

一、在大学做学生工作时，培养了你哪些能力？这些能力与你当前所报考的岗位有什么关系？

【答题要点】

1.表明观点。

各项能力的培养是我们步入社会前的必修课，在学生工作中磨砺锻炼有利于大学生在专业课程之余培养综合能力，适应社会。大学期间，我担任团委组织部部长，这培养了我的自主学习能力、自我约束能力、时间规划能力和自主创新能力。

2.具体阐述能力的培养。

(1) 自主学习能力。我在团委组织工作中，需要负责策划组织学生参加团日活动，学习十九大精神、习近平新时代中国特色社会主义思想等，这都需要我先带领组织部成员将政治理论知识通过观看视频、查阅资料等途径进行自主学习。

(2) 自我约束能力。作为团委学生工作负责人，我对自己提出了高标准严要求，坚决不旷课，每学期成绩要在前百分之十，只有我对自己严格约束，才能给同学们做好榜样示范作用，发挥党团组织的力量。

(3) 时间规划能力。团委工作任务比较重，涉及党团活动的事项都需要亲力亲为，所以极有可能占用私人时间或学习时间，但我会提前做好时间规划和组织，分清紧急和重要程度，课程优先，合理安排。

(4) 自主创新能力。大学生群体是一个朝气蓬勃、充满希望的群体，所以在团委工作中，需要用更具创新力的活动形式调动大学生的积极性，比如新媒体形式、快闪宣传形式等，由此也慢慢建立了创新思维。

3.阐明能力与岗位的关系。

(1) 自主学习能力。当今社会发展速度快，科技日新月异，政治军事理论

知识常变常新，这就需要我们具备自主学习能力，及时掌握新知识、新变化、新技能，以适应军队文职岗位要求。

(2) 自我约束能力。军队是一个纪律严明的整体，只有步调一致，才能具备持久的战斗力。要建设一支听党指挥、能打胜仗、作风优良的队伍，势必需要每一个军人的严格自我约束。

(3) 时间规划能力。对于军人来说，时间管理是让军人保持良好战斗力的重要武器，要充分有效地利用好休息时间，规划整体目标、休假调整和家庭生活等，养成高效的习惯，保持良好的精神状态。

(4) 自主创新能力。军事领域是一个发展变革快、需要积极创新的领域，只有具备创新意识和能力，才能适应我军建设重任，经受住各种复杂多变的军事斗争的考验，完成全面提高我军现代化建设水平的历史重任。

4.其他可供选择的能力。

如信息处理能力、计算机应用能力、沟通能力、写作能力、组织管理能力、团队协作能力等。

二、当今社会个人英雄主义、逞能之风盛行。对此，你怎么看？

【答题要点】

1.给予否定评价。

当前时代需要的是合作共赢，而急躁冒进，盲目逞能，一个人单打独斗的个人英雄主义无法适应社会需求，过度追求反而危害无穷。

2.分析危害。

(1) 盲目逞能，承担与自己能力不相匹配的工作任务，容易在工作中出现差错，导致工作失误，给单位和集体带来损失。

(2) 个人英雄主义主张凸显个人能力、个人表现，缺乏团队协作意识，在

实际工作中容易违反纪律，犯自由主义错误，造成不良的团队氛围，不利于工作开展。

(3) 个人英雄主义虽然可以带来短暂的利益，但是从长期来看容易导致盲目自信，使工作中的决策充满主观色彩，不够科学，出现偏差。

3.分析原因。

(1) 个人方面。①想展现自己，好出风头，居高自傲，个人主义作祟；②与革命英雄主义混淆，没有认识到团队和群众的重要作用；③盲目自信，没有正确认识自身。

(2) 教育方面。学校和家庭在孩子成长过程中缺乏对团队意识和集体主义的教育和引导，导致出现以个人为中心的情况。

(3) 社会方面。受部分媒体的不当宣传、影视作品特别是西方电影的影响，形成个人英雄主义的不良氛围，引发人们的盲目效仿。

4.提出解决方法。

(1) 加强思想教育。注重对于集体主义的教育，开展主题教育学习活动，如群众路线实践教育活动，扭转当前的一些错误观念，区分个人英雄主义和革命英雄主义。

(2) 正向宣传引导。媒体要承担起社会责任，文艺工作者也要立足现实创造宣扬集体主义、团队精神等符合我国主流价值观的文艺作品，抵御西方不良思想的影响。(3) 结合自身谈做法。①树立团队观念，牢固树立团队利益至上的思想，

特别是对于军队文职人员而言，个人利益必须服从团队利益，紧紧依靠团队，要认识到只有在团队中才能发挥自己最大的力量，为集体做出自己的贡献；②加强

自我审视，认清个人能力水平，在工作中量力而行，不逞能；③向以往的革命先烈和身边的优秀同志学习，发扬革命英雄主义，摒弃个人英雄主义。

三、如果领导命令你去执行的任务违反了相关规定，你怎么办？

【答题要点】

1.表明自身原则态度。

作为下属，认真履行领导安排的任务和命令是我们应尽的义务，但是面对任务违反规定的情况，我会按照相关的规定进行合情合理地处理，争取保证既不违背原则，又能高效高质地完成好工作。

