<table>
<thead>
<tr>
<th><strong>Lesson Planning</strong></th>
<th><strong>Notes</strong></th>
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<tbody>
<tr>
<td>Warm-up used</td>
<td>X (warm-up is a good way to get students focused before diving into the lesson)</td>
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<tr>
<td>Variety of techniques/activities</td>
<td>OK - 2 book exercises &amp; game</td>
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<td>Several skills (L, S, R, W) practiced</td>
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<tr>
<td>Length of activities</td>
<td>OK - perhaps left more time than necessary for students to work on exercises in pairs</td>
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<tr>
<td>Mix of new and familiar material</td>
<td>√ excellent intro to &quot;se&quot;, pointing out various uses of &quot;se&quot; they already knew, fitting this &quot;se&quot; into bigger scheme</td>
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<tr>
<td>Transitions between activities</td>
<td></td>
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<tr>
<td>Instruction-giving</td>
<td>√</td>
</tr>
<tr>
<td>Cultural content in activities</td>
<td>√ cultural presentations, countries/geography</td>
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<tr>
<td>Evidence of lesson plans</td>
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**Techniques Used**

| Amount of teacher to student talk | About 50/50 |
| Mix of individual, paired, group work | √ |
| Use of visuals/multimedia | |
| Target language used throughout | √ |
Personalization of materials/activities: game made activity interesting/competitive.

All students called on:

Students ask as well as answer Qs: game, students had to ask questions.

Meaning reinforced via visuals, intonation, gestures, etc.

Correcting: cues for student self-correction

Class Climate

Amount of student volunteering: all students participated.

Students prepared?

Students active during hour: some dead time, students talking on English act, unrelated topics

Students relating to each other?

Teacher's rewards and feedback: excellent rapport

Teacher controls class (discipline)

Teacher appears enthusiastic and motivated: absolutely!
Comment on:

1. Learning during the class period: Did students make progress?
   yes

2. Clarity of goals and whether they were attained:
   se accidental; geography of spanish speaking countries

3. Thoroughness of planning:
   good - perhaps some more activities where students are required to generate their own sentences by se accidental (writing or speaking)

Other comments:
Commendable:
   excellent rapport with students; good explanation of "se accidental" very fun, engaging game that required listening & speaking

Consider/Suggestions for improvement:
   More communicative activities involving the grammar, perhaps could have spent less time doing exercises in the book and more time in an interactive activity that required students to produce their own sentences.
10:00 - 10:05  Presentación (de Flamenco)
   - nice-germain asked questions
   - reviewed previous uses of "se" (reflexive, processo...)

10:05 - 10:10  Gramática → "se" (varios usos)
   - talked abt: Se sin culpa
   - excellent calling on various students throughout explanation

10:10 - 10:20  Working in parejas: ejercicio in book (5 min)
   - couple students talking in English in front of me (about their fun, etc)
   - corrected the exercise w/ entire class
   - called on students directly → made sure to call on all students

10:20 - 10:25  → discussed each question
   - nice work pointing out homonyms (cayó vs. callo)

10:25 - 10:27  Exercise in book (a vs. ea)
   - entire class together, calling on students

10:27 - 10:46  Vocabulario - actividad (2 equipos)
   - think of name for equipo (fun!)
   - have to guess countries (like 20 questions)
     - have to think of questions
     - have to listen to others' questions
     - have to use prepositions & know geography
   - excellent rapport / energy v/s7 class.

* pes students que hablaron bastante inglés

10:46  Anuncios → cultural event instructions

Teacher appears enthusiastic and

Comments: Communicative activities reinforcing the curriculum. Learners
Currently need short prep time guided exercises init. Then more in-depth
work time on an introductory unit that includes structures to