

一、请谈谈你对部队保密性、纪律性、政治性的看法？

【答题要点】

1.对于保密性的看法。保密性是部队的基础要求。（1）当前保密形势紧迫。

随着改革开放的不断深入，一些西方国家千方百计想窃取我国的国家秘密，对我国的国家安全和利益构成了极大的威胁；（2）军事机密至关重要。保密工作是军队

建设经常性、基础性的工作，也是军队完成各项任务的重要保证。

2.对于纪律性的看法。纪律是军队的灵魂指引，没有纪律，军队就没有战斗力。

（1）纪律是党和军队意志得以贯彻执行的可靠保证；（2）纪律是维护军队团结

和提高战斗力的重要因素；（3）纪律给军人的行为树立一个标杆，严明的纪律

塑造了良好的军队作风，树立了良好的军人形象。

3.对于政治性的看法。我军的政治性体现在党对军队的绝对领导。人民军队

的政治本色，就是无条件执行党赋予的使命任务。（1）听党指挥是我军的政治属

性，也是根本的政治要求。我军的政治性决定了我军由党指挥，代表人民的根本利益。（2）听党指挥是我军的政治优势，也是我军战斗力的体现，让我军一直以

来有明确的前进方向，旗帜鲜明的进行改革，保障我军强军兴军战略的实现。

4.结合自身谈践行。

第一，严守政治规矩。及时认真学习党的理论和路线方针政策，增强政治敏

锐性和政治鉴别力，高度警惕和坚决抵制“军队国家化”等错误政治观点的侵蚀，

在重大政治原则问题上保持清醒头脑、站稳政治立场。

第二，养成遵纪习惯。在日常生活中争当遵纪守法的标兵，并旗帜鲜明地与违法乱纪行为作斗争，重视细节，养成遵纪习惯。自觉做到“慎独”，不断增强自控能力，规范和约束自己的言行，即使在没人监督的情况下，也能严格自律，自觉遵纪守法。

第三，提高保密意识。熟悉保密规定，知晓目前窃密常见手段以及泄密常见方式，在日常工作中养成良好的工作习惯，提高警惕，坚守原则，抵制诱惑。

二、单位召开总结大会，你是会议负责人，开会前你发现幕布上有错别字，你怎么办？

**【答题要点】**

1.明确处理问题的原则和态度。

会风如作风，会议中的各项细节都不能容许有差。作为会议负责人，发现幕布上有错别字，我必须及时纠正，确保会议顺利开展，维护单位形象。2.采取合理措施解决问题。

(1) 迅速反应。我会及时撤下幕布，或者用其他宣传物料临时遮挡错别字区域，避免更多人发现该错别字，造成更加恶劣的影响。

(2) 及时补救。如果时间来得及，可以联系会务组后勤人员，用同色系同质地的材料打印正确的字，通过粘贴覆盖的方式替换幕布上的错别字，并由美工人员进行修饰，尽可能缩小差异，将修饰好的幕布及时悬挂好。同时，请工作人员迅速排查一下场地内其他展示物料，如果有问题出现则及时弥补。

(3) 替代方案。如果时间紧迫，无法进行幕布修改，可以联系技术人员将幕布设计电子版原图替换错别字后通过电子设备投影的展示方式，以保证会议效果。

(4) 事后担责。作为会议负责人，面对如此重要的总结大会，出现了基础

性错误，我会认真反思问题原因，判断在哪个环节出了错误，并对相关责任人做出批评指导；我也会认真做出检讨，主动向上级领导承认错误。

### 3.总结预防。

在未来的工作中，我会严谨面对任何一个工作中的细节，尤其是大型会议、重要活动的场合，会务细节尽量双人把关，相互监督，做好督查，避免酿成会议事故，影响单位形象和活动质量。

三、为进一步提升民兵队伍整体素质，单位计划组织县里的民兵外出学习，你作为领导，在出发前应该如何训话？

#### 【参考答案】

同志们：

今天，我县将组织所有民兵参与为期 XX 天的外出学习活动。此次学习活动，旨在提升我县民兵的政治素养、军事素养，进一步将民兵队伍编实、训强、管严、用好，推动民兵队伍建设向更高层次发展。希望各位同志也能借此学习机会，锻炼体能、熟练技能、磨练意志，进一步提升综合实力。

为了保障此次外出学习效果，临行前，我要给各位提几点要求：

第一，遵守纪律制度。遵守各项学习管理规定，不迟到、早退、旷课；严格遵守请销假制度，特殊情况及时上报；时刻注重军容风纪，保持良好民兵形象；严格遵守保密制度等其他需遵守的规章制度。

