

《新未来大学英语 综合教程 3A》

Unit 2 Landing your dream job 教案

一、单元教学概况

教学目标、教学内容与课时分配、思政特色、教学模式与评价方式

(一) 教学目标

任务目标:

- To write your own résumé (Episode 1)
- To prepare a self-introduction for an interview (Episode 2)
- To conduct a mock job interview (Project)
- To write an essay explaining key factors Chinese job seekers value (Text A)

语言目标:

- To identify text organization (Text A)
- To expand vocabulary about job interview

职场能力目标:

- To prepare for an interview (Episode 2)

高阶能力目标:

- To establish priorities when making decisions (Episode 1)
- To examine how social values influence corporate culture (1) (Episode 2)
- To consider alternative perspectives (Text A)

（二）教学内容与课时分配

- 1-2 课时: Warming up, Episode 1
- 3-4 课时: Episode 2, Text A 导入
- 5-6 课时: Text A
- 7-8 课时: Project & Intercultural writing 学生成果展示与教师反馈

（三）思政特色

Section 1:

- 通过招聘网站的招聘广告和寻求简历撰写建议，帮助学生了解职场需求，培养学生的职业规划意识；
- 通过观看就业指导视频和 HR 经理的反馈，引导学生思考未来职场面试需要做的准备工作和面试中的禁忌，培养学生的职业规划技能；
- 引导学生发掘职业倾向，准备简历以及面试，帮助学生切实培养职业技能。

Section 2:

- 引导学生思考时代和科技的发展对求职行为的影响及原因，帮助其形成对未来就业的理性思考并形成正确的就业观；
- 帮助学生学会克服各种在找工作过程中面临的恐惧心理，培养其理性解决问题的能力。

（四）教学模式与评价方式

● 教学模式：基于 U 校园的混合式教学模式

本课程倡导课堂教学与在线自主学习结合的混合式教学模式。教师可结合教材，并利用“U 校园智慧教学云平台”提供的数字课程、教学管理、互动讨论等内容与功能，实现课堂内外融合和线上线下贯通。

● 评价方式：形成性评价

教师引导学生利用教材 Self-reflection 板块进行自评，并依据教学目标对学生的课堂表现和任务成果进行评价。

二、第 1-2 课时教学

教学目标、教学重难点、教学理念与方法				
(一) 教学目标: 1. To write your own résumé 2. To establish priorities when making decisions (二) 教学重难点: Key points: Writing your own résumé; establishing priorities when making decisions Difficult points: Establishing priorities when making decisions; writing your own résumé (三) 教学理念与方法: 体验式学习: 利用情景剧展开教学, 让学生跟随主人公阅读招聘广告和简历撰写指导视频, 引导学生在真实交际中运用英语完成富有挑战性任务, 提升其职业规划能力和思辨能力。 交际型教学法: 基于对情景剧人物对话的分析和讨论, 在课堂上设置问题并进行小组对话练习, 通过生生互动和师生互动提高学生学习的主动性。 项目式学习法: 教师围绕单元主题, 指导学生通过小组讨论与分享, 撰写一份求职简历, 探讨自身求职意向和优势, 让学生在完成任务的过程中培养职场技能、未来职业规划技能等能力。				

教学过程				
T for teacher; Ss for students; TB for Teacher's Book; OTY for Over to you task				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Ask Ss to preview the new words and expressions of Episode 1 via Unipus, and take the online quiz.	Preview the new words and expressions of Episode 1 via Unipus, and take the online quiz.	预习 Episode 1 生词, 扫清词汇障碍, 为课上学习做准备。	通过在线测试了解学生对于生词的预习情况。
	Step 1: Warming up (10 mins) Ask Ss to work in pairs to complete Ex 1 & 2 by discussing their choices about job seeking.	Step 1: Warming up Work in pairs to complete Ex 1 & 2 by discussing choices about job seeking	1) 通过师生问答与生生问答, 了解学生对求职这个主题的了	1) 教师以开放式问题引领学生对单元主题进行讨论, 并对

