ. กรุงเทพฯ ฯ
3. อาจารย์ วัชรพงษ์ ทองงาม ภาควิชาภาษาอังกฤษ วิทยาลัยนาฏศิลป์ จ. เชียงใหม่
4. อาจารย์ รัตติยา ศิริวงศ์ ภาควิชาภาษาอังกฤษ โรงเรียนเวียงชัยวิทยาคม จ. เชียงราย

ผู้เชี่ยวชาญตรวจสอบแบบวัดเจตคติ

1. อาจารย์ดวงจันทร์ สมณะ ภาควิชาภาษาอังกฤษ โรงเรียนเทศบาล 1 ศรีเกิด จ. เชียงราย
2. อาจารย์ วัชรพงษ์ ทองงาม ภาควิชาภาษาอังกฤษ วิทยาลัยนาฏศิลป์ จ. เชียงใหม่

ภาคผนวก ข
ตัวอย่างเนื้อเรื่องและแผนการสอน
โดยสื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย

Lesson Plan 1

Subject : English Listening-Speaking 024

Periods : 1-6 (300 minutes)

Class : Intermediate Level 2

Number of students : 34

Time : 6 periods (300 minutes)

Rationale : To be able to understand what is heard or written, making use of the visual clues, pictures and subtitles to construct the meaning of a word or a sentence.

Content : documentary film : killer whales

Form : 1. Vocabulary

coast, to border, a flank, a glacier, huge, a valley, a fjords, annual, a strip, a cliff, to spawn, to specialize, to intercept, a shoal, a school, too flood, a seal, in pursuit of, a strait, a haul, a strong, extended, generation, offspring, to navigate, a prey, murky, to cope with, to rely on, to bother with, to deter something from, to specialize in + V. ing

Terminal Objectives :

1. Students should be able to answer the question from listening to the passage and the clip shown on the screen.
2. Students should be able to explain the meaning of the vocabulary used in the listening passage.
3. Students should be able to discuss some points in the listening passage.

Enabling Objectives : Students should be able to ...

1. give the main ideas of the story by summarizing the story

2. give the meaning of the words correctly
3. pronounce words and phrases correctly
4. make sentences by using the vocabulary from the video segment
5. speak in order to express ideas in the listening passage.
6. answer the questions about the story in the video correctly

Teaching Materials : documentary film, pictures of the killer whales and the geographical sites related to the story

Procedure

Pre-listening Stage :

(Period 1)

1. The teacher prepares students to have background knowledge about the scene/the story in a video segment by explaining (using modified language) briefly some interesting points concerning to the content.

Killer Whales inhabit the oceans of the world. They are found in both open ocean and coastal water. But they are most numerous in Arctic, Antarctic, and areas of cold water, such as, The Scandinavian Peninsula [Norway, Sweden, Finland, Denmark, Iceland] in Northern Europe which has geographical features of the Paleolithic Age with a submerged shoreline which is the enduring stones. This land used to be covered with glaciers in the Ice Age. The Atlantic coastline is irregular, dented and very deep into the continent which is called " Fjords ". The shoreline was created by the erosion of land made concave and deep below the sea level by glaciers. After the glaciers descended, the sea flowed in and it became the small narrow bay, deep into the steep continent, between the high cliffs along the foot of the mountains, such as, the Fjord coastlines in Norway and Greenland. Killer Whales live in groups called pods which consist of males, females and calves of varying ages. Some pods may join to make a larger group of 50 individuals. The social hierarchy is female dominant. They often hunt together, relying on sound production and reception at all time and at all depth to

navigate , contact and hunt in dark water. They don't chew or tear their preys into large chunk but swallow it whole.

2. The teacher shows them the pictures of the Fjords, glaciers, coastline, herring, cod,

3. The teacher introduces the video topic and focuses on vocabulary used in video segment 1, using the pictures on the screen as the stimulus for oral response, then provides background knowledge, other key vocabulary and explain key concepts and terminology message by drawing pictures, symbols, by showing pictures from magazines or by translating it into students' mother language etc... The teacher gets students practise the pronunciation of some words on the list, which are important to understanding (5- 10 words per segment) then the teacher tells the Thai meaning of each word and students write its meaning in the blank.

T : What's the videotape about ? What's a fjord ? A strait ?

Have you ever seen the film about the killer whales ?

Are they mammals/cute ?

S : They are , I think they're , They could be

4. The teacher asks guided questions to stimulate the recall of prior knowledge and to set the aims of listening.

What are the hunting techniques used by killer whales of the Pacific Coast of North America ?

What do they do to find their prey in dark water ?

Do they chase fish as a group or individually ?

How many generations are there in each pod or in each extended family ?

Does each family pod have the same language to communicate ?

Are these techniques different among the killer whales of different part of the oceans ?

How can a researcher identify the family group, sex of the killer whales ?

What is their prey ? What is their size and weight ?

What is their life span ?

While-listening Stage :

(Period 2)

1. The teacher plays the videotape straight through once without pausing and encourages the students to focus on general comprehension. Then the teacher gets students to watch the program again to check comprehension.
2. The teacher plays the videotape second time or more, pauses at the end of each phrases or sentences to look for detail, allows time for completion of the tasks or taking notes.
3. The teacher checks answers together with the students and reviews the video segment if necessary.

Videoscript

All along the Pacific coast of Northwest America from Alaska to British Columbia. The ocean is bordered by high mountain ranges. Glaciers flowing down the flanks of these great mountains have carved out huge valleys. At the end of the last ice age when the level of the seas rose, the lower part of these valleys were flooded and became long, deep Fjords(A long narrow strips of sea between high cliffs, as in Norway) [Birds tweeting] Off the coast in early summer, salmon gather. Before starting their annual journey up the rivers to spawn. As they arrive, so do the killers. These particular killer whales specialize in hunting salmon and they know exactly where and when to go in order to intercept the shoals. The salmon are making their way up flooded valleys towards the particular rivers in which they were born. Seal lions are already there waiting for them. But the salmon's greatest enemies are humans and killer whales. And both are on their way in pursuit of them. They're travelling up Johnstone Strait between the Vancouver Island and the main land of British Columbia. The strait is a major pathway for the salmon. As the fish swim along it, they run straight into the nets that the fishermen have set in their path. The haul is so rich that there's plenty for everyone. But these days the fishermen don't shoot the whales as they once did, but allow them to take a share. 16 groups of whales come each summer to the strait. Each group or pod often about 20 strong is an extended family usually containing 3 generations : a grandmother, her

sons and her daughters and her daughters' offsprings. The whales have a good eyesight, but often the water is so murky. They need another way of navigating and finding their prey. And they use sonar, emitting a stream of clicking sounds and listening to the echoes.

A pod swims along Johnstone Strait in a spread-out formation. Each whale listening to the echoes of its own clicks and those produced by its companions. The salmon travelling in shoals have a characteristic swimming pattern which produces a particular kind of sonar reflection. Once the whales have found a shoal, they don't herd the fish as a group but chase them individually. As one closes in on a fish, it often switches off its sonar and uses its eyes to make the catch.

A group of researchers here in British Columbia has been studying these whales for over 20 years. John Ford is one of the founder members. " I'm fascinated by the animals for many different reasons. There's so much mystery to them. There are so many questions that we're striving to answer that it's enough too keep you motivated for years. John's special interest is the killers' use of sound. He's found out that as well as the clicks for locating fish, they make other calls to communicate with each other. In a way, it is their own kind of unique language. But it's not a language like humans have. We shouldn't expect them to have nouns and verbs like we do because it's how they make the calls that seems to convey the really important information that the animals need in order to lead their life.

Post-listening Stage :

1. Students are given a list of words or pictures within the context of the documentary message and are asked to paraphrase them by matching them with their definitions.
2. Students pronounce the words or the sentence together or make a sentence orally from a word given by the teacher.

Evaluation : Observation of students' oral response, written exercise, and participation.

Form : 1. Vocabulary

(Period 3)

to discover, a pod, unique, a dialect, a colleague, to name, to recognize, to descend, distinctive, saddle, patch, a hydrophone, to fix, an assembly, peculiar, an erection, to roll over, to tussle, a function, an interaction, dominant over, to breed, for access to, to demonstrate, detectable, sensation, apparently, a current, tidal, blowhole, hectic, a bout, to forage, to break off, to mate, irresistible, a bed, uniformly, a pebble, attraction, to rub, to blister, behavior, a run, to fatten, counted as, bounty, to head for, a bull, to display, to pop, for access to, to count as

Procedure

Pre-listening Stage :

1. The teacher focuses on vocabulary used in video segment 2 , using the pictures on the screen as the stimulus for oral response, other key vocabulary and explanations of key concepts and terminology message by drawing pictures, symbols, by showing pictures from magazines or by translating it into students' mother language etc,. Students pronounce the words after the teacher.

2. The teacher asks guided questions to stimulate the recall of prior knowledge and to set the aims of listening.

T : What's the distinctive characteristic of the sound made by each whale ? What alphabet is it like ?

What does John Ford do in order to recognize which pod is calling or making the sounds ?

How can he identify the sex of each adult whale in a pod ?

What's the largest size of the killer whale ? What's its life span ?

While-listening Stage :

(Period 4)

1. The teacher plays the videotape straight through once without pausing and encourages the students to focus on general comprehension. Then the teacher gets students to watch the program again to check comprehension.
2. The teacher plays the videotape a second time or more, pauses at the end of each phrases or sentences to look for detail, allows time for completion of the tasks or taking notes.
3. The teacher checks answer together with the students and reviews the video segment if necessary.

Videoscript

By using an underwater microphone, John has discovered that each family pod has its own unique vocabulary, its own dialect as it were. He and his colleague have named each pod with a letter of the alphabet and he can immediately recognize which group is calling " H " is the only that makes that form of the call that there it's again that a really strong descending tone(whistle) that is classically " H " . And that's another very distinctive " H " call. He can also identify and sex each adult in a pod by the markings on its fin and the shape of saddlelike patch on its back. And each has been given a number, " Oh ! It's A6. And it looks like A38. Oh looks like A39 ". Often they come under and investigative the hydrophone underwater. Those with the very tall fins are mature males. Killers are the largest of the dolphins, up to 30 feet long and weighing as much as 7 tons. They can live for over 40 years. And the females produce their first youngs at about 15. When a calf is born into a pod of killer whales, it grows up with the sounds that have developed over generations in that group. They become fixed into their memory. And those are the calls that an individual will make for its life.

Now it would be time for when a male could mate with a female from another pod. But unexpectedly, many of these sexually active groups that form during these big assemblies consists of entirely of males. This is one swimming upside down in the mating position(sexual position). One of the more peculiar behaviors of killer whales

is sexual display (the act of sex) that goes on among males in pods and males from different pods(groups of killer whales) when pods are travelling together. This may go on for hours at a time with males rolling over each other usually with erections(penis). And sometimes it gets fairly physical with (rough) animals jumping out of the water and rolling and tussling with each other. We don't really know what the function of the interactions are. But it seems where the big mature bulls (male killer whales) through various sexual displays or physical displays demonstrate that they are dominant over others that might be competing with them for access to breeding females.

After a hectic bout (frenzy) of socializing like this. Some of the whales will often head for a particular rocky beach on Vancouver islands. Tidal currents have here created a bed of uniformly-sized pebbles. And this seems to have an irresistible attraction (must come together) to the whales. Apparently, rubbing themselves along it, gives themselves a most delectable sensation (pleasure).[high pitched squealing].

Even when the salmon season is at its height, they will break off from its foraging as often as 4 or 5 times a day to come here and rub themselves. The early whales researchers first observed this behavior in 1973. But local fishermen say that whales were here doing this long before that. The whales reduce their buoyancy by expelling air from their blowholes so that the streams of bubbles are continually blistering the water. The whales have probably been indulging in this massages generation after generation. And this practice like their hunting techniques must be counted as one of the cultural traditions of Johnstone Strait killers. And while this is going on, very remarkably their calls change as John Ford has discovered. They make all sorts of strange squeaks and squawks kinds of sounds that you never hear repeated in the same form and occasionally out will pop a call (make a question) usually rather a poor imitation of a call that belongs in a different dialect.

By the end of summer, the party is over in Johnstone Strait. The salmon runs.(the route salmon take to the home rivers) have finished. And the killers whales spread out along the coasts of British Columbia, fattened by the bounty summer. They're now ready to cope with winter when fish will be more difficult to find.

Post-listening Stage :

1. Students are given a list of words or pictures within the context of the documentary message and are asked to paraphrase them by matching them with their definitions.
2. Students pronounce the words or the sentence together or make a sentence orally from a word given by the teacher.

Evaluation : Observation of students' oral response, written exercise, and participation.

