



Lesson Plan No: 1

Topic/Title: Making Friends

Semester: 01 / Year: 2025

Unit No: 1

Topic/Title: Greetings, Introductions, and Self-Descriptions

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Teach according to the learning management plan, there are indicators / objectives.
- There is an integration of morality / anti-corruption / civic duty / sufficiency economy philosophy.
- The lesson was not according to the management plan because

N/A

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

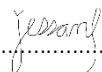
The students learned how to greet others and introduce themselves using “Hello, I’m ____.” They practiced exchanging personal information such as age, hobbies, and family members, and used be and have verbs correctly in simple sentences. They also engaged in role-play activities such as “meeting someone new” and a class survey about age. Additionally, they improved pronunciation through stress in numbers activities and developed confidence in speaking through pair and group conversations.

4. Problems and obstacles

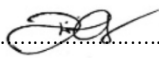
Some students had difficulty remembering the correct forms of be and have verbs, while others struggled with speaking fluently during role plays. A few learners were shy and hesitant to introduce themselves in front of the class.

5. Suggestions / solutions

Provide additional guided drills on the use of be and have in simple sentences. Encourage more pair and group speaking activities to lower anxiety and build confidence. Use fun icebreaker games to make self-introductions easier and more enjoyable.

Signed  the teacher.
(Franczeska Jessan Zara De Chavez)

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: Social Media Profiles

Semester: 01 / Year: 2025

Unit No: 2

Topic/Title: Likes, Dislikes, and Descriptions

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Teach according to the learning management plan, there are indicators / objectives.
- There is an integration of morality / anti-corruption / civic duty / sufficiency economy philosophy.
- The lesson was not according to the management plan because

N/A

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 how to describe themselves and their routines using the simple present tense. They practiced expressing their preferences with “like to” and “don’t like to” and used contractions such as I’m, you’re, he’s, and she’s. Students also practiced dialogues from the textbook and created their own short conversations about hobbies, routines, and free-time activities. Listening activities helped them identify key details about personal information, and role-play exercises encouraged them to ask and answer questions naturally.

4. Problems and obstacles

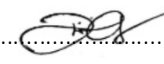
Some students found it challenging to use contractions correctly in both speaking and writing. A few students confused “like” and “like to” in their sentences. Others needed more time to complete the dialogue-writing activity and were hesitant during partner interviews.

5. Suggestions / solutions

Spend more time on controlled practice of contractions, especially in speaking drills. Provide additional examples and sentence frames for using “like to” and “don’t like to.” Encourage students to rehearse dialogues in pairs or small groups before presenting. Offer supportive feedback to boost confidence in speaking activities.

Signed  the teacher.
(Franczeka Jessan Zara De Chavez)

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



Lesson Plan No:

Topic/Title: Online Friends

Semester: 01 / Year: 2025

Unit No: 3

Topic/Title: Online Activities and Frequency

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Teach according to the learning management plan, there are indicators / objectives.
- There is an integration of morality / anti-corruption / civic duty / sufficiency economy philosophy.
- The lesson was not according to the management plan because

N/A

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

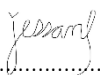
The students learned how to talk about their online habits using adverbs of frequency such as always, usually, often, sometimes, and never. They practiced asking and answering questions about routines and online preferences, and completed listening activities to identify how often people do certain activities. Students also worked on pronunciation of final -s sounds and practiced creating dialogues about online behavior. Role-play and class survey activities allowed them to use new vocabulary in real-life contexts, while story retelling helped them improve sequencing and past tense usage.

4. Problems and obstacles

Some students had difficulty pronouncing the final -s sounds correctly, especially distinguishing between /s/, /z/, and /ɪz/. Others struggled to place adverbs of frequency in the correct position in sentences. A few learners needed extra support in remembering to use complete sentences during surveys and role plays.