2.阐述应对办法。

(1) 核对情况。①和领导核对任务的相关情况，包括任务的内容、对接人员、所需资料等，确保自己对任务的理解没有问题。②核对相关规定，并且再次和本次任务进行对照，对不理解的及时和同事或者领导请教，确保自己对相关规定的理解准确。

(2) 如果确认领导安排的任务没有违反相关规定，而是自己对规定没弄清楚，则立即按照领导的要求，保质保量地完成好任务，并及时将结果反馈给领导。

(3) 如果领导的命令确实违反了相关规定，一方面，我会把不合规的地方罗列出来，附上相关规定的具体条目反映给领导；另一方面，我会再次和领导沟通，明确领导的工作意图，通过查找相关资料、过往的一些案例、咨询有经验的老同事等方式，提出一些合理化的建议，供领导参考，并听从领导接下来的安排。

(4) 在接下来的工作中，我会进一步学习单位的规章制度，并认真遵守相关规定，在实际工作和规定发生冲突的时候，做到既不违背原则底线，又能达到工作效果，学会灵活应变。

追问：

1. Please talk about your understanding about the occupation of nonmilitary

personnel.

【Suggest version】

The nonmilitary personnel, for me, is a kind of job I've been pursuing for. They are non-commissioned personnel who have to work for the army. As for me, this job is professional and glorious: It's a job that needs outstanding professional knowledge.

This is a job to serve the army,

so a large amount of knowledge should be required such as teaching knowledge.

It's a job that needs us to contribute. As we all know, sometimes the workplace where we will stay is rural and not convenient, and this job is often hard for people, but because of the love and respect for this job, I will overcome all the obstacles I will meet.

It's a job to serve the army.

As for me, I always feel glorious for our Chinese army and want to join them, and this job gives me a chance. You have to obey the rules, make the team together and contribute yourself. This is what I want in my life.

All in all, I hope I can have this chance to put my life in it.

2. What do you think of security work in military?

【Suggest version】

Information security is one of the most important military issues of the 21st century. Heavy reliance on computers, vehicle control, surveillance, and signal processing makes it imperative for Chinese military forces to keep data secure from nations and groups hostile to our national interests.

Just to be clear, information security concerns the ability for Chinese military to keep its computers and data networks safe from outside attempts to steal, eavesdrop, or corrupt vital defense and security information. It also refers to technologies designed to avoid the accidental corruption of mission-critical data, as well as maintaining its ability to penetrate enemy information technologies in times of war. With nothing encrypted, the military capabilities will no longer exist, which will horribly jeopardize the security of homeland.

Teaching plan

Unit 2 Freshman Year

Reading

I Teaching aims:

1. Students can have a thorough understanding of the text contextually and linguistically.
2. Students can build up an active vocabulary to talk about freshman year and know how to use the key words and expressions in context properly.
3. Students can communicate with others with regard to freshman year experience.
4. Students can reflect on their own experiences of the first year at college and how their parents feel when they leave home to attend college.
5. Students can make a comparison between American college students' parents

and Chinese ones.

II Teaching key & difficult points

Key points

Students can master the usage of important new words and sentence pattern such as “one’s heart/thoughts go(es) out to”. Students can understand the text contextually and linguistically especially the difficult and long sentences.

Difficult points

How to grasp the reading skills.

How to use the emphatic usage of *do*.

II Teaching key & difficult points:

Step 1 Warm-up and Lead-in

1. Daily greeting.

Talk about the weather today with students.

2. Sing a song

Let students enjoy a beautiful song “Better Man”. Then tell students

the

background information about the song and ask them to discuss two questions “What does ‘a better man’ mean in the song?” and “Why does he want to be a better man?” to lead in today’s topic.

Step 2 Pre-reading

Before moving on to the text, help students get familiar with the meaning and usage of some new words and phrases in the margin, such as “in tow”, “one’s heart/thoughts go(es) out to”, and “embarrassed”.

Step 3 While-reading

1. Global reading

Ask students to skim the text for the first time and summarize the main idea of it.

Then ask students how many parts the passage can be divided into.

2. Detailed reading
Ask students to read the passage carefully for the second time and find as much information as possible about the contrast and complete the table on the blackboard.

Meanwhile, explain some long and difficult sentences that are hard for them to understand the passage.

3. Grammar learning and practicing
Ask students to read the passage for the third time and pay attention to the usage of *do*. Then explain the emphatic use of *do/does/did* and ask students to finish the exercises on the textbook.

Step 4 Post-reading

1. Retell

Review the text and ask students to try to retell the story according to the key information on the blackboard. 5 minutes for them. Then invite some of them to share.

2. Discussion

Divide the class into groups of six and let them make a discussion about comparison between American college students’ parents and Chinese ones. List the similarities

and differences. 8 minutes for them. After that, invite some groups to share their ideas.

Step 5 Summary and homework

Summary: Invite one of the students to review what we have learned today and others make a supplement together.

Homework: Ask students to read the email on the textbook, and write a response email to their parents within 120 words. They should hand it in next class.

IV Blackboard design

Unit 2 Freshman Year			
Grammar: the emphatic use of <i>do/does/did</i> (Subject) + do/does/did + verb. +...			
Complete the table:			
	Details	Author's feeling	Author's conclusions
Parents of today's college students	do all the taking; complain	Shocked, embarrassed, angry	Humiliating; overly concerned; allow children to go their own way
Author's parents	Drive back home; pleased; supportive;	thankful	

V Teaching reflection