Form : 1. Vocabulary

(Period 5)

diet, shimmering, to shelter, to overwinter, vast, to disperse, to concentrate, a caribou, cooperative, a cordon, to encircle, a creature, a strategy, to stun, to consume, to cope with, to rely on, to bother with, to deter something from, to specialize in + V. ing

Procedure**Pre-listening Stage :**

1. The teacher focuses on vocabulary used in video segment 3, using the pictures on the screen as the stimulus for oral response, and explain key concepts and terminology message by drawing pictures, symbols, by showing pictures from magazines or by translating it into students' mother language etc.. Students pronounce the words after the teacher.
2. The teacher asks guided questions to stimulate the recall of prior knowledge and to set the aims of listening.

What's the hunting technique used by the killer whales on West Coast of Norway ?

What do they do in order to find their prey ?

Do they chase fish as a group or individually ?

While-listening Stage :

(Period 6)

1. The teacher plays the videotape straight through once without pausing and encourages the students to focus on general comprehension. Then the teacher gets students to watch the program again to check comprehension
2. The teacher plays the videotape a second time or more, pauses at the end of each phrase or sentence to look for detail, allowing time for completion of the tasks or taking notes.
3. The teacher checks answer together with the students and reviews the video segment if necessary.

Videoscript

The killer whales of British Columbia seldom bother with these smaller fish on the other side of the world. On the west coast of Norway, other killer whales have a different tradition. And they rely on herring as a part of their diet. Here in winter, huge pods of up to 50 individuals move to the Fjords to hunt. Herring from the North Atlantic come to these sheltered waters to overwinter in vast shimmering clouds. Instead of using their speed to catch individual fish as the salmon-hunting cousins do in Johnstone Strait do. The killers here use their skills as communicators and operate as a team. The herring are widely dispersed in quite deep water and the killers concentrate them by swimming around the school in ever-tightening circles. As they work, they signal to one another with high-pitched calls. They flash their white flanks which seems to terrify the herring and deter them from breaking through the cordon of encircling whales. like wolves herding a mob of caribou (a large number of animals like deer). The whales concentrate the shoals into a tight balls and drive them closer and closer to the surface. While some whales continue to keep the shoal herded together, others move into it and stun the fish with powerful flicks of their huge tails. The 3 ton whales then start dedicately to pick-up the half pound herrings one by one. An adult male will consume 400 or more in a day. The whales' killing technique is so effective that there are plenty of dead herring left over for other creatures, such as, Atlantic cod and the ever-present gulls.

Fish-eating whales like these in Norway went in large cooperative teams. But there are smaller groups elsewhere whose strategies are very different. They specialize in hunting warm-blooded prey : seals, dolphins and other whales.

Post-listening Stage :

1. Students are given a list of words or pictures within the context of the documentary message and are asked to paraphrase them by matching them with their definitions.
2. Students pronounce the words or the sentence together or make a sentence orally from a word given by the teacher.
3. The teacher uses the pictures on the screen for students to narrate the story by writing short sentences using their own language.
4. Students are given a number of scrambled sentences describing some scenes/actions, which they have to rearrange into correct order (They may pronounce words or sentences together or make a sentence orally from a word given by the teacher.)
5. Students work in pairs to make a map or a sun ray from some points in the video segment, then report back to their peers.

Evaluation : Observation of students' oral response, written exercise, and participation.

1. Students are given the test items to test for comprehension and to check their retention of concepts or words.
2. The teacher replays the selected sequences to illicit the comments from the students by writing or speaking.

Lesson Plan 2

Subject : English Listening-Speaking 024

Periods : 1-6 (300 minutes)

Class : Intermediate Level 2

Number of students : 34

Time : 6 periods (300 minutes)

Rationale : To be able to understand what is heard or written, making use of the visual clues, pictures and subtitles to construct the meaning of a word or a sentence.

Content : cartoon film : Mulan

Form : 1. Vocabulary

(Period 1)

A border, to tip the scale, a recruit, to deliver, to count on somebody, to uphold, reflection, a bride, a general, a captain, dignity, clumsy, an in-law, to honour, to dishonour, disgrace, to hold one's tongue, to demote, mortal, reunion, ancestor, value, serpentine, salvation, manly, tough, to intimidate, a lineage, to toast, victory, your Majesty, your Highness, your Excellency

Terminal Objectives :

1. Students should be able to answer the question from listening to the passage and the clip shown on the screen.
2. Students should be able to explain the meaning of the vocabulary used in the listening passage.
3. Students should be able to discuss some points in the listening passage.

Enabling Objectives : Students should be able to ...

1. give the main ideas of the story by summarizing the story
2. give the meaning of the words correctly

3. pronounce words and phrases correctly
4. make sentences by using the vocabulary from the video

segment

5. speak in order to express ideas in the listening passage.
6. answer the questions about the story in the video correctly

Teaching Materials : historic cartoon film, pictures of the Great Wall of China and the Chinese ancient warriors with their armors and helmets and the geographical sites related to the story

Procedure

Pre-listening Stage :

1. The teacher gives students the background information related to the story about the scene/the story in a video segment by explaining (using modified language) briefly some interesting points concerning to the content.

Around 2000 B.C. the Hsia Dynasty and Chang Dynasty found that there were the customs and traditions of expressing gratefulness and a sense of obligation towards the ancestors, and the elderly. These who had passed away were respected so that the family would be prosperous. People believed the dead could destine, bring them fortune, happiness and even bad luck, depending on the worship. Around 1000 B.C. in Joe Dynasty, people adhered to Confucius doctrine because it taught them to love and respect each other in order to have peace and no crime. In addition, the rulers should be the good examples for their followers. But later in Chin Dynasty around 200 B.C., Chin Shih Huang gathered minority groups, tribes. This doctrine obstructed the plan of the Emperor to unite China. He favoured the philosophy of Fashiau which taught people to use violence rather than virtues or morality. He destroyed the books on Confucius and threatened people with punishment if they read or discussed them. Therefore he united China and protected it from the invasion of the Huns or Hsiung and the wandering tribes, who were breeding animals in the North outwards the Great Wall.

The Huns were good at using arrows. By building the Great Wall of China, he connected the outer city-wall that already existed. Later around the 13th century A.D. in Ming Dynasty, it was restored and extended it, passing through 6 provinces : Herpei, Sarsi, Inner Mongolia, Sansi, Nheng Sia, Gan Shu. It is about 6350 kilometres from the West to the East, 7.8 metres high, 6.5 wide at the base and narrower at the upper about 5.8 metres, straight down from the top of the wall to the abyss about 45 degrees. 5 cavalry man and 10 infantry man can walk in a file. There is a long stretch of stairs high upper and sloping down along the wall. There are fortifications, watch tower for observing the movement of the enemy every 100 metres distance using the torchlight signal system from a watch tower to the next one in order to carry messages to the imperial city [capital] or the commanding office within several hours. There are also small openings in the wall for shooting.

3. The teacher shows students the picture of the Great Wall of China, the warrior's suit, an armour, a helmet, a sword, etc.,

4. The teacher introduces the video topic and focuses on vocabulary used in video segment 1, using the pictures on the screen as the stimulus for oral response, then provides background knowledge, other key vocabulary and explain key concepts and terminology message by drawing pictures, symbols, by showing pictures from magazines or by translating it into students' mother language etc... The teacher gets students practise the pronunciation of some words on the list, which are important to understanding (5- 10 words per segment) then the teacher tells the Thai meaning of each word and students write its meaning in the blank.

T : What's the videotape about ? Who are the Huns ?

Have you ever seen the film about the a woman hero ?

5. The teacher asks guided questions to stimulate the recall of prior knowledge and to set the aims of listening.

What is the kind of insect does Mulan's grandmother believes brings luck to her instead of praying for the ancestors ?

What kind of animal was sent by the ancestors to protect Mulan and make her a heroine ?

Where did the Huns enter China ?

Why did Mulan stole the conscription notice and her father's armour and ran away from home ?

While-listening Stage :

(Period 2)

1. The teacher plays the videotape straight through once without pausing and encourages the students to focus on general comprehension. Then the teacher gets students to watch the program again to check comprehension
2. The teacher plays the videotape second time or more, pauses at the end of each phrases or sentences to look for detail, allows time for completion of the tasks or taking notes.
3. The teacher checks answer together with the students and reviews the video segment if necessary.

Videoscript

At the northern border

A Chinese guardian soldier : [falcon screeching , object thrusting, shudders] We're under attack. Light the signal ! [gasps, panting] Now all of the China know you're here.
Shan Yu : [grunts] Perfect !

At the imperial city

Chifu : Your Majesty, the Huns have crossed our northern border.

Emperor : Impossible No one can get through the Great Wall

Shifu : Shan Yu is leading them. We'll set up defenses around your palace immediately.

Emperor : No. Send your troops to protect my people, Chifu.

Chifu : Yes. Your highness.

Emperor : Deliver conscription notices throughout all provinces. Call up reserves and as many recruits as possible.

Chifu : Forgive me, your Majesty. But I believe my troops can stop him. I want to take my chances, general.

Emperor : A single grain of rice can tip the scale. One man may be the difference between the victory and the defeat.

At the Fa Zhou's house

Mr. Fa Zhou : Honorable ancestors. Please help Mulan impress the matchmaker today. Please... please help her.

Mulan : Father, I brought your but Whoa. I brought a spare. Remember the doctor said 3 cups of tea in the morning. And 3 at night.

Mr. Fa Zhou : Mulan, you should already be in town. We're counting on you to uphold the family honour.

Mulan : Don't worry, father. I won't let you down. Wish me luck.

Mr. Fa Zhou : Hurry! I'm going to pray some more.

Mulan's aunt : Fali, Is your daughter here yet ? A matchmaker is not a patient woman of all days to be late.

Fali : I should have prayed for the ancestors for luck.

Mulan's grandma : How lucky can they be. They're dead. Besides, I've got all the luck we'll need. This is the chance to prove yourself.

Mulan : Grandma ! No.YEP ! This cricket's lucky one. [walking across the traffic road, holding the cage of the cricket]

Fali : Now let's get you cleaned up.[Grandma and her mother help each other to wash, polished her in the wooden tub]

At the matchmaker's

Matchmaker : Fa Mulan !

Mulan : Present !

Matchmaker : Speaking without permission !

Mulan : Oops !

Matchmaker : Who spit in her bean curd ? Huh, Hmn ...Too skinny !

Not good for bearing sons. Recite that final admonition ! Well ? [clear the throat] Fulfill your duties calmly and respectfully and reflect before you snack. Act ! This shall bring you honor and glory. Hmn This way. Now pour the tea. To please your future in-laws, you must demonstrate a sense of dignity and refinement. You must also be poised.

Mulan : Uhm Pardon me ?!

Matchmaker : And silence ! [sniff]

Mulan : Could I just take that back ?

Matchmaker : One moment. Why you clumsy ?! [grunting, screaming, Whoo Ah !, fire sizzling, clattering, screaming intensified]

Mulan : I think it's going well, don't you ?

Matchmaker : Put it out ! Put it out ! ... Put it out ! [panting]

You are just a disgrace. You may look like a bride but you will never bring honour.[town people whispering]

Mulan : [talking to herself " I ' ll never pass for a perfect bride or a perfect daughter.

Who's that girl I see? I would break my family's heart.]

Mr. Fa Zhou : [clear throat] My...my, What beautiful blossom we have this year ?

Mulan : But look This one's late

Mr. Fa Zhou : But i'll bet that5 when it blooms it will be the most beautiful of all.

Mulan :[horse whinnies] What is it ?

Mr. Fa Zhou : Mulan, Stay inside !

A soldier : Citizens, I bring a proclamation from the imperial city. The Huns have invaded China. By order of the emperor. One man from every family must serve the imperial army. [handing ot the conscription notices] The Hsiao family ! The Yi family !

Mulan : [talking to herself] I'll serve the army in my father's place.

A soldier : The Fa family ! The Hsiao family !

Mulan : No !

Mr. Fa Zhou : [limping walking out to get the conscription notice from the soldier on the horse] I'm ready to serve the emperor.

Mulan : Father you can't go !

Mr. Fa Zhou : Mulan !

Mulan : Please, Sir. My father has already fought bravely.

The soldier : Silence ! You would do well to teach your daughter to hold her tongue in man's presence.

Mr. Fa Zhou : Mulan, you dishonour me.

The soldier : Report tomorrow to the Wu Zhong camp. The Chu family ! The Wen family !

The Chang family ! The ...family ! ...

At the Fa Zhou's family [Mr. Fa Zhou grunts, groans, panting with body thumping the floor , thunderclap at night]

Mulan : You shouldn't have to go. There are plenty of men to fight for China.

Mr. Fa Zhou : It is an honour to protect my country and my family.

