



SPEED INTERVIEWS

Proficiency Level: Intermediate

Lesson Length: 90 minutes

Vocabulary and Expressions: Review of all lessons

Language/Culture Point: Review of all lessons

Objective: Students will go through speed interviews and finish the course!

Materials: Speed interview questions

STEP 1: WARM UP

Time Frame	Materials	Teaching Strategies
30 minutes	- Speed interview questions	- Speed interview, role play

TEACHING ACTIVITY

1. Students will practice again with speed interview questions as they enter the room.
2. Once all students have arrived, change the rules a bit.
3. Choose one strong student to practice a question with you. Choose a student who is willing to be a little dramatic/silly. As you act out the conversation with the student, be very dramatic and encourage them to do the same. Do whatever necessary to get the students laughing and enjoying themselves.
4. Have students choose one partner to practice the questions. Give students time to create a thorough conversation. Encourage the students to be very dramatic, just as you and the other student were.
5. When students are ready, each pair will act out their conversation for the class.
6. The hope in this warm up is to get students relaxed and having fun. They will likely be very nervous about the speed interviews, so we want to help them relax!



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STEP 2: INTRODUCTION TO SPEED INTERVIEWS

Time Frame	Materials	Teaching Strategies
50 minutes	- Speed interview questions	- Speed interviews

TEACHING ACTIVITY

1. As volunteers and business staff arrive, welcome everyone and provide a seat.
2. Gather everyone's attention and welcome them to the final class day. Congratulate students on all the progress they have made.
3. Do quick introductions of all the students and volunteers.
4. Explain the rules of the speed interviews: Each person will get a list of questions and will find a partner. Students will partner with volunteers, not students with students. You will have two to three minutes to ask and answer as many questions on your list as possible. When you hear the alarm, you must find a new partner and begin again.
5. Answer any questions before beginning.

STEP 3: WARM UP

Time Frame	Materials	Teaching Strategies
10 minutes	-	-

TEACHING ACTIVITY

1. Ask business staff if they have anything they would like to say to the students (Ask in advance so they are prepared.).
2. Thank everyone for coming!



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ALTERNATIVE LESSONS 14 & 15:

TEACHING ACTIVITY

We recognize that speed interviews will not be possible at every business. We have created alternative lessons for classes 14 & 15 for those who are unable to do the speed interviews. These lessons will be cumulative projects for the students to work on over two class sessions. The first part, class 14, will be primarily the instructor modeling the project and allowing the students time to work. The final part, class 15, will be time for the students to wrap up and present their projects to their classmates. If you have a large class, be sure to budget your time appropriately so that each student/group has sufficient time for their presentation.

Group project ideas for Mastering Customer Service: "A DAY IN THE LIFE"

Have students create a short role play about what a day is like doing their job. Students will think about their interactions with their coworkers, their supervisor, and customers. What situations do they encounter where they need to use the customer service skills learned in this unit? Each group of students will choose 5 ideas learned in this unit to use in their role play. For example, the housekeeping staff at the hospital may want to demonstrate what their day is by showing examples of 1) introducing themselves to the patient's before cleaning a room, 2) patients asking questions about food services, 3) giving directions to a patient's family, 4) responding to a patient's emergency while cleaning the room, and 5) asking a coworker to help them reach some supplies.

1. Students will work in groups of 3-4 to create a short scene as a 'day in the life' at their job. Students should be grouped according to the work that they do at the business. For example, those in housekeeping should be grouped together, those who work in the kitchen should be grouped together, etc.
2. There are several possibilities for roles: 1-2 employees, a supervisor, a customer.
3. Have students choose 5 phrases, vocabulary words, tasks, or other things that they learned in this unit that are most important to their job.
4. Groups will use these 5 things to create a 3-5 minute role play about what it looks like to do their job for a day. They will demonstrate interacting with a coworker, a supervisor, and a customer.

In preparation for this lesson, create a short role play in which you describe five things that are important for you to do your job as a teacher. Model the role play for the class several times before asking them to create their own. Feel free to have students participate in your role play and take on different roles. Be sure to provide them with dialogs for your role play.