



# PREPARING FOR SPEED INTERVIEWS

**Proficiency Level:** Intermediate

**Lesson Length:** 90 minutes

**Vocabulary and Expressions:** Review of all content from this unit

**Language/Culture Point:** Professional conversations

**Objective:** Students will be prepared for simple conversations with volunteers and business staff.

**Materials:** Student pages

**Supplemental Materials to be Created:** No additional materials are needed for this lesson. However, in anticipation of the final class, you will need to arrange for staff and people from outside of class to come in to practice with students. They should plan to stay for about an hour.



## STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10 minutes	- Student pages	- Brainstorming, Think-Pair-Share

### TEACHING ACTIVITY

- To begin class, write the following questions on the board:  
Ask students if they can answer these questions comfortably or if they still have some problems. Tell them to make a note of questions they are struggling with. Review a few as a class.

## STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	- Student book, confidence scale	- Think aloud

**PREPARING FOR SPEED INTERVIEWS****TEACHING ACTIVITY**

1. Direct students to the Unit Review questions in their book.
2. Have students look back at previous lessons and make a list of questions students know well and which ones they have trouble with.
3. As a class, review the questions that students have come up with.

**STEP 3: COMPREHENSION CHECK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Confidence scale	-

**TEACHING ACTIVITY**

1. To review students' comprehension, put them in pairs and tell them they will be practicing answering the questions they are having difficulty with from Steps 1 and 2.

**STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Student pages	-

**TEACHING ACTIVITY**

1. Remind students that they have learned much more than just the few points listed in their book.
2. Explain to the students that during the next class there will be volunteers and business staff coming to have conversations with them to see how much they have learned. Say, "Today we are going to practice so that we will be prepared."
3. Direct the students to the Unit Reflection in their book. Remind them of one thing they learned to do in each lesson. For a few of these, stop and write a sample question on the board.



## **PREPARING FOR SPEED INTERVIEWS**

### **STEP 5: GUIDED PRACTICE**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	- Student pages	-

### **TEACHING ACTIVITY**

1. While going through the Unit Reflection, ask the students what they learned in each lesson.
2. Have students identify questions or responses they learned in each lesson. Elicit as many questions and responses as possible from the students and write them on the board.
3. Allow students time to write the questions in their book.
4. Then, choose a student and ask him or her a few of the questions in succession.
5. Continue with a few other students to demonstrate asking and answering several questions.

### **STEP 6: SMALL GROUP WORK**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
20 minutes	- Student pages	- Line dialogue

### **TEACHING ACTIVITY**

1. Have the students stand in two lines facing each other.
2. Using the questions generated in the previous step, students will ask and answer as many questions as possible in two minutes.
3. When the time is up, sound an alarm and have one line rotate to change partners.
4. Continue so each student has an opportunity to practice with each student and begins to feel comfortable with the questions.



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**STEP 7: HIGHLIGHT HOW ENGLISH WORKS**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	-	-

**TEACHING ACTIVITY**

1. Ask students if their confidence in answering the questions has changed. Why or why not?
2. Explain to the students that the volunteers and business staff are not coming to give them a test, but to see how much they have learned.
3. Encourage the students and answer any last questions they have about the questions or the task for the next class.

**STEP 8: QUICK CHECK AND REVIEW**

<b>Time Frame</b>	<b>Materials</b>	<b>Teaching Strategies</b>
10 minutes	-	- Exit check

**TEACHING ACTIVITY**

1. Have students write down three questions they still need to practice.
2. As students leave, have them share the question with you.