Mulan : So you'll die for honour.

Mr. Fa Zhou : I'll die doing my doing what's right.

Mulan : But if you ...

Mr. Fa Zhou : I know my place ! This time you learned yours. [shudders, crying, thunderclap, rain]

Mulan stole the conscription, his father's armour, warrior suit and left home

Fali : [awaken] Mulan is gone !

Mr. Fa Zhou : I can't believe. Mulan ! [groans] No !

Fali : You must go after her. She could be killed. If I reveal her. She will be ...Ancestors, hear our prayers. Watch over Mulan !

Ancestor Chief : Mushu, awaken !

Dragon Mushu : I live/ So tell me what mortal needs you my my protecton , great ancestor. You just say the word and I am there. And let me say something. Anybody's foolish enough to threaten our family, vengeance will be mine ! [growling]

Ancestor Chief : Now wake up the ancestors. [Mushu rings the gong, family reunion , ancestors arguing with each other] Go ! The fate of the Fa family rests in your claws.

Dragon Mushu : Don't worry about it. I'll not lose face. I'll make Mulan a war hero. [moaning, groaning]

At the northern border[falcon screeching, whinnying , the imperial guardians meeting the leader of the Huns]

Shan Yu's two escorts : [both groan] Imperial scouts !

Imperial scouts : Shan Yu !

Shan Yu : Nice work, gentlemen. You found the Shan army.

Imperial scouts : The emperor will stop you.

Shan Yu : Stop me ?! He invited me.[grunt, groan] By building his wall. He challenged my strength. Well, I'm here to play his game. Go ! Tell your emperor to send his strongest army. I'm ready.

In the forest

Mulan : [coughs, staying with the cricket and the horse , speaking in deep voice to imitate, pretending to be a man] Excuse me, where do I sign in ? Ha I see you have a sword. I have one too. They're very manly and tough. I'm working on it ! Oh, Who am I a fooling ? It's going to take a miracle to get me into the army.

Dragon Mushu : [the dragon appear adrift] Did I hear someone ask for a miracle ?

Mulan : Ahh, ghost ! That's close enough.

Dragon Mushu : Get ready, Mulan. Your serpentine salvation is at hand. For I have been sent by your ancestors to guide you through masquerade. Come on, If you're gonna stay, you're gonna work. So heed my word 'cause if the army found out you're a girl. The penalty is death

Mulan : Who are you ?

Dragon Mushu : Who am I ? I am the guardian of the lost souls. I am the powerful, the pleasurable, the indestructible, Mushu.

Mulan : My ancestors sent a little lizard to help me ?

Dragon Mushu : Hey, dragon, dragon, not lizard.

Mulan : You're uhm ... intimidating ? Awe inspiring ?

Dragon Mushu : Tiny. Of course. I'm travel size for your convenience. If I was my real size, your cow here would die of fright. My powers are beyond your mortal imaginations. For instance my eyes can see straight through your armour.

[slap } Ooh ! All right. That's it. Dishonour, Dishonour on your whole family. Then you're gonna have to trust me. And don't you slap me no more. We clear on that ? All right. Let's move here.

At the Wu Zhong camp, Mulan was harassed by the tough boys, Yao, Ling and Chien Pao. Mushu helped her punch and kick them.

General(Li Chang's father) : The huns have struck here, here and here. I will take the main troops up to the Chang Shao Pass. And stop Shan Yu before he destroys this village.

Captain(Li Chang's son) : Excellent strategy, Sir. I do love surprises.

General : You will stay and train the new recruits when Chifu believes you're ready, you will join us, Captain.

Captain : Captain ? Oh[gasp] This is an enormous responsibility, General. Perhaps the soldiers with more experience, number one in his class, extensive knowledge of training techniques and impressive military lineage.

General : I believe Li Chang will do an excellent job.

Captain : Oh, I will. I won't let you down. This is ... I mean. Yes, Sir.

General : Very good then. We'll toast China's victory at the imperial city. I'll expect a full report in 3 weeks. And I won't leave anything out, Captain Li Chang.

Captain : Leader of China's finest troops. No the great troops of all time.

General : Most impressive. Good luck, Captain.

Captain : Good luck, father.

Post-listening Stage :

1. Students are given a list of words or pictures within the context of the documentary message and are asked to paraphrase them by matching them with their definitions.
2. Students pronounce the words or the sentence together or make a sentence orally from a word given by the teacher.

Evaluation : Observation of students' oral response, written exercise, and participation.

Form : 1. Vocabulary

(Period 3)

Urge, swiftly, to volunteer, to retrieve, discipline, cannon, stallion, to punch, to mess with, to dismiss, to last, pass, potpourri, to snatch sth off, a survivor, to empty, to hold on, treacherous, treason, to impress, to restrain, worthwhile, a spit, to risk, to pop out

Procedure**Pre-listening Stage :**

1. The teacher focuses on vocabulary used in video segment 2 , using the pictures on the screen as the stimulus for oral response, other key vocabulary and explain key concepts and terminology message by drawing pictures, symbols, by showing pictures from magazines or by translating it into students' mother language etc., Students pronounce the words after the teacher.

2. The teacher asks guided questions to stimulate the recall of prior knowledge and to set the aims of listening.

What is Mulan's boy's name while she was a soldier ?

What did Mulan do in order to stop the Huns at Chang Shao Pass ?

Even though Mulan did a great thing to save the China's troops, why was she blamed by her Captain and the Emperor's counselor ?

How did Mulan's friends know that she's not a boy but a girl ?

While-listening Stage :

(Period 4)

1. The teacher plays the videotape straight through once without pausing and encourages the students to focus on general comprehension. Then the teacher gets students to watch the program again to check comprehension.

2. The teacher plays the videotape second time or more, pauses at the end of each phrases or sentences to look for detail, allows time for completion of the tasks or taking notes.

3. The teacher checks answer together with the students and reviews the video segment if necessary.

Videoscript

[hearing men yelling, fighting continues ,moaning Li Chang coming out of the tent all soldiers accuse Mulan of causing trouble in the camp]

Mulan : Sorry.[clear throat, deepen voice] Uh, I mean Uh. You had to see that... You know how it is when you got those manly urges and you gotta just to kill something, fix things, cook outdoors.

Captain : What's your name ?

. Mulan : [stammering] Uh

Captain : Your commanding officer just asked you a question.

Mulan : I've got a name. Ha And it's a boy's name too. Ling. How about Ling ?

Captain : I didn't ask for his name. I asked for yours.

Mulan : Try uh uh uh Ah Chu! Ah Chu.

Captain : Ah Chu ?

Mulan : No.

Captain : Then what is it ?

Mulan : Ping Ping was my best friend's growing up. It's Ping.

Captain : Ping ?

Mulan : Of course. Ping did steal my .. Yes my name's Ping.

Captain : Let me see your conscription notice. Fa Zhou ? The Fa Zhou ?

I didn't know Fa Zhou had a son ?

Mulan : Uh, he doesn't talk about me much.

Captain : Okay, gentle men. Thanks to your new friend, Ping. You'll spend tonight picking up every single grain of rice. And tomorrow the real work begins.

In the morning, the training begins. Every new recruit holds the metal wheels on both sides of his shoulders and climbs up the wooden pole to retrieve the arrow, starting with Yao, the tough guy. Then everyone carries water up the hill. Mulan is made a man and is the last person to achieve this training in using a spear, carrying a wooden bucket suspended from the ends of a pole across the shoulder, and climbing up the wooden pole to retrieve an arrow at the a pole tip while carrying two metal balances. Mushu prevented Mulan from being watched inside the body by her tough guys.

On a mountain in northern border.

Shan Yu : [talking to their escorts] What do you see ? Black pine from the high mountains, white horse hair imperial stallions., sulphur from cannons. This doll came from a village in Tung Shao Pass where the imperial army is waiting for us. And besides, the little girl will miss her doll. We should return it to her.

At the camp

Chifu : You think your troops are ready to fight ? Ha! They wouldn't not last a minute against the Huns.

Captain : They completed their training.

Chifu : Those boys are no more fit to be soldiers than you are to be Captain .Once the General read my report, your troops will never see the battle.

Dragon Mushu : Oh no ! you don't. I've worked hard to get Mulan into this war. This guy's messing with my plan.

Chifu : We're not finished. Be careful, Captain. Your father may be a general but I am the emperor's counsel. And , Oh,

By the way, I got that job on my own. You're dismissed.

Mulan : Hey, I'll hold him and you punch[chuckles] or not. For what's it's worth, I think you're a great captain.

Mushu : I saw that. What ? You like him, don't you ? No, Yeah, all right. Yeah sure. Go to your tent I think it's time to ... we took This war into our own hands.

The cricket acting as a typewriter helped Mushu change the order by making it sound more urgent so that Captain could back his father up in time at the pass. Then Mushu disguised himself as a messenger, took the order and on horse back appeared in front of Mushu.

Chifu : Who are you ?

Mushu : Excuse me ? I think the question is " Who are you ? " We're in the war, man. There's no time for stupid questions.

Chifu : I should have your hat for that. Snatch it right off your head.

Mushu : But I'm feeling gracious today. So carry on before I report you.

Chifu : Captain, urgent news from the general. We're needed at the front. Pack your bag.

Captain Li Chang's troops were moving out to Chang Shao Pass village. I was already late. The Huns had destroyed the village and killed the General together with his troops. No one survived. Captain Li Chang bow to his father's helmet.

Captain : The Huns are moving quickly. We'll make better time to the imperial city through the Tung Shao Pass. We're the only hope for the emperor now. Move out ! [gasping, grunts, battle crying, the Huns appeared suddenly]

Captain : Get out of range ! Ahh ! Save the cannons. Come on ! Empty it ! Empty it !

Mulan : Oh, Mushu, save the horse.

Mushu : Sure.

Captain : Fire[whimpering] Hold the last cannon. Prepare to fight. If we die, we die with honour[yelling, cries continue] Yao, aim the cannon at Shan Yu. [Mulan snatched the cannon and aimed it at the top of the snow mountain above the Huns' army.] Hey ! Ping Come back.

Yao : Ahh ! We're gonna die. We're definitely gonna die. No way we survive this. Death is coming Whoa ! Huh ! [snow chasing All grunting , slipping]

[the snow and the soil falled off and covered the Hun's army , Mushu protected Mulan, Li Chang, Yao, Ling , Chien Pao, the horse and the cricket from the flowing snow crash and from falling down the cliff. Mulan fainted and got injured.]

Captain : Step back guys, give him some air. Ah Ping? You're the craziest man I ever met. And for that I owe you my life. And from now on, you have my trust.

Yao : Let's hear it for Ping, the bravest, greatest of us all. You're the king of the mountain.

Others : Yes Yes Yes

Captain : Ah ! Ping What's wrong ? He's wounded Get help !

In the tent, Mulan recovered[being discovered as a girl]

Captain : Hold on !

Doctor : [whispering to Captain]

Chifu : Ah ! I can explain. So it's true, Chang. I knew there was something wrong with you, treacherous snake. A woman.

Mulan : My name is Mulan. I did it to save my father.

Chifu : High treason ! Ultimate dishonour !

Mulan : I didn't mean to go this far. It was the only way. Please believe me.

Chifu :[scoff] Captain ! You know the laws. [Captain held a sword in his hand, raised it over to execute Mulan]

Others : No ! . [Captain threw the sword down the floor]

Captain : A life for a life. My debt is repaid. Move out ! But you can't just, I said " Move out ".

Mulan : I should never have left home.

Mushu : Hey ! Come on. You want to save your father's life. Who knew you'd end up shaming him and disgracing your ancestors and lose all your friends ? You know you just gotta You gotta learn to let those things go. [crying] Now that's just 'cause this needs a little spit. That's all.

Mulan : I'll have to face my father sooner or later. Let's go home.

Mushu : Yeah, this ain't gonna be pretty. But don't you worry, Okay ? Things will work out.

We started this thing together and that's how we'll finish it I promise.

The Huns popped out of the snow and Mulan on horse back hurried to announce this to Captain Li Chang before the emperor is in danger.

Post-listening Stage :

1. Students are given a list of words or pictures within the context of the documentary message and are asked to paraphrase them by matching them with their definitions.
2. Students pronounce the words or the sentence together or make a sentence orally from a word given by the teacher.

Evaluation : Observation of students' oral response, written exercise, and participation.

Form : 1. Vocabulary

(Period 5)

A warrior, cute, concubine, deliberate, attempt, pompous, armour, to impersonate, to deceive, a commanding officer, arrogance, to bow, to kneel, to trust somebody, adversity, dynasty, a crest, to sign up for the war

Procedure

Pre-listening Stage :

1. The teacher focuses on vocabulary used in video segment 3, using the pictures on the screen as the stimulus for oral response, and explain key concepts and terminological messages by drawing pictures, symbols, and by showing pictures from magazines or by translating it into the students' mother language etc.. Students pronounce the words after the teacher.
2. The teacher asks guided questions to stimulate the recall of prior knowledge and to set the aims of listening.