第二，端正学习态度。民兵肩负着参与现代化建设、维护社会稳定、随时准备参军参战和保卫祖国的重任，不仅需要不断提高自己的政治素养及军事作战能力，还需要提升维稳处突能力以应对突发状况和重大险情。因此，要认识到此次外出学习的重要性，好好把握此次学习机会，以高度的政治责任感和使命感投入学习，严于律己，集中精力，服从安排，积极执行。

第三，力争优异成绩。政治理论学习要融会贯通，举一反三，内化于心，深

刻领会，真正提高政治觉悟，坚定理想信念，通过政治考核；实操技能学习要刻苦训练，严格要求自己，掌握动作要领，牢记相关知识，圆满完成各项学习、训练任务，切实提高实战能力。

以上三点要求望各位同志能够牢记于心，务必遵守。最后，祝各位同志外出学习都能有所收获，取得良好成绩！

追问：

**1. What should be done to build a good relationship between students and teachers?**

**【Suggest version】**

To build a good relationship between students and teachers, the following demands shall be met:

Teachers should care about students. It is the principle and starting point to form such a relationship. Only when a teacher really shows concern and respect for students, and treat them equally can students really like him. Also, only in this way can the teacher put himself into students' feet to think about what they need and what they are confused about, and thus make adjustments to deliver a good lesson.

Teachers should impart abundant and correct knowledge. In this way, students can respect teachers and be eager to learn from them. This requires teachers to keep lifelong learning.

Teachers need to set a good example for students. Through teachers' words and deeds, students can learn

how to learn, study, and behave. So teachers should be always aware of what they say and act.

Teachers should be

friends with students. With a friendly relationship with students, teachers can be close to them, and they will love to communicate with their teachers.

All in all, the aspects mentioned above are required to build a good relationship between students and teachers.

**2. Please contrast your hometown before the reform and opening-up with what it is now.**

**【Suggest version】**

My hometown, XX, which is a third-tier city lies in the interior of China. It kept unknown for centuries due to the poor geographic characteristics, yet today I can introduce it to all of you that a revolutionary change has taken place here since the reform and opening-up. After the establishment of the PRC, villagers in XX, just like other common Chinese, have stood up. While they still lived a hard and bitter life and were encumbered by the backward productive force. My

fathers and grandfathers worked the dry soil year after year, struggling against the harsh natural conditions.

The reform and opening-up brought light and breeze to this stagnant town. The broad cement roads extended to the capital of our province; agricultural projects largely advanced the productivity; huge factories were constructed and cutting-edge machines were set as well. The most remarkable thing is the changes that happened in people's minds. They no longer hold the belief that one should stick to convention and be stipulated by the outside situations, instead, they are becoming more and more innovative and courageous.

As for me, I am also a beneficiary of the reform and opening-up myself. I had the opportunity to go out and accept more education. That's why I want to be a teacher in the army, for I am determined to make contributions to the people and the

country. **Teaching plan**

## **Unit 1 Growing up**

### **I Teaching aims**

1. Students will grasp the main idea and the structure of the passage——How the author discover a hidden talent through a dull and routine piece of coursework which is a narration in chronological sequence.
2. Students will have a clear understanding of some words in the context such as “assign”, “anticipate”, “distribute”, and the corresponding variations of them with the help of the teacher.
3. Students can realize the narrative skills in the process from hating writing to enjoying it of the author.
4. Students shall improve their reading, speaking, and writing skills related to this topic.
5. Students will realize the essence of writing and shape their own value for writing.

### **II Teaching key & difficult points**

#### **Key points**

1. Students will grasp the main idea and detailed information on this passage.
2. Students will have a clear understanding of the key language focuses on the context such as “assign”, “anticipate”, “distribute”, and the corresponding variations of them with the help of the teacher.

#### **Difficult points**

1. Students can pick up the narrative skills demonstrated in the text.
2. Students will improve their abilities in reading, listening, speaking, and writing related to the topic of this unit.

### **III Teaching procedures**

#### **Step 1 Warming-up**

1. Daily greeting.
2. Enjoy a familiar song named *Never Grow Up* with students.

The song goes like this:

*I'd give all I have, honey.*

*If you could stay like that.*

*Oh darling, don't you ever grow up.*

*Don't you ever grow up, just stay this little.*

*Oh darling, don't you ever grow up.*

*Don't you ever grow up, it could stay this simple.*

*I won't let nobody hurt you, won't let no one break your heart.*

*And no one will desert you.*

*Just try to never grow up, never grow up.*

3. Have a free talk around the following questions: Q1: What does Taylor

Swift think of growing up? Is it boring or full of nostalgia?

Q2: What do you think of growing up?

Have you ever encountered something special in this process?

