

# Lesson Plan

Business/Materials	Lesson Objectives			
1 A linkedin job advertisement. 2 Guidelines on Interview and Employment Application Questions by SHRM.	Students will learn how to read English job advertisements and job seekers' English resumes, and learn HR professional vocabulary.			
Warm-up and Objective Discussion				
1 Explain to students what information should be included in the job advertisement, and the teacher provides the relevant vocabulary for students to refer to. 2 Students read English interview guides and record interview skills they think are available. 3 Teacher prompts grammatical differences.				
Instruct and Model	<input checked="" type="checkbox"/> R	<input type="checkbox"/> W	<input type="checkbox"/> L	<input type="checkbox"/> S
1 Students read "Guidelines on Interview and Employment Application Questions" and think about that vocabulary that they might use. 2 Ask students to write an English interview plan.				
Guided Practice	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S
1 The teacher prompts the student to write a different interview plan for each position. 2 The teacher reminds the students that the vocabulary of the interview question may have different meanings and the students should read it intensively. 3 Teacher prompt grammar should always be consistent.				
Independent Practice	<input type="checkbox"/> R	<input checked="" type="checkbox"/> W	<input type="checkbox"/> L	<input checked="" type="checkbox"/> S
1 Students are free to choose British English or American English to write an English interview plan. 2 Students explain their English interview plan and how they will use English for interviews (students come from many different companies). 3 Teachers must remind students of the grammatical differences between British English and American English.				
Assessment	<input checked="" type="checkbox"/> R	<input type="checkbox"/> W	<input checked="" type="checkbox"/> L	<input type="checkbox"/> S
1 Did the student create an English interview plan (including each process) 2 Peer review, whether students use high-frequency vocabulary, students should always use British English or American English. 3 Does the student pay attention to the difference in pronunciation?				