What position was Mulan appointed to by the Emperor ?

What did the Emperor give to Mulan as the gifts that she brought home to honour her family ?

Which is the quickest way used by the Huns to meet the Emperor ?

How was Shan Yu killed ?

While-listening Stage :

(Period 6)

1. The teacher plays the videotape straight through once without pausing and encourages the students to focus on general comprehension. Then the teacher gets students to watch the program again to check their comprehension.

2. The teacher plays the videotape second time or more, pauses at the end of each phrases or sentences to look for detail, allows time for completion of the tasks or taking notes.

3. The teacher checks answer together with the students and reviews the video segment if necessary.

Videoscript

People were welcoming Li Chang and his escorts as the heroes of China.

Mulan : Chang ! The Huns are alive. They are in the city.

Li Chang : You don't belong here, Mulan. Go home.

Mulan : Chang ! I saw them in the mountains. You have to believe me.

Li Chang : Why should I ?

Mulan : Why else would I come back ? You said you'd trust Ping. Why is Mulan any different ? Keep your eyes open. I know they are here. Yah ! [whip the horse]

Li Chang : Now where are you going ?

Mulan : To find someone who will believe me.

Emperor : [addressing his speech to his people] My children, heaven smiles down upon the middle kingdom. China will sleep safely tonight. Thanks to our brave warriors.

Mulan : [convincing a high ranked noble] Sir, the emperor's in danger. The Huns are here. Please you have to help. No one will listen.

Li Chang : Your Majesty, I present to you the sword of Shan Yu.

Emperor : I know what this means to you, Captain Li. Your father would have been very proud.

Li Chang : No. Come on. They'll never reach the emperor in time. Guard the door !

All at once Shan Yu's falcon snatched the sword and Shan Yu appeared up high on the palace. His two escorts held the emperor as a hostage and took him to a hall and locked the door. [battling continues, people shouting] Yao, Ling and Chien pao disguised themselves as concubines and climbed up the columns of the palace in order to rescue the emperor.

Shan Yu : Your walls and armies have fallen. And now it's your turn. Bow to me. Okay any questions ? I'm tired of your arrogance, old man. Bow to me !

Emperor : No matter how the wind howls, the mountain cannot bow to it.

Shan Yu : Then you will kneel in pieces.

Li Chang : [fighting against Shan Yu] Chien Pao, get the emperor !

Chien Pao : Sorry, your Majesty.

Li Chang was about to be killed but Mulan saved him in time.

Shan Yu : Come on. No [growling] You... you took away my victory. The soldier from the mountain.

Shan Yu and Mulan fought each other on the roof of the palace.

Mushu : So what's the plan ?

Mulan : Uhm.. you don't have a plan.

Mushu : Hey, I'm making this up as I ... go.

Shan Yu : It looks like you are out of ideas.

Mushu : Way ahead of you...sister. Come on crickee[gasping citizen] I need fire power. The cricket light Mushu missile aimed at Shan Yu. Mulan got out of range by holding the edge of the roof. Shan Yu fell down.[crowd cheering]

Mulan : You are a lucky bug.

Mushu : That was a deliberate attempt on my life.

Shi Fu : Where is she ? Now she's done it. What a mess ! Stand aside ! That creature's not worth anything. Listen, you pompous.

Emperor : That is enough !

Mushu : Your Majesty !

Emperor : I can explain. I've heard a great deal of you Fa Mulan. You stole your father's armor, ran away from home, impersonated a soldier, dishonored the Chinese army, destroyed my palace, deceived a commanding officer and you have saved us all.

People : Ahh.. Ooh !

Emperor : Chifu ?

Chifu : Your Excellency ?

Emperor : See to it that this woman is made a member of my council.

Chifu : Member what ? But there's no council positions open, your Majesty ?

Emperor : Very well, you can have his job.

Mulan : What ? I ...Oh...With all due respect your Excellency. I think I've been away from home long enough.

Emperor : Then ...take this so your family will know what you have done for me. And this so the world will know what you have done for China. You fight good. [emperor chuckles, Yao chuckles]

Mulan : Ohh. Thank you. Khan, let's go home. [crowd cheers]

Emperor : The flower that blooms in adversity is the most rare beautiful of all.

You don't meet the girl like that every dynasty.

Mulan returned home, brought his father the sword of Shan Yu and the crest of the emperor as gifts to honour the Fa family.

Post-listening Stage :

1. Students are given a list of words or pictures within the context of the documentary message and are asked to paraphrase them by matching them with their definitions.

2. Students pronounce the words or the sentence together or make a sentence orally from a word given by the teacher.

3. Students summarize the whole story from the video segments.

Evaluation : Observation of students' oral response, written exercise, and participation.

1. Students are given the test items to test for comprehension and to check their retention of concepts or words.

2. The teacher replays the selected sequences to illicit the comments from the students by writing or speaking.

What do you think of the role of Mulan as a woman ?

(Discuss or write 1 paragraph)

3. The teacher uses the pictures on the screen for students to narrate the story by writing short sentences using their own language.

Lesson Plan 3

Subject : English Listening-Speaking 024

Periods : 1-6 (300 minutes)

Class : Intermediate Level 2

Number of students : 34

Time : 6 periods (300 minutes)

Rationale : To be able to understand what is heard or written, making use of the visual clues, pictures and subtitles to construct the meaning of a word or a sentence.

Content : cartoon film : the prince of Egypt

Form : 1. Vocabulary

mud, straw, to deliver, a shepherd, a chariot, to promise, to carve, a scaffolding, a link, blasphemy, task, responsible, mighty, burden, astray, expectation, to destine, reckless, dynasty, pathetic, irresponsible, apology, drenched, banquet, tribute, exotic, apparition, arrogant, pampered, regent, to appoint, desert, charmer, delectation, generous, to flog, , heed, regret, ,sovereign, a slave, to look up to somebody

Terminal Objectives :

1. Students should be able to answer the question from listening to the passage and the clip shown on the screen.
2. Students should be able to explain the meaning of the vocabulary used in the listening passage.
3. Students should be able to discuss some points in the listening passage.

Enabling Objectives : Students should be able to ...

1. give the main ideas of the story by summarizing the story
2. give the meaning of the words correctly
3. pronounce words and phrases correctly

4. make sentences by using the vocabulary from the video

segment

5. speak in order to express ideas in the listening passage.

6. answer the questions about the story in the video correctly

Teaching Materials : historic cartoon film, pictures of Moses, pyramid, sphinx, maps of geographical sites related to the story

Procedure

Pre-listening Stage :

(Period 1)

1. The teacher gives students the background information related to the story in the video segment by explaining (using modified language) briefly some interesting points concerning to the content.

The Hebrews are known both as the Jews and the Israelites. They are a hybrid between wandering tribes in the Arabian desert and Palestine. They have never settle down permanently, but wandered from place to place until they came to the land called " Canaan "(later called Palestine). The judge was the chief of the society. Each ruler descended from the 12 sons of Israel (or Jacob). Jacob is the son of Issaac who was the nephew of Abraham, the earliest ancestor of the Hebrews. According to the story found in the Old Testament, the Hebrews entered Egypt and were used as slaves by the Egyptians for a period of time. In that, Regent Joseph of Egypt came from a Hebrew family, he is the son of Israel (or Jacob) who liked to dream and he interpreted the dreams very well. When he was young, he shepherded the flock with his brothers. His father loved him more than the other sons, so his brothers were jealous and hated him so much, that they planned to kill him. One of his brothers heard this and saved him from his fate by telling the rest of brothers not to kill him but sell him to an Ishmaelite merchant. These men took him to Egypt. His brothers told their father a lie. They said Joseph was eaten up by a beast, and dipped his clothes into goat blood. In Egypt he lived in the house of his Egyptian master. God was with him. His master was pleased

with him, and made him his personal attendant and put him in charge of his household, possessions and estate. As he was well built and handsome, his master's wife wanted to sleep with him. He was honest, he ran out of the house. Nevertheless he was still accused of touching his master's wife, and was put in jail. There he met 2 of Pharaoh's official prisoners. He interpreted their dreams that they would be freed and that others would be put to death. It turned true. When Pharaoh dreamed of thin cows eating fat cows. All the magicians and wise men could not interpret the dream. The 2 officials spoke to the Pharaoh, and they suggested Joseph. Joseph was summoned to interpret the dream. He said that there would be the abundance of food for 7 years, and after that famine would follow. He pleased Pharaoh and was promoted as the governor of the whole land of Egypt. When there was famine in Canaan his brothers came to buy food and grain. They couldn't recognise him and he tested their honesty by ordering his servant to put money in their bags, but kept one of them as a hostage in order to take his youngest brother back Egypt. He planned to meet his brothers and his father without making himself known to them. Finally he revealed himself, and was pleased to see his youngest brother. When Pharaoh heard the news, he welcomed them with a feast and invited Joseph's family to live in Egypt by giving them the best land. After that the Hebrews in Egypt grew more numerous. Pharaoh and the Egyptians were afraid that they would rebel. The Pharaohs oppressed them and made them slaves for hundreds of years, until Moses led them out of Egypt in the reign of Pharaoh Merneptah of the 19th dynasty. During their exit, they passed the Holy Mountain Sinai. Moses climbed up to receive the 10 Commandments from God, in order to rule over the Hebrews and to control their morality. Moses's laws used the rule "an eye for an eye, a tooth for a tooth, a life for a life, a hand for a hand, a wound for a wound." Everyone was equal before the law. The upper class were not given any special rights or privileges. Later the Hebrews had the Monarchical system. They believed in one God, Jehovah (Monotheism) while other ancient tribes believed in many gods who took the form of wild animals or beasts. They were very often captured to be captive slaves in exotic lands, but they were faithful to the Old Testament and thought that God did not

stay only in a house of worship, the Cathedral Jerusalem but, also in their hearts. So God was with them all the time even when they were invaded by the Greeks and Romans. They were killed because of their resistance. That is why they immigrated to Europe and Asia. The civilization that the Jews gave to the world as their heritage is the religion of monotheism, Christianity and the Bible concerning moral rules, mottoes, and a philosophy for leading one's life properly.

2. The teacher introduces the video topic and focuses on vocabulary used in video segment 1, using the pictures on the screen as the stimulus for oral response, then provides background knowledge, other key vocabulary and explain key concepts and terminology message by drawing pictures, symbols, by showing pictures from magazines or by translating it into students' mother language etc.. The teacher gets students practise the pronunciation of some words on the list, which are important to understanding (5- 10 words per segment) then the teacher tells the Thai meaning of each word and students write its meaning in the blank.

What's the videotape about ? What's the difference between the gods and one God ? And what is the place where the gods/God live ?

Have you ever seen the film about the pyramids ? What was it used for ? What's the belief of the Egyptians/ Hebrews ?

What are the classes of the ancient Egyptians ?

3. The teacher asks guided questions to stimulate the recall of prior knowledge and to set the aims of listening.

Why did Moses's mother put him in the basket and lay it among the reeds at the river bank ?

Why did Pharaoh Seti call his son, Rameses "the weak link" ?

What kind of tribute did the high priests offer to the Prince regent ? What position was Moses appointed by Rameses ?

What painting did Moses see on the wall ? What did his sister, Miriam expect him to be for the Hebrews ?

While-listening Stage :

(Period 2)

1. The teacher plays the videotape straight through once without pausing and encourages the students to focus on general comprehension. Then the teacher gets students to watch the program again to check comprehension

2. The teacher plays the videotape second time or more, pauses at the end of each phrases or sentences to look for detail, allows time for completion of the tasks or taking notes.

3. The teacher checks answer together with the students and reviews the video segment if necessary.

Videoscript

Mud, sand, water, straw, faster, mud and lift(groan) and sand and pull water and raise up, straw, faster and sting of whip on my shoulder with the salt of my sweat on my brow. Elohim, God on high, can you hear your people cry ? Help us now. This dark hour. Deliver us. Hear our call. Deliver us. Lord of all . Remember us . Here in this burning sand. Deliver us. Hear our call. Deliver us. There's a land you promised us. Deliver us to the promised land. Out of bondage. He will deliver us. Deliver us from despair. Hear our prayer There years of slavery. Grow to cruel to stand. Deliver us to the promised land.

Yocheved : My son I have nothing I can give but the chance that you may live. I pray we'll meet again

Baby coos, whinnying yawn. Hush now my baby. Be still, love. Don't cry. Sleep as you're rocked by the stream. Sleep and remember my last lullaby so I'll be with you when you dream River oh river flow gently for me such precious cargo you bear. Do you know somewhere he can live free. River deliver him there.

