



Lesson Plan No: 1

Topic/Title: Part-time Jobs

Semester: 01 / Year: 2026

Unit No: 1

Topic/Title: I Usually Work After School: Part-time Jobs

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 part-time jobs and workplace responsibilities. They practiced talking about work schedules and routines using the Present Simple tense. Students also developed speaking skills by discussing different jobs and sharing opinions about suitable part-time work for teenagers.

4. Problems and obstacles

Some students had difficulty remembering job-related vocabulary. Others needed more support forming complete sentences when describing work routines and responsibilities. A few students lacked confidence when speaking about jobs in English.

5. Suggestions / solutions

Provide additional vocabulary review activities using pictures and matching exercises. Encourage pair discussions and role-play situations related to part-time jobs. Use sentence frames to help students describe work schedules and responsibilities more accurately.

Signed *A. Peet* the teacher.

(Andrew Peet)

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

Signed *[Signature]* Head of the Division.

(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 2

Topic/Title: Describing People and Work

Semester: 01 / Year: 2026

Unit No: 2

Topic/Title: That Job Really Suits Him: Describing People and Describing Work

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 used to describe people's personalities, abilities, and occupations. They practiced describing different jobs and explaining why certain careers are suitable for particular people. Students also improved their speaking and listening skills through discussions about occupations and personal strengths.

4. Problems and obstacles

Some students had difficulty using descriptive adjectives accurately. Others needed more practice explaining reasons and supporting their opinions with complete sentences. A few students confused personality traits with physical characteristics.

5. Suggestions / solutions

Provide additional adjective classification activities and visual aids. Use role-play and discussion tasks where students match personalities to occupations. Encourage students to explain their answers using simple supporting reasons.

Signed *A. Peet* the teacher.

(Andrew Peet)

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(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 3

Topic/Title: Academic Courses of Study

Semester: 01 / Year: 2026

Unit No: 3 Topic/Title: I'm Taking the Global Issues Elective: Describing Academic Courses of Study 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

Students learned vocabulary related to academic subjects and elective courses. They practiced describing courses of study, discussing preferences, and explaining reasons for choosing specific subjects. Students also improved their ability to express interests and future academic plans.

4. Problems and obstacles

Some students had limited vocabulary when describing academic subjects. Others needed more support expressing reasons and opinions about course selections. A few students had difficulty pronouncing unfamiliar academic terms.

5. Suggestions / solutions

Provide vocabulary lists with examples and visual support. Encourage pair discussions about favorite subjects and future study plans. Include pronunciation practice for academic vocabulary and sentence-building activities for expressing preferences.

Signed *A. Peet* the teacher.
(Andrew Peet)

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(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 4

Topic/Title: Comparing Past and Current Lifestyles Semester: 01 / Year: 2026

Unit No: 4 Topic/Title: I Used to Be a Swimming Coach: Comparing Past and Current Lifestyle 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 occupations, hobbies, and lifestyles. They practiced using used to and other past-tense structures to compare past and present situations. Students also developed speaking skills by discussing personal experiences and changes in their lives.

4. Problems and obstacles

Some students had difficulty using used to correctly in affirmative and negative sentences. Others needed more support distinguishing between past and present habits. A few students lacked confidence when sharing personal experiences in English.

5. Suggestions / solutions

Provide additional sentence transformation exercises using used to. Use timelines and comparison charts to help students visualize changes over time. Encourage pair interviews and speaking activities focusing on past and present lifestyles.

Signed *A. Peet* the teacher.

(Andrew Peet)

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



Lesson Plan No: 5

Topic/Title: Technology and Lifestyles

Semester: 01 / Year: 2026

Unit No: 5 Topic/Title: I Use My Cell Phone for Everything: Describing Technology and Lifestyles 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
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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 modern technology, digital devices, and communication tools. They practiced describing how technology affects daily life and discussing the advantages and disadvantages of different technologies. Students also improved speaking and listening skills through conversations about technology use and lifestyle habits.

4. Problems and obstacles

Some students had difficulty using technology-related vocabulary accurately. Others needed more support expressing opinions and explaining reasons for their choices. A few students relied heavily on simple vocabulary and needed encouragement to use new expressions.

5. Suggestions / solutions

Provide additional vocabulary practice using pictures and real-life examples of technology. Encourage pair discussions and short presentations about technology use in everyday life. Include opinion-sharing activities to help students develop confidence in expressing ideas and supporting reasons.

Signed *A. Peet* the teacher.
(Andrew Peet)

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