While-class (Period 1: 45 mins)	Step 2: Introducing the plotline (5 mins) 1) Introduce to Ss the plotline of Section 1, two OTY tasks and the Project they are going to do using the plotline and the Road map on P36. 2) Introduce the plotline of the text in Episode 1 on P37. Step 3: Episode 1 Text (30 mins) 1) Lead Ss to work in pairs and discuss information they expect to find in job adverts to complete Ex 1 on P37. Then ask them to read the text on P37-39 to tell what information is included in a job adverts. 2) Ask Ss to work in pairs and complete Ex 2 on P40. 3) Guide Ss to read the Critical thinking skill on P40 and ask them to establish their own career priorities and identify positions that meet their priorities.	Step 2: Getting to know the plotline 1) Read the plotline of Section 1 and the Road map on P36. 2) Read the plotline of the text in Episode 1 on P37. Step 3: Episode 1 Text 1) Work in pairs to discuss information you expect to find in job adverts to complete Ex 1 on P37. Read the text on P37-39 to tell what information is included in a job adverts. 2) Work in pairs and complete Ex 2 on P70. 3) Read the Critical thinking skill and establish their own career priorities and identify positions that meet their priorities.	解，进行主题预热。 2)通过介绍剧情线和路线图建立情境感，帮助学生整体了解Section 1 的剧情逻辑、学习内容和任务，并引出第一篇阅读材料。 3)通过完成理解性练习，让学生充分了解招聘广告的内容，引导学生思考不同职位的要求，提升其职业规划意识。 4)通过学习技能框，引导学生关注如何在决策时做出取舍；通过让学生进一步进行输出，加强其对于技巧的理解与运用。	学生的回答进行评价。 2) 教师通过练习考查学生的掌握情况，并对重点内容进行讲解。 3) 教师可以采用生生互评的方式，并对学生的发言进行总结和评价。
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While-class (Period 2: 45 mins)	Step 1: Introducing the plotline of Episode 1 the audio (5 mins) Introduce the plotline of the audio in Episode 1 on P40. Step 2: Episode 1 Audio (30 mins) 1) Ask Ss to listen to the conversation and complete Ex 4 on P40. 2) Ask Ss to listen to the conversation again and complete Ex 5 on P41. 3) Let Ss work in pairs and complete Ex 6 on P41 by discussing the questions based on the result of Activity 3. Then invite 3 Ss to share their ideas in class and choose other Ss to make comments on the ideas if time allows. Step 3: Introducing OTY 1 (10 mins) 1) Introduce the plotline of OTY 1 on P42. Then ask Ss to read Yifei's sample to help Ss learn how to write résumé based on their preferred job positions. 2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria on P37 in TB.	Step 1: Getting to know the plotline of Episode 1 the audio Read the plotline of the audio in Episode 1 on P40. Step 2: Episode 1 Audio 1) Listen to the conversation and complete Ex 4 on P40. 2) Listen to the conversation again and complete Ex 5 on P41. 3) Work in pairs to complete Ex 6. 3 Ss share their ideas in class and other Ss make comments on the ideas. Step 3: Getting to know OTY 1 1) Read the plotline of OTY 1 and the sample on P42. 2) Follow T's introduction of the OTY 1.	1) 引入场景, 通过介绍剧情线使学生了解剧情发展与输入素材。 2) 结合音频内容完成练习, 帮助学生进一步理解文本。 3) 通过学习音频内容, 引导学生思考如何在书写自己的求职简历时做出取舍, 从而呈现出关键信息; 通过让学生进一步进行输出, 加强其对于制作简历的理解与运用。	1) 通过练习完成情况和课堂讨论效果考查学生对于文本内容的理解。 2) 通过提问、布置任务等方式来评判学生的掌握情况, 并对其输出任务进行评价。
Post-class	1) Assign Ss the OTY 1 on P42 and the Language in focus on P43 via Unipus. 2) Ask Ss to preview the new words and expressions in Episode 2 via Unipus, and take the online quiz.	1) Complete the OTY 1 on P42 and the Language in focus on P43 via Unipus. 2) Preview the new words and expressions in Episode 2 via Unipus, and take the online quiz.	1) 通过阶段性产出任务, 帮助学生运用所学语言和技能完成交际任务, 并为最终的综合产出任务做好	1) 根据教师用书 OTY 1 的建议评估标准进行评价。 2) 通过课后语言练

			准备。 2) 通过课后语言练习帮助学生巩固所学知识。	习的完成情况了解学生对知识的掌握程度。
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三、第 3-4 课时教学