(Mother vocalizing, birds squawk, the Her Majesty of Egypt open the lid of the basket.

Miriam : Brother you're safe now and safe may you stay. For I have a prayer just for you. Grow baby brother come back someday Come and deliver us, too.

Rameses : Mommy.

Princess : Come Rameses. We will show Pharaoh your new baby brother, Moses.

Miriam : Deliver us. Send a shepherd to shepherd us to the promised land.

[hoofbeats approaching, Moses and Rameses riding horse carriages]

Guardian : Ha Ha ! Faster , you beasts you run like mules.

Rameses : Hey, Moses. How would you like your face carved on the wall ?

Moses : Someday, yes. How about now ? (groans)

Rameses : You almost killed me ? Oh, [Rameses laugh] Oh come on. Where's the sense of fun ?

Moses : Oh, it's fun you want .

Rameses : Whoa ! Ah ! Oh Moses Come on Moses. Admit it . You've always looked up to me.

Moses : Yes. But it's not much of view. Hyah.

Second born, second place, not for long [men chanting, Moses chased after Rameses along the scaffolding, the nose of the sphinx broke, both panting, rumbling, both hooting, whooping]

Rameses : You don't think we'll get it in trouble for this, do you ?

Pharaoh : No. not a chance. Why do the gods torment me with such reckless destructive blasphemous son ?

Rameses : Father, hear what I

Pharaoh : Be still ! Pharaoh speaks...I seek to build an empire and your only thought is to amuse yourselves by tearing it down. Have I thought nothing ?

A priest : You mustn't be so hard on yourself, your Majesty. You're an excellent teacher. It's not your fault. Your sons learned nothing.

Pharaoh : Well, they learned blasphemy.

A priest : True.

Moses : Father, the fault is mine. I goaded Rameses on. And so I am responsible.

Pharaoh : Hmmn. Responsible ? And do you know the meaning of that word, Rameses ?

Rameses : I understand, father.

Pharaoh : And do you understand the task for which your birth has destined you ?

The ancient traditions when I pass into the next world. Then you'll be the morning and the evening star. One damaged temple does not destroy centuries of traditions. But one weak link can break the chain of mighty dynasty(disgusted sigh). You have my leave to go.

Moses : Father, father ? You know it was really my fault. Must you be so hard on him.

Pharaoh : Moses, you'll never carry a burden like the crown I will pass to Rameses.

He must not allow himself to be led astray not even by you my son.

Moses : All he cares about is your approval. I know he will live up to your expectations.

He only needs the opportunity.

Pharaoh : Maybe. Maybe so. Go now. I shall see you both tonight.

Rameses : Tell me this, Moses. Tell me this, Moses. Why is it that every time you start something, I'm the one who ends up in trouble ?

Moses dropped water onto the heads of the priests chanting below. And Rameses was accused again.

Moses : Hey, I figured it out .You know what your problem is, Rameses ?

Rameses : What ?

Moses : You care too much.

Rameses : And your problem is you don't care at all. Oh in that case. Suppose you care a lot more than I do...that we are late for the banquet, for example, (panting)

Rameses : I'm done for. Father will kill me.

Moses : Don't worry. Nobody will even notice us coming in (crowd cheering)

Rameses and Moses appeared into the centre of the hall where people were waiting for them.

A priest : Ah the young princes. Rameses, you were just named the Prince Regent. You're now responsible for overseeing all the temples. I suggest you get over there and thank your father.

The high priests(Hotep and Huy) offered the new regent a beautiful Midean girl, Tziporrah, who had been taken from Israel. But she did not show any respect for the Prince of Egypt.

Tzipporah : I won't be given to anyone especially an arrogant pampered palace brat.

Untie this rope. I demand you set me free.

Moses : No. wait ! Be still.

Rameses : As you wish. [Rameses pulled her and let her fall down on the wet floor to make her bow to him.] Ahh Ohh [laugh] You there. Have her dried off and sent to Prince Moses chambers.

If it pleases you,father. My first act as Regent is to appoint Moses as Royal Chief Architect [crowd cheering, Rameses put a ring round Moses's finger]

Tzipporah escaped from Moses's room she saw two guards at the entrance but Moses helped her by ordering them to look at a man tied up in his room, so that Tzipporah could escape easily out of the palace. On her way back home riding on a camel's back she met Aaron and Miriam the eldest brother and the elder sister of Moses. They gave her water from the well and she continued her journey. Moses followed her all the way and met them there.

Miriam : My God protect you. Thank you. Forgive me. I didn't expect to see you here, of all places at at at our doors. Mmm, at last ? At last ! Didn't I tell you Aaron ? I knew he would return to us when he was ready.

Aaron : Miriam, do you want us flogged ?

Miriam : I knew you cared about our freedom.

Moses : Freedom ? Why would I care about that ?

Miriam : Because you're, well, you're our brother.

Moses : What ? Be ..[sigh]

Miriam : They never told you.

Moses : Who never told me what ?

Miriam : But you are here. You must know.

Miriam : Be careful, slave !

Aaron : Oh, my good prince. Uhhmn ..she's she's exhausted from the day's work. Uh, not that it was too much. We we enjoy it but she was confused and knows not to whom she speaks.

Miriam : I know to whom I speak, Aaron. I know who you are. And you are not a prince of Egypt.

Aaron : Miriam, what did you say ? Your highness, pay her no heed. C-come, Miriam. May I discuss something with you ?

Miriam : No Aaron. No ! Please Moses, you must believe !

Moses : That's enough !

Miriam : You were born of my mother, Yocheved.

Moses : Stop it !

Miriam : You are our brother !

Moses : Now you go too far. You shall be punished.

Aaron : No, please, Uh, your highness. She's ill. She's very ill. We beg your forgiveness. Please, Miriam. Let's go No Aaron. Our

mother set you adrift in a basket to save your life.

Moses : Save my life from whom ?

Moses : Ask the man that you call" father ".

Moses : How dare you ?

Moses : God save you to be our deliverer.

Moses : Enough of this . And you are, Moses. You are the deliverer. I said enough[moan] You will regret this night

" Hush now, my baby. Be still, love. Don't cry. Sleep as you're rocked by the stream. Sleep and remember my last lullaby. So I'll be with you when you dream.[both grunt]

Moses was thoughtful and nervous running fast back to the palace.

He held the torch in his hand and looked at the pictures on the wall describing the history of the Hebrews, showing how they became the slaves of the Egyptians, and that Hebrew children were slaughtered and thrown into the Nile as the food diet for the crocodile gods. Moses felt faulty, confused with his status and felt concerned about being chased by the Egypt troops.[gasp, panting, breathing deeply]

Pharoah : The Hebrews grew too numerous. They must have risen against us.

Moses : Father, tell me you didn't do this.

Pharoah : Moses, sometimes for the greater, good sacrifices must be made.

Moses : Sacrifices ?

Pharoah : Oh, my son. They were only slaves[Moses shaking his head and his palms closing his face]

Pharoah : Moses ?

Moses : Is this where you found me ?

Pharoah : Moses, please try to understand.

Moses : So, so everything I thought everything I am is a lie.

Pharoah : No, you are our son and we love you.

Moses : Why did you choose me ?

Pharoah : We didn't, Moses, the gods did. This is your home, my son. There the river brought you. And it's here the river meant to be your home. Now you know the truth, love. Now forget and be content. When the gods send you a blessing, you don't ask why it was sent.[sighs]

Post-listening Stage :

1. Students are given a list of words or pictures within the context of the documentary message and are asked to paraphrase them by matching them with their definitions.
2. Students pronounce the words or the sentence together or make a sentence orally from a word given by the teacher.

Evaluation : Observation of students' oral response, written exercise, and participation.

Form : 1. Vocabulary

(Period 3)

To grant, grand, splendid, misadventure, to harass, brigand, to smite, wonder, a staff, to slaughter, dignity, to remind, to commit, to compel, loathe, to state, to hesitate, to command, to behold, charmer, to maintain, to bear, to bow, to kneel, mission, to play with the big boy

Procedure

Pre-listening Stage :

1. The teacher focuses on vocabulary used in video segment 2 , using the pictures on the screen as the stimulus for oral response, other key vocabulary and explain key concepts and terminology message by drawing pictures, symbols, by showing pictures from magazines or by translating it into students' mother language etc,. Students pronounce the words after the teacher.

2. The teacher asks guided questions to stimulate the recall of prior knowledge and to set the aims of listening.

Why did Moses escape from the palace ?

Why was Moses welcomed by Jethro, the high priest of Midian ?

Where did Moses first meet God and was given his mission ?

While-listening Stage :

(Period 4)

1. The teacher plays the videotape straight through once without pausing and encourages the students to focus on general comprehension. Then the teacher gets students to watch the program again to check comprehension

2. The teacher plays the videotape second time or more, pauses at the end of each phrases or sentences to look for detail, allows time for completion of the tasks or taking notes.

3. The teacher checks answer together with the students and reviews the video segment if necessary.

Videoscript

Rameses is responsible for restoring the temple by making it more grand, more splendid than any other one in Egypt to please his father. He and Moses were walking around watching over the slaves.

Rameses : Moses, Look ! Fate has turned our little misadventure into a great opportunity.

Guardian : [grunt, Aah !] Get up, old man ! Put your back into it ! Faster ! [Whip crack] Hurry !

Moses : Stop it ! Somebody's got to stop this.

Rameses : There's nothing we can do.

Moses : Stop ! Stop it ! Stop ! Leave that man alone.[man screaming, Moses push the guardian down from the scaffolding high up]

A priest : Out of my way. Move ! Who did this ?

A slave : Up there ! It's him up there.{ panting, all gasping, Moses ran away rolling over on the sand }

Rameses : Moses, what's going on ? Moses ! [Rameses riding the horse carriage to catch after Moses] Moses !

Moses : Let me go !

Rameses : No. Wait !

Moses : You saw what happened. I just killed a man.

Rameses : We can take care of that. I will make it so it never happened.

Moses : Nothing. You can say, can change what I've done.

Rameses : I am Egypt, the evening and the morning star. If I say day is night, it will be written. And you will be what I say you are. I say you are innocent.

Moses : What you say does not matter. You don't understand. I can't stay here any longer.

Rameses : Moses ! No !

Moses : All I've ever known to be true is a lie. [panting] I'm not who you think I am.

Rameses : What are you talking about ?

Moses : Go ask the man I once called " father ".

Rameses : Moses ?! Please ...

Moses : Good-bye, brother.

Rameses : Moses ! Moses !

Moses wandered through the desert during the day and at dusk through a sand storm. He lost hope.

And filled with despair he tore his trappings off the body except for the ring given by Rameses. Sitting still until the sand covered his neck. One camel passed by and pulled him out of the sand. It splashed water over his body to wake him. [coughing] And it dragged him to a village.[sheep bleating, Moses's head hit the rock, awake, drinking the water for the animal]

Two men from another village harassed the girls in order to get their camels to drink water. Moses hit the camels to drive them away.

A girl (Tzipporah's sister): [screaming] What are you doing ? Help ! Let our sheep drink. Leave us alone. Get away from..Stop it ! My father's the high priest of Midean. You're going to be in big trouble.

Moses : Aah ! Hey you ! Aren't these your camels. Hut Hut ! [camels running away]

Two men : No ! No !

Moses leaned against the well but because he was exhausted, he became dizzy and fell down into the well.

Tzipporah : What are you girls doing ?

Girls (Tzipporah's sisters): We're trying to get a funny man out of the well.

Tzipporah : Well, that's one I've never heard before. [Tzipporah helped her sisters pull

Moses out] Oh, Uh. Don't worry sown there. Uh, we'll get you out. Hold on ! ..You Uuh ?

Mnhm...[Moses fell down again, Moses yelled]

Girls (Tzipporah's sisters): That's why papa says she'll never get married.

They got Moses clean and gave him a warm welcome and a feast was laid on by Jethro, the high priest of Midean.

Jethro : My children, let's give thanks for this bountiful food. And let us also give thanks for the presence of this brave young man whom we honour here tonight.[chattering, applauding]

Moses : Please, Sir, I wish you wouldn't . I've done nothing in my life worth honouring. First you rescued Tzipporah from Egypt. Then you defend my younger daughters from brigands. You think that is nothing ?

Jethro : It seems you do not know what what is worthy of honour.

That night everyone danced and sang together Moses danced with Tzipporah and they made love to each other. In the morning, Moses herded the sheep to eat grass high up on the mountain. Accidentally one sheep got into a cave. Moses went after it into the cave. and found the thorn bush with radii. He touched the fire with his staff and then touched the staff with his hand.

