



Lesson Plan No: 1

Topic/Title: Sleep

Semester: 01 / Year: 2026

Unit No: 1

Topic/Title: Daily Routines and Sleep Habits

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Taught according to the learning management plan with clear indicators and objectives.
- Integrated discussion about healthy daily habits, routines, and the importance of adequate sleep
- The lesson was not according to the management plan because

2. Evaluation of learning management

- The number of students who passed the assessment was 40, or 100 percent.
- The number of students who failed the assessment was percent, which was

3. The effect on the learner

Students learned vocabulary related to common daily habits and routines. They practiced using the Present Simple and Past Simple to describe routines and past activities. Students also practiced identifying and describing cause-and-effect relationships related to daily habits and sleep.

4. Problems and obstacles

Some students had difficulty using the Present Simple and Past Simple correctly when describing routines and past activities. Others needed more practice explaining cause-and-effect relationships using complete sentences. A few students also had difficulty remembering vocabulary related to daily habits and routines.

5. Suggestions / solutions

Provide additional grammar exercises comparing the Present Simple and Past Simple. Use daily routine charts and simple cause-and-effect examples to reinforce understanding. Encourage pair conversations and short storytelling activities to improve students' confidence in describing routines.

Signed  the teacher.

(Antoniette Adanza)

This teaching notes according to the learning management plan have been checked by the head of the Foreign Language Department.

Signed  Head of the Division.

(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 2

Topic/Title: Online Addictions

Semester: 01 / Year: 2026

Unit No: 2

Topic/Title: Free-Time Activities and Online Addictions

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Taught according to the learning management plan with clear indicators and objectives.
- Integrated discussion about free-time activities, responsible technology use, and online addictions.
- The lesson was not according to the management plan because

2. Evaluation of learning management

- The number of students who passed the assessment was 40, or 100 percent.
- The number of students who failed the assessment was percent, which was

3. The effect on the learner

Students learned vocabulary related to common free-time activities and practiced describing how they spend their free time. They practiced using could and couldn't + verb to talk about abilities. Listening activities helped students understand advice about online addictions, while speaking activities encouraged them to give advice to others.

4. Problems and obstacles

Some students had difficulty using could and couldn't correctly when talking about abilities. Others needed more vocabulary support when describing their free-time activities.

5. Suggestions / solutions

Provide additional sentence-building exercises using could and couldn't. Use pictures and vocabulary games to reinforce words related to free-time activities. Include more short listening and pair-speaking activities where students practice giving simple advice about responsible online use.

Signed  the teacher.
(Antoniette Adanza)

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(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 3

Topic/Title: Classroom Rules

Semester: 01 / Year: 2026

Unit No: 3

Topic/Title: School Duties, Responsibilities, and Rules

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Followed the management plan integrating moral and civic responsibilities.
- Integrated discussion about responsibilities, duties, appropriate behavior, and classroom rules.
- The lesson was not according to the management plan because

2. Evaluation of learning management

- The number of students who passed the assessment was 40, or 100 percent.
- The number of students who failed the assessment was percent, which was

3. The effect on the learner

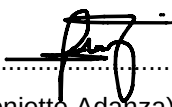
The Students learned vocabulary related to duties and responsibilities at school. They practiced using should, must, and can't to express responsibilities, actions, and prohibitions. Students also asked and answered questions about school rules from different countries and identified similarities and differences among them.

4. Problems and obstacles

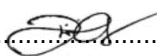
Some students had difficulty choosing between should and must when expressing advice and strong obligations. Others needed more practice using can't to express prohibitions. A few students also had difficulty forming complete questions and answers about school rules.

5. Suggestions / solutions

Provide more contextual examples to clarify the differences between should, must, and can't. Use classroom situations and sentence-building exercises to reinforce the structures. Encourage pair and group discussions comparing school rules from different countries.

Signed  the teacher.
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Lesson Plan No: 4

Topic/Title: Pets

Semester: 01 / Year: 2026

Unit No: 4

Topic/Title: Pets, Abilities, and Pet Tricks

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Taught according to the learning management plan with clear indicators and objectives.
- Integrated discussion about pets, animal abilities, and responsible care for pets.
- The lesson was not according to the management plan because

2. Evaluation of learning management

- The number of students who passed the assessment was 40, or 100 percent.
- The number of students who failed the assessment was percent, which was

3. The effect on the learner

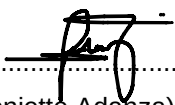
Students learned vocabulary related to pets and their abilities. They practiced using can to ask and answer questions about abilities and to express their own abilities in affirmative sentences. Students also identified and practiced the use of still, already, and yet to describe actions and situations and distinguish between short /ɪ/ and long /i:/ sounds.

4. Problems and obstacles

Some students had difficulty distinguishing between short /ɪ/ and long /i:/ sounds. Others needed more practice using still, already, and yet correctly in conversations. A few students also had difficulty forming complete sentences when describing the abilities of pets.

5. Suggestions / solutions

Provide additional vocabulary and sentence-building activities about pets and their abilities. Include more contextual examples using still, already, and yet. Use pronunciation drills and minimal-pair activities.

Signed  the teacher.
(Antoniette Adanza)

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Signed  Head of the Division.
(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 5

Topic/Title: Places in My Country

Semester: 01 / Year: 2026

Unit No: 5

Topic/Title: Travelling, Places, and Activities

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Taught according to the learning management plan with clear indicators and objectives.
- Integrated discussion about travelling, places in the country, and activities people can do.
- The lesson was not according to the management plan because

2. Evaluation of learning management

- The number of students who passed the assessment was 40, or 100 percent.
- The number of students who failed the assessment was percent, which was

3. The effect on the learner

Students learned vocabulary related to places and activities associated with travelling. They practiced giving reasons for wanting to visit different places and used go + gerund to talk about activities and sports. Listening activities helped students understand people talking about places they visited and activities they did.

4. Problems and obstacles

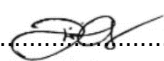
Some students had difficulty using go + gerund correctly when describing activities and sports. Others needed more vocabulary support when talking about places and travelling activities. A few students also needed more practice giving reasons for their preferences and using contracted forms naturally in conversations.

5. Suggestions / solutions

Provide additional sentence-building exercises using go + gerund. Use pictures and maps to help students learn and describe places and travelling activities. Encourage pair conversations where students ask and answer questions about places they have visited and explain why they would like to visit particular places. Include short speaking drills to practice contracted forms.

Signed  the teacher.
(Antoniette Adanza)

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(Mrs. Rachsupohn Aranmit)