教学目标、教学重难点、教学理念与方法				
(一) 教学目标: 1. To prepare a self-introduction for an interview 2. To prepare for an interview 3. To examine how social values influence corporate culture (二) 教学重难点: Key points: Preparing a self-introduction for an interview; preparing for an interview; examining how social values influence corporate culture Difficult points: Preparing a self-introduction for an interview; preparing for an interview; examining how social values influence corporate culture (三) 教学理念与方法: 体验式教学法: 通过创设与职场面试相关的情境, 引导学生获取更多与面试相关的信息, 帮助其掌握面试技巧, 提高学生职业能力。 项目式学习法: 教师围绕单元主题, 创建一个模拟真实面试的项目。通过对项目进行分解, 指导学生分组完成任务, 在过程中培养自主学习及团队沟通与协作等能力。				

教学过程				
T for teacher; Ss for students; TB for Teacher's Book; OTY for Over to you task				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Ask Ss to preview the new words and expressions of Episode 2 via Unipus, and take the online quiz.	Preview the new words and expressions of Episode 2 via Unipus, and take the online quiz.	预习 Episode 2 生词, 扫清词汇障碍, 为课上学习做准备。	通过在线测试了解学生对于生词的预习情况。
	Step 1: Introducing the plotline of Episode 2 video (10 mins) 1) Pose the following questions to get Ss into the scene:	Step 1: Getting to know the plotline of Episode 2 video 1) Answer the questions to get into the scene.	1) 通过提问引入场景并讲解剧情线, 使学生对视频有初步了解。	1) 通过练习完成情况和课堂讨论效果考查学生对于视频内容的理解, 并利

While-class (Period 3: 45 mins)	• <i>What questions do you expect to be asked in a job interview?</i> 2) Introduce the plotline of the video in Episode 2 on P44. Step 2: Episode 2 Video (35 mins) 1) Watch the video and complete Ex 1 on P44 to get more information about getting prepared for an oncoming interview. 2) Let Ss watch the video again and complete Ex 2 on P45. 3) Ask Ss to read the Career skill of preparing for an interview on P45 to learn more interview skills. 4) Ask Ss to work in pairs to complete Ex 3 on P45 by discussing the questions you would like to ask the employer in a job interview, so as to foster their understanding of the Career skill. Then choose 2 Ss to share their ideas in class if time allows.	2) Read the plotline of the video in Episode 2 on P44. Step 2: Episode 2 Video 1) Watch the video and complete Ex 1 on P44. 2) Watch the video again and complete Ex 2 on P45. 3) Read the Career skill on P45. 4) Work in pairs to complete Ex 3 on P45 and 2 Ss share their ideas in class.	2) 通过分析视频完成对应练习, 帮助学生了解更多职场面试的形式和经验, 为后续输出任务做准备。 3) 通过学习技能框完成练习, 培养学生职业技能; 引导学生进一步进行输出, 掌握面试技巧。	用练习引导学生进行思考和归纳。 2) 通过提问、布置任务等方式引导学生参与课堂活动, 对其表现进行评价。
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While-class (Period 4: 45 mins)	Step 1: Introducing the plotline of Episode 2 text (5 mins) Introduce the plotline of the text in Episode 2 on P46. Step 2: Episode 2 Text (30 mins) 1) Ask Ss to read the text on P46 and complete Ex 4 & 5 on P47 to have a general idea of the qualities HR managers expect from employees. 2) Let Ss read Intercultural skill on P47 to examine how social values influence corporate culture. 3) Guide Ss to work in pairs to complete Ex 6 on P47 by exploring the corporate culture of the company they want to apply for and discussing how to prepare for the job interview, and ask 2 Ss to share their ideas in class. Step 3: Introducing OTY 2 and Project (10 mins) 1) Introduce the plotline of OTY 2 on P48. Ask Ss to read Yifei's sample and walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria on P42 in TB. 2) Walk Ss through the steps of Project on P50-51, then present the Suggested evaluation criteria on P43 in TB.	Step 1: Getting to know the plotline of Episode 2 text Read the plotline of the text in Episode 2 on P46. Step 2: Episode 2 Text 1) Read the text on P46 and complete Ex 4&5 on P47. 2) Read Intercultural skill on P47 to examine how social values influence corporate culture. 3) Work in pairs to complete Ex 6 on P47 and 2 Ss share their ideas in class. Step 3: Getting to know OTY 2 and Project Follow T's instruction of the OTY 2 on P48 and Project on P50-51.	1) 通过介绍剧情线引入场景, 进入情景教学, 使学生对输入材料有整体了解。 2) 通过完成阅读输入练习, 让学生进一步了解如何根据 HR 经理的意见反馈准备未来的职场面试。 3) 通过学习技能框, 引导学生思考不同的社会价值观对企业文化的影响。并通过进一步的输出练习, 加强学生对于所学技巧的理解与运用。	1) 根据练习完成情况和学生课堂表现做出评价。 2) 通过提问、布置任务等方式来考查学生对素材内容的掌握情况, 并进一步采取生生互评和师生评价。
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Post-class	1) Let Ss complete OTY 2 on P48 and the Language in focus on P49 via Unipus. 2) Assign the Project on P50-51 to Ss via Unipus. 3) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz. 4) Ask Ss to preview Text A and complete the Preview task of Text A on P52.	1) Complete the OTY 2 on P48 and the Language in focus on P49 via Unipus. 2) Submit their work of the Project on P50-51 via Unipus. 3) Preview the new words and expressions of Text A via Unipus, and take the online quiz. 4) Preview Text A and complete the Preview task on P52.	1) 通过阶段性产出任务，帮助学生运用所学语言和技能完成交际任务，并为后续的综合产出任务做好准备。 2) 通过完成综合产出任务，实现对所学知识和技能的综合运用。 3) 通过课后练习帮助学生巩固所学知识。	1) 根据教师用书 OTY 2 和 Project 的建议评估标准进行评价。 2) 通过提交的课后练习答案了解学生对知识的掌握情况。
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四、第 5-6 课时教学