God : Moses ! Moses ! Moses ! Moses ! [slow whispering voice]

Moses : Here I am.

God : Take the sandals from your feet. [gasp] The place on which you stand is the holy ground.

Moses : Who are you ?

God : [Echo] I am that I am.

Moses : I don't understand.

God : I am the God of your ancestors, Abraham, Issaac and Jacob.[Miriam's voice : You were born of my mother, Yocheved. You are our brother]

Moses : What do you want with me ?

God : I have seen the oppression of my people in Egypt and have heard their cry[

Moses's voice in the mind : Scream Stop it Leave that man alone] So I have come down to deliver them out of slavery and bring them to the good land , a land flowing with milk and honey. And so, unto Pharoah, I shall send you.

Moses : Me ? W-Who am I to lead these people ? They 'll never believe me. They won't even listen.

God : I shall teach you what to say. Let my people go.

Moses : But I was their enemy. I was the prince of Egypt. The son of the man who slaughtered their children. You've chosen the wrong man. How can I even speak to these people.

God : Who made man's mouth ? Who made the deaf, the mute, the seeing or the blind ? Did not I ? Now go ! [Moses kneeling, bowing, panting] But Pharoah will not listen. So I will stretch out my hand and smite Egypt with all my wonders. Take the staff in your hands. Moses, with it , you shall do my wonders. I shall be with you Moses. [panting, grabbing the staff and standing up, herding the lost sheep up the cave]

Moses talked to his wife about the task the god had given him and Tzipporah came with him to Egypt.

Moses : Rameses ?

Rameses : Moses, is it really ?[native instrument, woman dancing, chuckling] Look at you ! Where have you been. I took you for dead.

Moses : Pharoah. Well, ...

Rameses : But look at you. What on earth are you dressed as ... ?

Moses : Oh, Rameses, it's so good to see you.

A priest : Excuse me, your Majesty. We are compelled to remind you that this man committed a serious crime against the gods. We are loathe to bring it up, mind you. Yet the law clearly states pinishment for such a crime.

Rameses : Death ! We hesitate to say it. Be still. Pharoah speaks. I am the morning and the evening star, Rameses: It shall be as I say. I pardon forever all crimes of which he stands accused ...and will have it known that he is our brother, Moses, the prince of Egypt. Ra.

Moses : In my heart you are my brother. But things cannot be as they were.

Rameses : I see no reason why not.

Moses : You know I am a Hebrew. And the God of the Hebrews came to me.

Rameses : What ?

Moses : He commands that you let his people go. [crowd murmuring]

Rameses : Commands ?

Moses : Behold.. the power of God [Moses's staff changed into a cobra ,hissing]

Rameses : Hotep, Huy ! Give this snake charmer our answer.[the priests recites magic words to call for the power of gods symbolized as animals, roof opened for sun light]

Priests : So you think you've got friends in high places. With the power to put us on the run Well, forgive us the smiles on our faces. You'll know what power is when we are done, son. Every spell and gesture tells you who's the best. You're playing with the big boys now. Stop this foolish mission. Pick up your silly twig boy. By the power of Horus, you'll kneel before us. It's time to bow. Oh, it's your own grave you'll dig, boy.[cheering, shouting, some cobras intimidated Moses's cobra turn into the staff]

They love it.

Moses : Rameses. Look ! What do you see ?

Rameses : A greater Egypt than that of my father.

Moses : That is not what I see. [chuckling]

Rameses : Moses, I cannot change what you see. I have to maintain the ancient traditions. I bear the weight of my father's crown. Do you still not understand what Seti was ?

Moses : He was a great leader. His hands bore the blood of thousands of children.

Rameses : Hmph Slaves !

Moses : My people and I can no longer hide in the desert while they suffer at your hands.

Rameses : So you have returned only to free them.

Moses : I'm sorry.[Moses gave the ring back to Rameses] Yes. , I had hopes that

Rameses : I do not know this God. [Rameses was angry, wore his crown]

Neither will I let your people go.

Moses : Rameses, please. You must listen.

Rameses : I will not be the weak link. Tell your people as of today, their workload has been doubled. Thanks to your God or is it thanks to you.

Post-listening Stage :

1. Students are given a list of words or pictures within the context of the documentary message and are asked to paraphrase them by matching them with their definitions.
2. Students pronounce the words or the sentence together or make a sentence orally from a word given by the teacher.

Evaluation : Observation of students' oral response, written exercise, and participation.

Form : 1. Vocabulary

(Period 5)

To ignore, wandering, futile, to indulge, pestilence, plague, swarm, horde, foe, devastation, to torture, locust, stubborn, omen, to fast, to switch

Procedure

Pre-listening Stage :

1. The teacher focuses on vocabulary used in video segment 3, using the pictures on the screen as the stimulus for oral response, and explain key concepts and terminology message by drawing pictures, symbols, by showing pictures from magazines or by translating it into students' mother language etc.. Students pronounce the words after the teacher.

2. The teacher asks guided questions to stimulate the recall of prior knowledge and to set the aims of listening.

How did God show his power when the Pharaoh's Chariot army were chasing the Hebrews ?

How could the Hebrews walk through the sea of reeds ?

While-listening Stage :

(Period 6)

1. The teacher plays the videotape straight through once without pausing and encourages the students to focus on general comprehension. Then the teacher gets students to watch the program again to check comprehension

2. The teacher plays the videotape second time or more, pauses at the end of each phrases or sentences to look for detail, allows time for completion of the tasks or taking notes.

3. The teacher checks answer together with the students and reviews the video segment if necessary.

Videoscript

Moses was passing by Aaron working outside mixing straw with clay mud.

Aaron : It's Moses. [Aaron threw the mud to Moses's face. Moses fell down.]

How does it feel when you get struck to the ground ?

Moses : I didn't mean to cause you more pain. I'm just trying to do as God told me.

Aaron : God, when did God start caring about any of us ? In fact, Moses, when did you start caring about slaves ? Was it when you found out that you were one of us ?

Tzipporah : Don't listen to him.

Moses : No, he's right. I did not see because I did not wish to see.

Aaron : You didn't see because you didn't wish to see. Aah ! Well, that makes everything fine, then, doesn't it ?

Miriam : Aaron, you shame yourself.

Aaron : Miriam, I'm so sorry[sigh] Moses. Hear what I say. I've been a slave all my life and God has never answered my prayers until now. God saved you from the river. He saved you in all your wanderings and even now he saves you from the wrath of Pharaoh.

God will not abandon you so don't you abandon us. Miriam, where are you going ?

Near the river bank of the Nile river, Pharaoh was eating on a boat. Moses, Aaron,

Miriam, and Tzipporah and some slaves went

There to appeal Pharaoh.

Moses : Rameses, let my people go !

Rameses : [laugh] Still gnawing away at that bone, are we ? Carry on !

Moses : You cannot keep ignoring us.

Rameses : Enough ! I will hear no more of this Hebrew nonsense. Bring him to me !

Three guardians with swords jumped down in to the river near the bank to seize Moses.

Tzipporah : Moses ! No !

Moses walked into the river stretching out his hand which held the staff and submerged the tip of the staff into the river and prayed to the God. The blood flowed out from the staff making the river red and filling the air with a bad odour. The Pharaoh was stubborn and never gave up. He ordered the high priests to learn magic.

Rameses's son : Father ! It's blood [people shouting, screaming]

Rameses : Hotep, Huy ! Explain this to me.

Hotep, Huy : We're going to demonstrate the superior might of our gods Uh [Clear throat] By the power of Ra [chuckling, laugh]

Rameses : Abandon this futile mission, Moses. I've indulged you long enough. This must now be finished.

Moses : No, Rameses. It is only beginning.

Aaron : But Moses, d-didn't you see what happened ? The priests did the same thing.

The Pharaoh still has the power over our lives.

Moses : Yes, it's true, Aaron. The Pharaoh has the power. He can take away your food, your home, your freedom. He can take away your sons, daughters. With one word Pharaoh can take away your very lives. But one thing he cannot take away from you is your faith, belief. For we will see God's wonders [thunder rumbling, earthquake, curtains opening, birds squawk panic]

Since the Pharaoh refused to free the Hebrews. God sent a plague into Egypt. Into their houses, bed, streams, streets, drink, bread, on cattle, sheep, on oxen, in the field, dreams, sleep, break. In addition, he sent the swarm, thunder from the sky, a fire raining down, a hail of burning ice on every field on every town. Pain and

devastation was brought down upon the Pharaoh and his people. But the Pharaoh remained stubborn. God also sent down the locusts on the wind, they ate every leaf, stalk until nothing was left of green. Finally God sent his scourge, his sword. Still Rameses did not let God's people go. The town was silent, the buildings were devastated.

Moses : Rameses ! Rameses ?

Rameses : Oh ! let me guess. You want me to let your people go.

Moses : I hoped I would find you here.

Rameses : Get out ! [cup shattering]

Moses : Rameses, we must bring this to an end. Rameses, please talk to me. We could always talk here[sigh]

Rameses : This palace. So many memories. I remember the time you switched the heads of the gods of the temple of Ra[sigh] If I recall correctly, you were there switching the heads right along with me. It was you. I didn't do that.

Rameses : Oh Yes, you did. You put the hippo on the crocodile and umn ...the crocodile on the falcon ?

Yes. And the priests thought it was a horrible omen and fasted for two months. My father was furious. You were always getting me into troubles. But then you were always there to get me out of trouble again[Hmph] Why can't things be the way they were before ?

Rameses's son : Father, it's so dark. I'm frightened. Why is he here ? Isn't that the man who did all this ?

Rameses : Yes. But one must wonder why...

Moses : Because no kingdom should be made on the backs of the slaves. Rameses, your stubbornness is bringing this misery upon Egypt. It would cease if only you would let the Hebrews go.

Rameses : I will not be dictated to. I will not be threatened. I'm the morning and the evening star. I am the Pharaoh.

Moses : Something else is coming. Something much worse of than anything before.

Please, let go of contempt for life before it destroys everything you hold dear. Think of your son !

Rameses : I do know. You Hebrews have been nothing but troubles. My father had the right idea about how to deal with your people.

Moses : Rameses, and I think it's time I finished the job. Rameses ! And there shall be a great cry in all of Egypt, such as, never has been or ever will be again ! Rameses, you bring this upon yourself.

Moses went back, and told the Hebrews to kill a lamb and mark its blood on the lintel and the posts of every door so that God would pass through the land of Egypt to kill all the first born. When he would see the blood on the door, he would pass over the door. The plague would not enter the Hebrews' houses. The Hebrews followed the instructions of Moses. That night the stream of light flew over people's house [doors rattling , breath escaping in the house without lamb's blood, guardians frightened and running away , wailing, murmuring] Pharoah held his dead son[crying continued, Moses sobbed, putting his staff down onto the floor and kneeling near the wall] There was much to fear. There can be miracles when they are believed.

Rameses : You and your people have my permission to go. Leave me ! [Rameses staying with his dead son, filled with great sadness and rage]

Moses and the Hebrews picked up their things and their animals, children went to the bank of dead sea in order to leave Egypt for the promised land. Suddenly they heard the horn blowing, soldier's shouting and the horse whinnying. The Hebrews gasped, and screamed. The soldiers chased after them. God sent a fire to delay the troops [thunder roared, and the sea got rough] Moses felt scared but he could remember what was said by God " With this staff you shall do my wonders. " Moses prayed to God , then the sea parted. The Hebrews lit their torches, and walked up the sea shore. They were amazed. [gasped] The horses and the troops were burnt before they reached the Hebrews. [soldier shouting]

Rameses : Eee Yah ! [Pharoah thrown out of the horse carriage stumbling a stone]

Don't just stand there! Kill them ! Kill them all !

The Hebrews : They're coming !

Aaron : Moses ! Moses ! Hurry Hurry ! I got you. Look the shore.

As the troops followed the Hebrews into the parted sea, the sea caved in covering them all. [murmuring, chatting]

The Pharoah was thrown by the water on to the shore on the land of Egypt .

Rameses : Moses ! Moses ! [shouting]

Moses : Good-bye, brother.

Aaron : Look ! Look at your people, Moses. They are free. [laughing, embracing,dancing ...]

Post-listening Stage :

1. Students are given a list of words or pictures within the context of the documentary message and are asked to paraphrase them by matching them with their definitions.
2. Students pronounce the words or the sentence together or make a sentence orally from a word given by the teacher.
3. Students summarize the whole story from the video segments.

Evaluation : Observation of students' oral response, written exercise, and participation.

1. Students are given the test items to test for comprehension and to check their retention of concepts or words.
2. The teacher replays the selected sequences to illicit the comments from the students by writing or speaking.
3. The teacher uses the pictures on the screen for students to narrate the story by writing short sentences using their own language.

