



Lesson Plan No: 1

Topic/Title: Family

Semester: 01 / Year: 2026

Unit No: 1

Topic/Title: Is that your cousin?

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 family members, family relationships, and the importance of family bonds
 - The lesson was not according to the management plan because
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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 family members and family relationships. They practiced using descriptive adjectives and possessive structures to describe family members and their connections. Students also practiced explaining family roles and sharing personal anecdotes about their family relations.

4. Problems and obstacles

Some students had difficulty using possessive adjectives and possessive's correctly when describing family relationships. Others needed more practice using appropriate descriptive adjectives in complete sentences. A few students also had difficulty remembering specific vocabulary related to extended family members.

5. Suggestions / solutions

Provide additional grammar exercises focusing on possessive structures and descriptive adjectives. Use family tree charts and visual graphic organizers to reinforce understanding of family connections. Encourage pair conversations and short family presentation activities to improve students' confidence in describing family relations.

Signed *John Collins* the teacher.
(John Collins)

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

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



Lesson Plan No: 2

Topic/Title: Daily Routines

Semester: 01 / Year: 2026

Unit No: 2

Topic/Title: I get to work at eight

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 daily habits, routines, and time management in daily life
- 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 routines and daily activities. They practiced using frequency adverbs and the Present Simple tense to describe their everyday schedules. Students also practiced sequencing daily activities using time expressions.

4. Problems and obstacles

Some students had difficulty placing frequency adverbs in the correct position within Present Simple sentences. Others needed more practice using correct third-person singular verb forms when describing another person's routine. A few students also had difficulty remembering time-related vocabulary.

5. Suggestions / solutions

Provide additional grammar exercises focusing on word order with frequency adverbs and Present Simple verb endings. Use daily schedule templates and visual sequence charts to reinforce understanding of daily routines. Encourage pair interviews and daily routine role-play activities to improve students' confidence in speaking about daily habits.

Signed *John Collins* the teacher.
(John Collins)

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Signed *[Signature]* Head of the Division.
(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 3

Topic/Title: School Subjects

Semester: 01 / Year: 2026

Unit No: 3

Topic/Title: I liked science in school

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 school subjects, school facilities, and the importance of connected speech in academic communication
- 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 academic school subjects, and school facilities. They practiced using comparative and superlative adjectives to compare different subjects.

4. Problems and obstacles

Some students had difficulty applying comparative and superlative rules correctly when comparing school subjects. A few students also had difficulty spelling specific school subject names accurately.

5. Suggestions / solutions

Provide additional worksheets focused on comparative and superlative sentence patterns. Encourage small-group discussions where students share and compare their academic preferences to build speaking confidence.

Signed *John Collins* the teacher.
(John Collins)

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Signed *[Signature]* Head of the Division.
(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 4

Topic/Title: The importance of learning English

Semester: 01 / Year: 2026

Unit No: 4

Topic/Title: What time does class start?

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 the importance of learning English, standardized tests, and using polite requests in formal and informal situations
- 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 language learning, course types, and international English examinations. They practiced making polite requests and asking for clarification using appropriate formal and informal phrases. Students also practiced explaining their personal motivations for learning English as a second language.

4. Problems and obstacles

Some students had difficulty distinguishing between formal and informal polite phrases in different social contexts. Others needed more practice forming complete questions with modal verbs when making requests.

5. Suggestions / solutions

Provide additional role-play activities contrasting polite formal and informal requests in classroom scenarios. Use targeted sentence-structure worksheets to reinforce modal verb structures. Encourage pair conversations and goal-setting discussions where students practice using course vocabulary to express their language learning plans.

Signed *John Collins* the teacher.
(John Collins)

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Signed *[Signature]* Head of the Division.
(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 5

Topic/Title: Different Professions

Semester: 01 / Year: 2026

Unit No: 5

Topic/Title: What do you do?

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 different professions, career pathways, workplace environments, and essential job skills
- 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 professions, job duties, and workplace settings. They practiced using relative clauses and action verbs to define different jobs and responsibilities. Students also practiced expressing their future career aspirations and discussing the skills needed for various occupations.

4. Problems and obstacles

Some students had difficulty using relative pronouns (such as *who* and *where*) correctly when defining professions and workplaces. Others needed more practice using appropriate action verbs to describe job responsibilities in complete sentences. A few students also had difficulty spelling specific career vocabulary.

5. Suggestions / solutions

Provide additional sentence-combining worksheets focused on relative clauses used in job definitions. Use matching games pairing professions with workplace environments and duties to reinforce vocabulary. Encourage career interview role-plays and short presentations about future job goals to build student confidence in speaking about careers.

Signed *John Collins* the teacher.
(John Collins)

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Foreign Language Department.

Signed *[Signature]* Head of the Division.
(Mrs. Rachsupohn Aranmit)