



Lesson Plan No: 1

Topic/Title: Dragonflies

Semester: 01 / Year: 2026

Unit No: 1

Topic/Title: Insects

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 dragonflies, insects, their characteristics, and abilities.
- Students practiced mixed tenses and the pronunciation of -ed in past-tense verbs.
- The lesson was not according to the management plan because some students needed more time to practice mixed tenses and pronunciation.

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

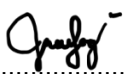
Students learned vocabulary related to dragonflies and other insects. They practiced describing insects, their characteristics, and abilities. Students also practiced using mixed tenses to describe past and present activities and improved their pronunciation of -ed in past-tense verbs. The short story activity helped students develop listening, speaking, and storytelling skills.

4. Problems and obstacles

Some students had difficulty choosing the correct tense when using mixed tenses. Others had difficulty pronouncing -ed endings correctly, especially distinguishing between /t/, /d/, and /ɪd/. A few students also needed more vocabulary to describe insects and their abilities.

5. Suggestions / solutions

Provide additional exercises on mixed tenses using simple situations and pictures of insects. Practice -ed pronunciation through repetition, word sorting, and short speaking activities. Encourage pair work and short presentations about insects to increase students' confidence.

Signed..... the teacher.

(Lunica Mae Logronio)

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: Health Remedy

Semester: 01 / Year: 2026

Unit No: 2

Topic/Title: Health Remedies and Types of Illness

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 common health conditions, health remedies, healthy daily habits, routines, and the importance of adequate sleep.
- Students practiced using the Present Simple and Present Continuous to describe health conditions and daily activities. They also practiced challenging past-tense forms such as buy–bought, sit–sat, and wear–wore.

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 health conditions, remedies, daily habits, and routines. They practiced using the Present Simple and Present Continuous to describe regular activities and actions happening now. Students also practiced irregular past-tense verbs and discussed healthy habits, including the importance of adequate sleep.

4. Problems and obstacles

Some students had difficulty using the Present Simple and Present Continuous correctly when describing routines and current activities. Others had difficulty remembering irregular past-tense forms such as bought, sat, and wore. A few students also needed more practice using health-related vocabulary in complete sentences.

5. Suggestions / solutions

Provide additional grammar exercises comparing the Present Simple and Present Continuous. Use daily routine charts and health-related pictures to reinforce understanding. Review irregular verbs through games, matching activities, and short conversations. Encourage pair conversations about health conditions and appropriate remedies.

Signed..... the teacher.
(Lunica Mae Logronio)

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(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 3

Topic/Title: Outfit

Semester: 01 / Year: 2026

Unit No: 3

Topic/Title: Clothes and Accessories

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 clothes, accessories, students' favorite clothes, and changes in fashion styles.
- Students practiced using the Present Perfect Simple to describe changes and experiences related to clothes and fashion. They also practiced the difference between short /æ/ and schwa /ə/ sounds, including words such as cat and again.
- The lesson was not according to the management plan because some students needed additional time to practice the Present Perfect Simple and distinguish between the target pronunciations sounds.

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

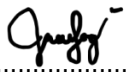
Students learned vocabulary related to clothes, accessories, and fashion styles. They practiced describing their favorite clothes and changes in fashion. Students also practiced using the Present Perfect Simple to talk about experiences and changes and improved their ability to distinguish between short /æ/ and schwa /ə/ sounds.

4. Problems and obstacles

Some students had difficulty forming the Present Perfect Simple correctly, especially when using have/has + past participle. Others had difficulty understanding when to use the tense to describe experiences or changes. Some students also had difficulty distinguishing and pronouncing the target vowel sounds.

5. Suggestions / solutions

Provide additional Present Perfect Simple exercises using familiar topics such as clothes and fashion. Use timelines, pictures, and sentence patterns to reinforce the meaning and structure. Provide pronunciation drills and minimal-pair activities to help students distinguish between the target sounds. Encourage students to describe their clothes and fashion preferences in pairs.

Signed..... the teacher.

(Lunica Mae Logronio)

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Signed..... Head of the Division.

(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 4

Topic/Title: Entertainment

Semester: 01 / Year: 2026

Unit No: 4

Topic/Title: Movies, Actors, and Actresses

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 entertainment, the history of entertainment, movies, and students' favorite types of entertainment.
- Students practiced using determiners and the weak forms of a, an, and of in spoken English. They also participated in the short story activity "Taylor's Special Day."
- The lesson was not according to the management plan because some students needed additional time to understand determiners and practice their pronunciation in connected speech.

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 entertainment, movies, and different forms of entertainment. They practiced talking about their favorite movies and entertainment activities. Students also learned how to use determiners appropriately and practiced the weak pronunciation of a, an, and of in natural conversation.

4. Problems and obstacles

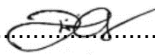
Some students had difficulty choosing appropriate determiners when making sentences. Others found it difficult to recognize and produce weak forms of a, an, and of during speaking activities. Some students also needed more vocabulary to express their opinions about movies and entertainment.

5. Suggestions / solutions

Provide additional exercises using pictures and short sentences to practice determiners. Use listening and repetition activities to help students recognize weak forms in natural speech. Encourage students to discuss their favorite movies in pairs and participate in short presentations or storytelling activities.

Signed  the teacher.
(Lunica Mae Logronio)

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Lesson Plan No: 5

Topic/Title: Technology

Semester: 01 / Year: 2026

Unit No: 5

Topic/Title: Cybercrime and Technology

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 technology, cybercrime, modern technologies, and possible technologies in the future.
- Students practiced using will and going to to talk about predictions, plans, and future activities. They also practiced distinguishing between short /e/ and long /eɪ/ sounds in words such as gem and make.
- The lesson was not according to the management plan because some students needed additional time to understand the differences between will and going to and to practice the target pronunciation.

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 technology, cybercrime, and future technologies. They practiced discussing technologies that may exist in the future and expressing plans and predictions using will and going to. Students also practiced the difference between the short /e/ and long /eɪ/ sounds and developed speaking skills through discussions about future technology.

4. Problems and obstacles

Some students had difficulty distinguishing between will and going to, particularly when expressing predictions and future plans. Others had difficulty pronouncing and distinguishing the short /e/ and long /eɪ/ sounds. A few students also needed more vocabulary to discuss technology and future developments.

5. Suggestions / solutions

Provide additional exercises comparing will and going to using everyday situations and future plans. Use timelines, pictures, and sentence-completion activities to clarify the differences. Provide pronunciation drills and minimal-pair activities using words such as gem and make. Encourage pair discussions and short presentations about future technology.

Signed  the teacher.
(Lunica Mae Logronio)

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