5. Suggestions / solutions

Provide more drills on -s sound pronunciation with repetition and listening discrimination exercises. Give clear models of adverb placement and use substitution drills for reinforcement. Encourage more pair and group role-play to help students practice full sentences naturally, and provide scaffolding (sentence frames) to support weaker learners.

Signed  the teacher.

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Signed  Head of the Division.

(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 4

Topic/Title: Food

Semester: 01 / Year: 2025

Unit No: 4

Topic/Title: Food Preferences and Vocabulary

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Teach according to the learning management plan, there are indicators / objectives.
- There is an integration of morality / anti-corruption / civic duty / sufficiency economy philosophy.
- The lesson was not according to the management plan because

N/A

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 to identify and name popular international food items, express their food preferences using like, don't like, and love, and practiced dialogues such as "What's your favorite food?" and "I don't like ____." They also improved listening and pronunciation skills through L-sound activities and worked in pairs for speaking practice.

4. Problems and obstacles

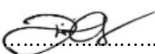
Some students had difficulty pronouncing the L-sound correctly and distinguishing between foods they like and dislike. Others needed more time to complete the role-play activity.

5. Suggestions / solutions

Spend more time on pronunciation drills, especially the L-sound, and provide additional examples of food items. Encourage pair and group speaking activities to build confidence.

Signed  the teacher.
(Franczeska Jessan Zara De Chavez)

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



Lesson Plan No: 5

Topic/Title: Talking About Pets

Semester: 01 / Year: 2025

Unit No: 5

Topic/Title: Describing Pets and Their Features

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Teach according to the learning management plan, there are indicators / objectives.
- There is an integration of morality / anti-corruption / civic duty / sufficiency economy philosophy.
- The lesson was not according to the management plan because

N/A

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 to name pets and animal body parts and describe them using “It is” and “It has.”

They practiced speaking and writing activities about pets, listened to audio dialogues, and participated in role-play exercises.

Students also improved pronunciation of the final -S sound (as Z) through guided repetition and listening tasks.

4. Problems and obstacles

Some students had difficulty using “It is” and “It has” correctly in sentences.

A few students mispronounced the final -S sound, especially in plural words such as *cats*, *dogs*, and *rabbits*.

Others needed more time to complete the communication survey and speaking tasks.

5. Suggestions / solutions

Provide more examples and guided practice using “It is” and “It has.”

Incorporate short pronunciation drills focusing on final -S (Z) sounds.

Encourage pair and group activities to help students gain confidence in describing their pets.

Signed the teacher.

(Franczeska Jessan Zara De Chavez)

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Signed Head of the Division.

(Mrs. Rachsupohn Aranmit)



Lesson Plan No: 6

Topic/Title: School

Semester: 01 / Year: 2025

Unit No: 6

Topic/Title: School Locations and Prepositions of Place

Time: 55 minutes

The format of the learning activities.

1. Learning management

- Teach according to the learning management plan, there are indicators / objectives.
- There is an integration of morality / anti-corruption / civic duty / sufficiency economy philosophy.
- The lesson was not according to the management plan because

N/A

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 to identify and name school locations (library, canteen, classroom, playground, etc.), and describe these places using prepositions of place such as *in*, *on*, *between*, *behind*, and *in front of*. They practiced dialogues like “Where is the science lab?” and “It’s next to the library.” Students also improved pronunciation and rhythm through stress pattern activities, and worked in pairs and groups to describe classroom locations and complete a role-play conversation.

4. Problems and obstacles

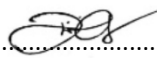
Some students confused similar prepositions such as *between* and *next to*. Others needed more support in sentence stress and pronunciation during the speaking practice.

5. Suggestions / solutions

Spend more time reviewing prepositions through visual maps and pair activities. Provide more modeling and listening drills for stress in sentences. Encourage pair conversations and classroom-object locating games to boost fluency and confidence.

Signed  the teacher.
(Franczeska Jessan Zara De Chavez)

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