



Lesson Plan No: 1
Unit No: 1

Topic/Title: Daily Routines
Topic/Title: I usually get up at six

Semester: 01 / Year: 2026
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 practice describing daily routines, using expressions of time, sentence stress, and paraphrasing.
- 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 and expressions for common daily routines and times of day. They practiced asking and answering questions about their routines and describing a typical day in sequence. Listening work helped them notice sentence stress, while speaking tasks encouraged them to paraphrase when they did not know an exact word.

4. Problems and obstacles

Some students had difficulty giving complete answers about their routines and using time expressions accurately. Others found it difficult to notice stressed words in short listening passages. A few students relied on single words instead of paraphrasing when they could not remember specific vocabulary.

5. Suggestions / solutions

Use visual daily-routine timelines and short sentence frames to support complete answers. Include brief sentence-stress drills before listening tasks. Give students simple pair activities where they must explain an idea in another way when they cannot remember a word.

Signed the teacher.
(Sergey Berdyshev)

These 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
Unit No: 2

Topic/Title: Describing People
Topic/Title: That's my cousin

Semester: 01 / Year: 2026
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 practice talking about people, describing appearance and relationships, blended sounds, and asking follow-up questions.
- 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 for family relationships and personal descriptions. They practiced introducing and describing people and asking simple follow-up questions to keep a conversation going. Listening activities helped them recognize blended sounds in natural speech and connect spoken forms with familiar vocabulary.

4. Problems and obstacles

Some students needed more vocabulary support when describing people and often repeated the same basic adjectives. Others had difficulty understanding blended sounds in listening activities. A few students could answer questions but needed prompting to ask questions of their own.

5. Suggestions / solutions

Use picture prompts and vocabulary banks for physical appearance and personality. Provide short listening clips with repeated exposure to blended sounds. Use pair interviews with required follow-up questions so students practice maintaining a short conversation.

Signed the teacher.
(Sergey Berdyshev)

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(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 3

Topic/Title: Occupations

Semester: 01 / Year: 2026

Unit No: 3

Topic/Title: What does your brother 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 practice describing occupations, recognizing omitted sounds, and using communication strategies to ask for help or talk around unknown words.
- 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 for common jobs and workplaces and practiced describing what different people do. They also practiced asking for clarification and explaining an occupation when they could not remember its exact name. Listening work focused on recognizing omitted sounds, syllables, and words in connected speech.

4. Problems and obstacles

Some students confused job names and workplace vocabulary or gave very short descriptions. Others found connected speech difficult when sounds or syllables were reduced. A few students stopped speaking when they could not remember a word instead of asking for help or describing it another way.

5. Suggestions / solutions

Use occupation-picture matching and simple description frames such as "A person who..." and "They work in...". Replay short listening segments and compare careful and natural pronunciation. Model useful help phrases and reward successful communication even when students do not know the exact word.

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Lesson Plan No: 4
Unit No: 4

Topic/Title: School Schedules
Topic/Title: How do you spell that?

Semester: 01 / Year: 2026
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 practice describing school schedules, linking sounds, using classroom English, and confirming information.
- 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 for school subjects, periods, classrooms, and teachers. They practiced reading and describing a weekly school schedule, asking about lesson times and locations, and confirming information. Listening activities also introduced linking sounds in common classroom questions and answers.

4. Problems and obstacles

Some students had difficulty reading timetable information quickly and forming complete questions about time, subjects, and locations. Others needed repeated listening to recognize linked words. A few students answered correctly but did not use confirmation phrases when information was unclear.

5. Suggestions / solutions

Use simplified school timetables with information-gap pair tasks. Provide question frames for time, subject, teacher, and classroom information. Include short linking-sound drills and practice phrases such as "Do you mean...?" and "So, it starts at...?" to build confidence in confirming information.

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(Sergey Berdyshev)

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Lesson Plan No: 5
Unit No: 5

Topic/Title: School Memories
Topic/Title: When I was in school...

Semester: 01 / Year: 2026
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 practice talking about past school experiences, guessing meaning through patterns, asking about meaning, and paraphrasing.
- 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 practiced talking about school subjects and experiences from the past and comparing them with their current school life. They learned to use context and familiar language patterns to guess meaning while listening. Speaking activities encouraged them to ask about unfamiliar words and paraphrase ideas when necessary.

4. Problems and obstacles

Some students had difficulty organizing past experiences into clear sentences and needed support with past-time expressions. Others focused on individual unknown words and lost the general meaning of a listening passage. A few students were reluctant to ask for clarification during pair work.

5. Suggestions / solutions

Use timelines, school-year prompts, and short model answers before freer speaking. Train students to listen first for the main idea and then for details. Keep clarification and paraphrasing phrases visible during pair work and include short reflection tasks on which communication strategy they used.

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Lesson Plan No: 6

Topic/Title: Asking for Information

Semester: 01 / Year: 2026

Unit No: 6

Topic/Title: When do classes 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 practice asking for information, recognizing meaning through language patterns, and using wh-questions and yes/no questions.
- 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 practiced asking for and giving information about classes, times, activities, and other familiar school situations. They used both wh-questions and yes/no questions and learned to choose an appropriate question type for the information they needed. Listening tasks helped them use recurring language patterns to predict and understand meaning.

4. Problems and obstacles

Some students mixed the word order of wh-questions and yes/no questions or omitted auxiliary verbs. Others understood key words but needed more practice identifying the exact information requested. A few students relied heavily on written models before speaking.

5. Suggestions / solutions

Use question-building cards and short substitution drills to reinforce word order. Include information-gap activities where students must ask several different question types to complete a task. Gradually remove written prompts so students move from controlled practice to short independent exchanges.

Signed the teacher.

(Sergey Berdyshev)

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