ภาคผนวก ค
แบบทดสอบความเข้าใจการฟัง

Test Item of Plan 1

Choose the best alternative according to the information given.

1. What do killer whales of the Pacific Coast of North America use while hunting salmon or navigating in murky water ?
 a. nets b. tails c. fins d. sonar

2. Which statement is not true according to the message heard ?
 a. Killer whales use clicking sounds to locate fish and for navigating by listening to the echoes.
 b. Killer whales also make other calls to communicate with each other.
 c. Each family pod has its own unique vocabulary, its own dialect.
 d. Each family pod has the same vocabulary and the same dialect.

3. In early summer the salmon travel up.....to spawn in the rivers.
 a. the Cape of Good Hope b. Antarctic islands
 c. Dover Strait d. Johnstone Strait

4. What hunting technique do the killer whales of the Pacific Coast of North America use in order to catch fish ?
 a. They herd the fish as a group.
 b. They use their head to stun the fish.
 c. They use their eyes and chase the fish individually.
 d. They encircle the shoals and stun the fish with their tails.

5. What does John Ford do in order to recognize which pod calls or makes sounds ?
- a. He uses an underwater microphone, name the pod with a letter of the alphabet and give a number.
 - b. He uses an underwater microphone, name the pod with a colour
 - c. He observes from the markings and the shapes of their fins and the shapes of saddlelike patch on their backs
 - d. All is correct.
6. How can he identify the sex of each adult whale in a pod ?
- a. By the markings on their fins and the shape of the saddlelike patch on their backs
 - b. By the colours on their fins
 - c. By the colours on their tails
 - d. By the shapes of their fins
7. What is the largest size of a killer whale ?
- a. 30 tons, 7 feet long
 - b. 7 tons, 15 feet long
 - c. 15 tons, 30 feet long
 - d. 7 tons, 30 feet long
8. What is the life span of a killer whale ?
- a. 30 years
 - b. over 40 years
 - c. over 50 years
 - d. over 15 years
9. Why do some killer whales go to a rocky beach to rub themselves along the pebbles ?
- a. to reduce their weight
 - b. to give themselves a new hunting technique
 - c. to give themselves a most detectable sensation
 - d. to change their dialect and their calls

10. What do the killer whales on the West Coast of Norway do to catch herring from North Atlantic Ocean during winter ?

- a. They use their speed to catch individual fish
- b. They break the shoals.
- c. They hunt the shoal individually
- d. They operate as a team or as communicators.

Test Items of Plan 2

1. What is the kind of insect that Mulan's grandmother believes will bring luck to her instead of praying to her ancestors ?
 - a. a beetle b. a grasshopper c. a cricket d. a dragon fly
2. What kind of animal was sent by her ancestors to protect Mulan and help her become a heroine ?
 - a. a dragon b. a sneak c. a horse d. a lion
3. Where did the Huns enter China ?
 - a. Tung Shao Pass village b. Chang Shao Pass
 - c. the Imperial City d. the Great Wall in northern border
4. Why did Mulan steal the conscription notice and her father's armour and run away from home ?
 - a. to save her father's life b. to protect her country
 - c. to honour her family d. to be a hero of China
5. What is Mulan's name while she was a soldier ?
 - a. Ling b. Ping c. Fa Zhou d. Chien Pao
6. What did Mulan do in order to stop the Huns at Chang Shao Pass ?
 - a. had a duel fight with Shan Yu
 - b. fought bravely among the enemies
 - c. took the last cannon and aimed at Shan Yu
 - d. took the last cannon and aimed at the top of the snow mountain above the enemies

7. Even though Mulan did the great thing to save Chinese troops, Why was she blamed by her Captain and the Emperor's counselor ? Because

- a. she destroyed the mountain b. she dishonoured men and the Chinese army
- c. she obeyed the laws d. she deceived the commanding officer

8. How did Mulan's friends know that she's not really a boy ?

- a. after she got wounded b. when she washed herself in a river
- c. she often changed her voice d. when she changed her clothes in the tent

9. What position was Mulan appointed to by the Emperor ?

- a. hero b. a greatest heroine of all time
- c. a major wife d. an Emperor Counselor

10. What gifts were given by the Emperor to Mulan, that she brought home to honour her family ?

- a. money and gold
- b. the helmet she forgot in the battle field
- c. her father's armour
- d. the sword of Shan Yu and the crest of the Emperor

Test Item of Plan 3

Choose the best alternative according to the information given.

1. Who took the child from the reeds at the river bank and raised him like a son ?

- a. Moses's sister, Miriam b. the Pharaoh c. a guardian d. Pharaoh's daughter

2. Why was Rameses blamed by his father(the Pharaoh) every time Moses started something ?

- a. Because the Pharaoh did not want his son to be the weak link and not to be led astray by Moses.
b. Because the Pharaoh wanted his son to be the weak link and to be led astray by Moses.
c. Because the Pharaoh wanted his son to be as wise as Moses.
d. Because Moses was a Hebrew.

3. After Prince Moses helped Tzipporah escape from the palace, he followed her and met his sister, Miriam at a well; what did Miriam say to him ?

- a. God saved him from being thrown into the river to be the Hebrew deliverer
b. God saved him from being thrown into the river to be the Prince of Egypt.
c. God saved him from being thrown into the river to be the Egyptian slave.
d. God saved him from being thrown into the river to be the magician of Pharaoh.

4. According to the painting the wall that Moses saw, why did Pharaoh Seti give commands to the soldiers to throw all the boys born to Hebrews into the river, but let all the girls live and forced them into slavery ?

- a. Because the Pharaoh did not want the Egyptian race spoiled with the Hebrews's blood.
b. Because the Pharaoh did not want the Egyptian to be the slaves of the Hebrews.

- c. Because the Hebrews grew in numbers and became more powerful, and that they might take arms against the Egyptians.
 - d. Because the Pharaoh did not want the Egyptians to get any infectious disease carried by the Hebrews.
5. Why did Prince Moses escape from the palace ?
- a. Because he knew that he was not a true Egyptian.
 - b. Because he wanted to search for Tzipporah in a land far away.
 - c. Because the Pharaoh knew that Moses was not the Egyptian.
 - d. Because he wanted to rescue the Hebrew slaves from their hard life and he had killed an Egyptian who had hit an old Hebrew slave.
6. Why was Moses honoured and given a feast by Jethro, the high priest of Midian ?
- a. Because he was an exhausted wanderer.
 - b. Because he was a stranger who has been sent by God as a blessing.
 - c. Because he was the Prince of Egypt.
 - d. Because he rescued Tzipporah from Being the tribute in Egypt and protected his younger daughters from the brigands.
7. Why didn't Pharaoh Rameses let the Hebrews out of Egypt ?
- a. Because he wanted to maintain the ancient traditions and to be a strong link by making Egypt greater than that of his father.
 - b. Because he wanted to maintain the Hebrews as slaves.
 - c. Because he wanted Moses to become the Prince of Egypt again.
 - d. Because he wanted to kill all the Hebrews in the land of Egypt.

8. What finally made Rameses let the Hebrews go ?

- a. the horsemen
- b. the pillar of fire
- c. the plague(death of the first born)
- d. the sea of reeds

9. When seeing the chariot army chasing after them, the Hebrews were frightened and cried out, but how did God help them ?

- a. God threw the army into the sea
- b. God burnt the army with the pillar of fire
- c. God threw the army into confusion, and clogged their chariot wheels that they scarcely make headway
- d. God made the army blind with a cloud.

10. What can we learn from the story ?

- a. We can achieve anything when we believe
- b. We can achieve things when we use our strength and forces.
- c. Stubbornness brings troubles
- d. Strength is mortal

ภาคผนวก ง

แบบสอบถามเจตคติที่มีต่อการเรียนภาษาอังกฤษโดยสื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย

คำชี้แจง แบบสอบถามเจตคติฉบับนี้ เป็นส่วนหนึ่งของการวิจัยเรื่องผลสัมฤทธิ์ด้านการฟังภาษาอังกฤษ และเจตคติต่อการเรียนโดยวีดิทัศน์ที่มีตัวอักษรบรรยายของนักเรียนชั้นมัธยมศึกษาปีที่ 5 เป็นแบบวัดความคิด ความรู้สึกส่วนตัว และแนวโน้มพฤติกรรมของนักเรียนที่มีต่อการเรียนวิชาภาษาอังกฤษโดยสื่อวีดิทัศน์ ในการเก็บข้อมูลครั้งนี้ คำตอบของนักเรียนไม่มีผลต่อการพิจารณาคะแนนในวิชาใด ๆ ทั้งสิ้น ดังนั้น จึงขอความร่วมมือนักเรียนในการตอบแบบสอบถามโดยให้ข้อมูลครบถ้วน และตรงกับความเป็นจริงมากที่สุดเพื่อความถูกต้อง และความสมบูรณ์ของการวิจัย ขอขอบคุณนักเรียนมา ณ โอกาสนี้ด้วย

คำชี้แจง กรุณาขีดเครื่องหมาย ✓ ลงในช่องใดช่องหนึ่งทางขวามือ ซึ่งตรงกับความคิด ความรู้สึก และแนวโน้มพฤติกรรมของนักเรียนเพียงข้อละช่องเดียวเท่านั้น โดยมีเกณฑ์ดังนี้

เห็นด้วย หมายถึง ข้อความนั้น ตรงกับความคิด ความรู้สึกส่วนตัวและแนวโน้มพฤติกรรมที่จะแสดงต่อกิจกรรมการเรียนการสอนภาษาอังกฤษโดยสื่อวีดิทัศน์ ของนักเรียนในระดับมาก

ไม่แน่ใจ หมายถึง ข้อความนั้น ตรงกับความคิด ความรู้สึกส่วนตัวและแนวโน้มพฤติกรรมที่จะแสดงต่อการเรียนวิชาภาษาอังกฤษโดยสื่อวีดิทัศน์ของนักเรียน ในระดับปานกลาง

ไม่เห็นด้วย หมายถึง ข้อความนั้นตรงกับความคิด ความรู้สึกส่วนตัวและแนวโน้มพฤติกรรมที่จะแสดงต่อการเรียนวิชาภาษาอังกฤษโดยสื่อวีดิทัศน์ของนักเรียน ในระดับน้อย

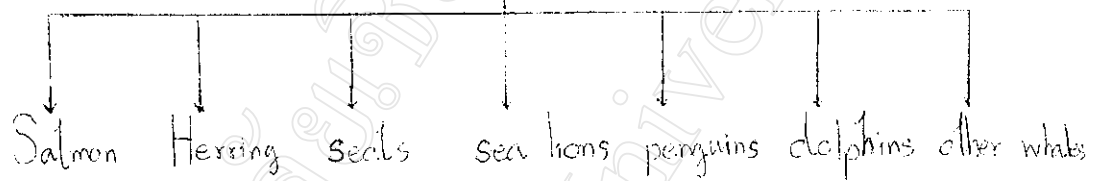
ข้อที่	ข้อความ	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย
1.	สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย เหมาะสมสำหรับการนำมาใช้ประกอบบทเรียน			
2.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ทำให้นักเรียนสนุกสนานเพลิดเพลิน และมีจิตใจจดจ่อกับงานที่เรียนรู้			
3.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ช่วยให้นักเรียนเข้าใจบทเรียนได้ดีขึ้น			
4.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ช่วยให้นักเรียนจำเนื้อหาได้แม่นยำมากขึ้น			
5.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ทำให้นักเรียนต้องการเรียนวิชาภาษาอังกฤษมากขึ้น			
6.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ช่วยพัฒนาทักษะการฟังภาษาอังกฤษของนักเรียนได้ดีขึ้น			
7.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ช่วยให้นักเรียนมองเห็นการใช้สำนวนภาษาที่แท้จริงของเจ้าของภาษาที่ใช้ในชีวิตประจำวัน			
8.	การสอนคำศัพท์ที่ยาก ก่อนการฟังข้อมูลในเนื้อหาวิดีโอช่วยให้นักเรียนเข้าใจข่าวสารที่ฟังได้ดีขึ้น			
9.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย สามารถช่วยลดภาระในการประมวลผลคำพูดที่ได้ยิน			
10.	การจัดกิจกรรมการฟังในชั้นเรียน มีการเชื่อมโยงทักษะการฟังเข้ากับทักษะอื่น ๆ ในชั้นเรียน เช่น ฟังแล้วพูด หรือ ฟังแล้วเขียน			

