

Instructor: TSAI YI-FAN

Course: English interview and write job advertisement.

Textbook: Interview video, vocabulary list, LinkedIn job advertisement, Blank resume template.

Weekly Objectives:

1. Learners use English for interviews.

2. Learners use professional vocabulary to write job advertisements.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>1 Goals: Writing an English job advertisement.</p> <p>2 Warm Up Activity: Read 2 LinkedIn job advertisements, find out the professional vocabulary in the advertisement.</p> <p>3 Objective Discussion: Ask the learner if they understand the professional English vocabulary for job advertisements.</p> <p>4 Instruct and Model: Ask students to write a resume, which should focus on work experience and professional skills, it should only have one page. (usable).</p> <p>5 Guided Practice: Students will see a the job advertisement, they</p>	<p>1 Goals: Students will be able to describe their job search goals as job seekers. They must use business-level English.</p> <p>2 Warm Up Activity: Learners talk about their own interview experience.</p> <p>3 Objective Discussion: Let learners watch 2 interview videos, they will hear many new vocabulary (job applicants come from different educational backgrounds and professional backgrounds).</p> <p>4 Instruct and Model: Ask the learner's opinion, do they think the HR manager in the video uses the correct grammar, do they hear the new vocabulary?</p> <p>5 Guided Practice: Teachers should check the students' writing at any</p>	<p>1 Goals: Interview in English.</p> <p>2 Warm Up Activity: Let learners watch 2 interview videos, they will hear many new vocabulary (job applicants come from different educational backgrounds and professional backgrounds).</p> <p>3 Objective Discussion: Let learners watch two real interview video and ask scholars to listen carefully to the job seeker's conversation.</p> <p>4 Instruct and Model: The teacher sets the model. A company is looking for a project manager. There are many conditions for this job, such as academic qualifications and work experience.</p> <p>5 Guided Practice:</p>	<p>1 Goals: write an interviews rating article based on their experience.</p> <p>2 Warm Up Activity: se the exchange of experience talks to activating the student's memory. Learners usually learn these vocabulary in real life, the teacher asks the learners if they have used the vocabulary they have learned.</p> <p>3 Objective Discussion: Ask the learners what professional vocabulary they heard, what the job seeker said, and what questions they answered. If the HR manager did not understand the job seeker's answer, how should he explain to the job seeker?</p>	<p>1 Weekly objectives:</p> <p>1 Write job advertisements for different positions.</p> <p>2 Students can understand professional vocabulary.</p> <p>3 Watch the real interview video and understand the job seeker's conversation.</p> <p>Objectives:</p> <p>1 Learners use professional vocabulary using the glossary to write job advertisements.</p> <p>2 Learners can use English to ask questions to job seekers, which are raised by learners rather than using examples.</p> <p>3 Learners can understand the job seeker's conversation, including professional vocabulary</p>

<p>are asked to write a job advertisement, it can be any position.</p> <p>6 less guided practice: The teacher proposes a template for the job advertisement and tells the students that they can design and modify the template.</p> <p>7 Assessment: Explain to the students the correct business English, whether the students use inappropriate vocabulary, and whether the wrong vocabulary is used by most students.</p>	<p>time to confirm that they use the correct vocabulary and grammar.</p> <p>6 less guided practice: Students come up with ideas and state which recruitment advertisements they think are interesting and which sentences will make them want to apply for this position.</p> <p>7 Assessment: Whether the learner uses business level English, they can refer to the vocabulary list, the teacher reviews the resumes submitted by the students, checks if they use the correct grammar and punctuation, and whether the professional vocabulary is used in the resume.</p>	<p>Students infer the conditions that job seekers are suitable for, and they should ask questions based on these conditions. Of course, students who play HR managers can ask any questions (the more innovative these questions, the better). Students who play job seekers will think about any possible interview questions.</p> <p>6 less guided practice: Each student explains the content of his job advertisement to others, and others ask questions as a job seeker.</p> <p>7 Assessment: Explain to the students the correct business English, whether the students use inappropriate vocabulary, and whether the wrong vocabulary is used by most students.</p>	<p>4 Instruct and Model: Watch 2 real interview videos and write a review of job seekers.</p> <p>5 Guided Practice: Teachers make suggestions that job seekers come from different countries and cultures and must be objective when writing reviews.</p> <p>6 less guided practice: Students explain their comments to other learners.</p> <p>7 Assessment: Whether the learner uses the vocabulary list, the comments must be quantifiable, for example: Agree / Disagree, Excellent / Poor.</p>	<p>Assessment:</p> <p>1 The learner writes a job advertisement every week, and other learners evaluate whether it includes recruitment information.</p> <p>2 The learner watches the interview video, pauses the video when the job seeker talks, and the learner answers.</p> <p>3 When the learner hears the professional vocabulary, he can explain the meaning of the vocabulary.</p> <p>4 To write a rejection letter for job applicants who are not admitted, learners should use polite and concise vocabulary.</p>
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Homework: Students write a job advertisement according to the company's real needs, they can use vocabulary list.	Homework: Students write a resume of their own, this resume is only one page.	Homework: Students write questions that are used to ask job seekers.	Homework: assessment activity: The learner submits a review article and discusses it with others	Homework: Learners design an English interview plan that includes job descriptions, questions to job seekers, and email formats to notify job seekers.
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