After the students freely share their views, the conclusion will be drawn that growth is necessary of life. Although we miss the beauty of the past, we should be positive and hopeful about the future. Growing up is full of discoveries, not just about the world around us, but also about ourselves, about our hidden strengths and weaknesses, just like the experience of Russell Baker, the hero of our new story.

Then lead to today's topic naturally.

### **Step 2 Pre-reading**

1. Background information—The American Educational System Tell students that the story happened to an American boy whose educational experience was quite different from us. Then make a quick introduction of it as follows.

In the United States, education is the responsibility of individual states, not of the federal government, so requirements may vary from one state to another. The following is a generalization:

kindergarten: under 5 years old

elementary/primary school (grades 1-6): 6-11 years old

junior high/middle school (grades 7-8): 12-13 years old

Senior/high school (grades 9-12): 14-17 years old

college, institute, academy, university

2. Make a prediction

Let students read the short preface and the title of the passage. Then ask students to make a prediction about the main content of the passage according to the preface and the title.

### **Step 3 While-reading**

1. Global reading

Ask students to skim the passage, find out the main idea and the structures of the text.

When time's up, invite students to share their ideas and then present the correct answers on the blackboard.

2. Detailed reading Scan the passage again and search for more useful information to answer the following questions:

Q1: What's the author's opinion about the effect of scientific development on human society? Do you agree with him?

Q2: Do we need to do other things to ensure that scientific development will do good for human society?

Q3: According to the structures just divided, can you summarize the points of each part?

Wait until the students have thought it over, ask them to share with the desk-mates.

### 3. Group work

After reading it for the third time, guide students to work in a group of 4 to finish the chart on the blackboard and collect their views on the all questions just above.

Then choose one representative to make a performance in front of the class.

Structures	Content

### Step 4 Post-reading

1. Design a short play Suppose, host a happy party at home, and invite the families and friends to eat spaghetti. Six people in one group to design a short play according to the related details mentioned in the article. Then invite some groups to make a performance in front of the class and give positive feedback. At last, teacher demonstrates the proper ways of eating spaghetti and emphasizes the importance of table manners to students.

### 2. Make a discussion

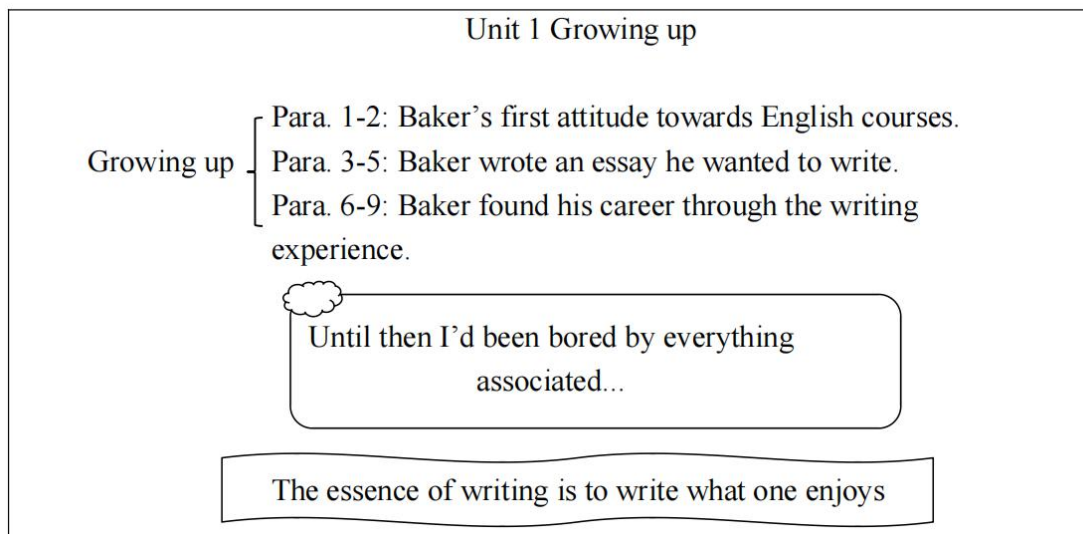
Ask students one question: "according to Mr. Fleagle, what is the essence of the writing?" Let students talk about it in groups of four. After discussing, they will be invited to share their answers.

### Step 5 Summary & Homework

Summary: invite one of the students to review what we have learned today and others make a supplement together. And stress that the essence of writing is to write what one enjoys writing and the importance of table manners to students.

Homework: to think about the question: "If you were Mr. Fleagle, would you act like him or differently? Why?" and talk about what you learned from this article. Next class to share your ideas with us.

**IV Blackboard  
design:**



**V Teaching reflection**