ภาคผนวก จ

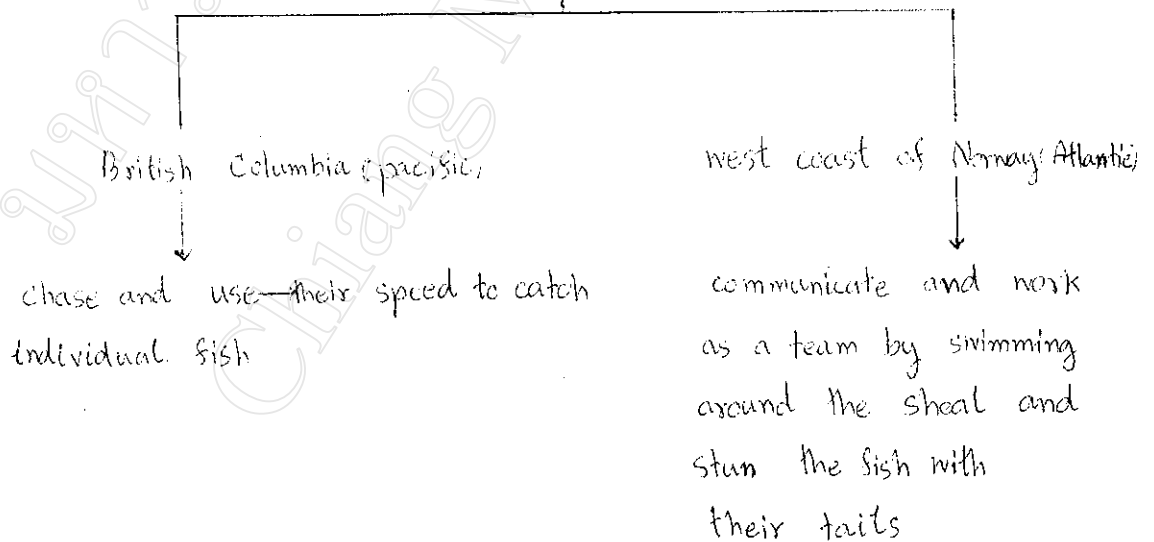
ตัวอย่างใบงาน

Mapping

1. Killer whales' preys



2. Killer whales' hunting techniques



as a hostage. Mulan and the soldiers help one another fight against the Huns and Shan-yu with the help of the dragon. At last, Mulan fights on the roof one by one with Shan-yu and she kills him. She is respected and loved by Chinese people. The Emperor named her a counselor in place of Chifu.

Summary

The Hebrews were slaves for the Egyptians thousands years ago, Moses was born a Hebrews. At that time the Pharaoh did not want to have many Hebrews in Egypt because they might fight against the Egyptians. So the Pharaoh order the soldiers to kill the boy babies all over Egypt. Moses's mother hid him in a basket and put it to the palace. The pharaoh's daughter kept Moses to be her child. When Moses grew up, he did not know that he is a Hebrew until he met his sister and his brother who waited for him to be the leader. After that Moses escaped from the palace and lived with a priest's daughter. One day he fed the sheep on a mountain, he went after the lost sheep in to a small cave where he met the God. The God gave him the power to take the Hebrews out of Egypt. Pharaoh Rameses his brother, let the Hebrews go out of Egypt because his son died with the God's power.

Summary

Mulan was single a daughter of the Fa family about 16 years old. Her father used to be a soldier and have crippled leg. When the Huns came into China through the border, her father has to be a soldier again. But Mulan did not want her father die. She stole the summon, wore her father's armour and went into the soldier camp. She made her voice like men. When the Huns went to the palace to catch the emperor; she, captain, and her friends helped one another to fight with the Huns and their leader Shan-yu with the help of the dragon from her ancestors. Shan-yu died and the emperor appointed her a counselor in the palace.

Vocabulary Practice 1

Match the word with its meaning, then fill in the blank with the meaning.

1. to deliver(v) ปล่อยไปให้รอดพ้น, ปล่อยให้พ้นไปจากที่คุมขัง
2. promised (adj) ที่สัญญาไว้
3. prayer(n) การสวดภาวนา
4. despair(n) ความสิ้นหวัง
5. slavery(n) สถานะเป็นทาส
- 6 mule(n) สัตว์ป่า, ใจจริงงาน
7. beast(n) สัตว์ป่า, ใจจริงงาน
8. to carve หัก, ขุด, แกะสลัก
9. to admit ยอมรับสารภาพ
10. shepherd คนเลี้ยงแกะ
11. to look up to ยอมรับนับถือ
12. empire(n) จักรวรรดิ
13. reckless(adj) ที่ไม่ไตร่ตรอง, ใจเร็ว
14. fault (n) ความผิด
15. blasphemy(blasphemous adj.) (n) การสวดภาวนา
16. burden, workload(n) คนเลี้ยงแกะ
17. responsible(adj) เหลวไหล, ในทางที่ผิด
18. to lead(led) ความสิ้นหวัง
19. astray(adj) ความผิด
20. to destine(v) ที่รับผิดชอบ
21. up to ที่ดูหมิ่น, ที่ประมาทศาสนา, หยาดคาย, อับมงคล
22. task(n) ความผิด
23. link, (chain) (n) ความเป็นทาส
24. approval(n) ที่ขอขมา
25. to care about(v) ลิขิต, ดลบันดาล
26. to torment(v) ยอมรับนับถือ
27. a view(n) ล้อ, คนโกงและดี
28. mighty(adj) ภาระ, งานหนัก
29. dynasty(n) งาน

Vocabulary Practice 2

Listen to the English pronunciation and the Thai meaning of each word, repeat after the teacher, then write down the Thai meaning in the blanket next to the word.

48. pod (n) ปลา, กลุ่ม (ปลา)
49. to spread out (v) แผ่กระจาย
50. formation (n) (to form) การก่อตัว
51. companion (n) เพื่อน
52. characteristic (n) ลักษณะ
53. to herd (v) ไล่, ต้อน, ให้รวมกัน
54. reflection (n) การสะท้อนกลับ
55. to chase (v) ไล่ตาม
56. dialect (n) ภาษาถิ่น
57. bull (n) ปลาวัว
58. to indulge (v) การตามใจตัวเอง, ขอมอบ
59. massage (n) การนวด
60. generation (n) รุ่น
61. to pop (v) โผล่ออกมา
62. to concentrate (v) ทำให้รวมกัน
63. dolphin (n) ปลาโลมา
64. to switch off (v) ปิด
65. fascinated (adj) หลงใหล
66. to strive (v) พยายาม
67. motivated (adj) มีแรงจูงใจ
68. click (n) เสียงคลิก
69. to communicate with (v) สื่อสารกับ, ติดต่อ
70. to convey (v) ส่ง
71. pod (n) ฝูง
72. to discover (v) ค้นพบ
73. to name (v) เรียกชื่อ
74. to recognize (v) จำได้

Summary

The Huns cross the north border through the Great Wall. Shan-yu is the leader. The emperor tells Chifu, his counselor to send the troops to protect people. Chifu send the orders to each family so that one man in a family will be a soldier. Mulan knows that her father used to be the China's soldier and he is crippled. She does not want her father to get into war again. She steals the order paper, her father's armour, dresses like a soldier and report herself to captain Lichang at the camp.

She is trained to use weapons together with men. Everyone wants to know if she is a girl but she manages to make her posture and her voice like that of men with the help of dragon. It is late when she get into war, the China's troop is defeated and damaged. The captain's father, General Lichang is dead. Her troops meet the Huns suddenly at the pass below a snow mountain. Her troops are about to be destroyed. They escape from the enemy. She decide to take the last cannon and fires at the top of the snow mountain above the Huns. The snow covers them. Mulan get hurt. The royal doctor finds that she is a young girl. Captain and Chifu know that too. But they consurvive and go into the palace to catch the enyeror. In the palace people are welcoming the troops and happy with their victory.

Mulan and the dragon come after the troops to tell them that the Huns are coming. But Nobody listens until the Huns come and get the Emperor.

ภาคผนวก ง
ผลคะแนนทักษะการฟัง

เลขที่	Killer Whales		Mulan		The Prince of Egypt	
	ก่อนสอน	หลังสอน	ก่อนสอน	หลังสอน	ก่อนสอน	หลังสอน
1	2	2	4	9	3	7
2	7	8	4	10	4	9
4	4	6	7	10	5	8
5	8	8	4	8	4	7
6	2	6	6	10	7	9
7	2	8	5	8	3	8
8	2	7	6	9	3	7
11	5	5	6	10	4	9
12	3	8	2	8	4	9
14	4	8	5	7	5	9
17	7	8	2	7	4	8
18	6	7	7	9	4	8
19	4	8	6	9	3	9
20	5	7	4	10	5	8
21	4	7	7	10	6	8
22	6	6	6	9	6	9
23	4	6	7	9	6	9
24	4	6	5	9	6	8
25	3	7	6	9	6	9
26	5	7	5	9	4	8
27	6	8	7	9	6	9
28	4	6	7	9	4	9

เลขที่	Killer Whales		Mulan		The Prince of Egypt	
	ก่อนสอน	หลังสอน	ก่อนสอน	หลังสอน	ก่อนสอน	หลังสอน
29	2	7	4	10	3	8
30	7	8	6	10	5	9
31	6	6	7	9	5	9
33	6	7	6	8	6	8
34	3	8	4	8	5	9
35	5	6	5	10	6	9
36	3	7	7	10	5	9
37	5	7	6	9	4	9
38	3	8	6	9	5	9
39	6	8	5	8	3	8
40	5	7	7	9	5	9
41	6	7	6	10	2	8
ค่าเฉลี่ย	4.45	6.91	5.38	9.03	4.49	8.47

ภาคผนวก ข
ผลคะแนนระดับเจตคติ

ข้อที่	ข้อความ	เห็นด้วย	ไม่เห็นด้วย	ไม่เห็นด้วย
1.	สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย เหมาะสมสำหรับ การนำมาใช้ประกอบบทเรียน	28	6	
2.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ทำให้ นักเรียนสนุกสนานเพลิดเพลิน และมีจิตใจจดจ่อกับ งานที่เรียนรู้	23	9	2
3.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ช่วยให้ นักเรียนเข้าใจบทเรียนได้ดีขึ้น	16	16	2
4.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ช่วยให้ นักเรียนจำเนื้อหาได้แม่นยำมากขึ้น	17	12	5
5.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ทำให้ นักเรียนต้องการเรียนวิชาภาษาอังกฤษมากขึ้น	21	12	1
6.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ช่วยพัฒนา ทักษะการฟังภาษาอังกฤษของนักเรียน ได้ดีขึ้น	21	13	
7.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย ช่วยให้ นักเรียนมองเห็นการใช้สำนวนภาษาที่แท้จริงของ เจ้าของภาษาที่ใช้ในชีวิตประจำวัน	20	13	1
8.	การสอนคำศัพท์ที่ยาก ก่อนการฟังข้อมูลในเนื้อหา วีดิทัศน์ช่วยให้นักเรียนเข้าใจข่าวสารที่ฟังได้ดีขึ้น	23	9	2
9.	การใช้สื่อวีดิทัศน์ที่มีตัวอักษรบรรยาย สามารถช่วย ลดภาระในการประมวลผลคำพูดที่ได้ยิน	16	16	2
10.	การจัดกิจกรรมการฟังในชั้นเรียน มีการเชื่อมโยง ทักษะการฟังเข้ากับทักษะอื่น ๆ ในชั้นเรียน เช่น ฟัง แล้วพูด หรือฟังแล้วเขียน	18	10	6
	รวมความถี่	203	116	21
	คิดเป็นร้อยละ	59.71	34.12	6.18

ประวัติผู้เขียน

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ที่อยู่ปัจจุบัน	65 หมู่ 2 ต.รอบเวียง อ.เมือง จ.เชียงราย 57000
ประวัติการศึกษา	2523 โรงเรียนอนุชนาถอนุสรณ์ อ.เวียงป่าเป้า จ.เชียงราย 2526 โรงเรียนอัสสัมชัญ ลำปาง อ.เมือง จ.ลำปาง 2529 โรงเรียนยุพราชวิทยาลัย อ.เมือง จ.เชียงใหม่ 2534 มหาวิทยาลัยเชียงใหม่ คณะมนุษยศาสตร์ ภาษาฝรั่งเศส 2543 มหาวิทยาลัยเชียงใหม่ คณะศึกษาศาสตร์ การสอนภาษาอังกฤษ
ประวัติการทำงาน	2534-2535 พนักงานขายเครื่องเรือนแกะสลัก-ฝังมุกส่งออกบริษัท สุดาลักษณ์, มัคคุเทศก์ บริษัท Ami Thai Travel 2535-ปัจจุบัน อาจารย์ 1 ระดับ 4 โรงเรียนเวียงชัยวิทยาคม อำเภอเวียงชัย จังหวัดเชียงราย