教学目标、教学重难点、教学理念与方法				
(一) 教学目标: 1. To identify text organization 2. To consider alternative perspectives 3. To write an essay explaining key factors Chinese job seekers value (二) 教学重难点: Key points: Identifying text organization; considering alternative perspectives; writing an essay explaining key factors Chinese job seekers value Difficult points: Considering alternative perspectives; writing an essay explaining key factors Chinese job seekers value (三) 教学理念与方法: 基于主题和内容教学: 教师围绕单元主题, 通过分析文章内容, 帮助学生习得如何辨析文章主体结构。通过对文章内涵的深度学习和讨论, 引导学生关注时代和科技的发展对求职行为产生的影响, 培养学生正确的就业观。				

教学过程				
T for teacher; Ss for students; TB for teacher's book				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	1) Ask Ss to preview Text A and complete the Preview task on P52. 2) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz.	1) Preview the text and complete the Preview task on P52. 2) Preview the new words and expressions of Text A via Unipus, and take the online quiz.	预习 Text A 生词和课文, 扫清词汇障碍, 并思考相关问题完成课前任务, 为课上学习做准备。	通过在线测试了解学生对于生词的掌握程度。
	<u>Text A Session 1 (45 mins)</u> Step 1: Warming up (10 mins) Introduce the topic of the text by asking the following questions:	<u>Text A Session 1 (45 mins)</u> Step 1: Warming up Discuss and answer the questions.	1) 通过提问引入课文主题, 引导学生思考并讨论相关话题, 为接下来理解文本做准备。	依据参考答案以及学生课堂表现进行评价。

While-class (Period 5: 45 mins)	• <i>How has the world changed in the last five to ten years?</i> • <i>How have these changes impacted the job market?</i> • <i>What are the differences in job hunting between older generations and your generation?</i> Step 2: Global comprehension (25 mins) 1) Ask Ss to scan the text and complete Ex 1 on P54. Help them to grasp the structure of the text. Introduce the background information soft skills on P44 of TB. 2) Lead Ss listen to the audio of the text paragraph by paragraph to grasp the key information. Explain some language points referring to TB where necessary. 3) Introduce culture notes Generation Z on P44 of TB. Ask Ss to think about what features distinguishes Generation Z from the previous generations and the different expectations for the labor market between different generations. Step 3: Deep reading (10 mins) 1) Ask Ss to read Reading skill on P54 and learn how to identify text organization. 2) Ask Ss to skim the text on P52-53 and complete Ex 1 on P54.	Step 2: Global comprehension 1) Scan the text and complete Ex 1 on P22 to grasp the structure of the text. Get to know the background information following T's introduction. 2) Listen to the audio of the text to grasp the key information. Learn some language points by T's explanation. 3) Get to know the culture notes and answer T's questions. Step 3: Deep reading 1) Read Reading skill on P54. 2) Skim the text on P52-53 and complete Ex 1 on P54.	2) 引导学生快速阅读文章获取文章大意，在阅读文本的过程中帮助学生梳理文章结构并讲解知识点。	
	<u>Text A Session 2 (45 mins)</u> Step 1: Detailed comprehension (10 mins) Ask Ss to read the text again and complete Ex 3 on P54 to know more detailed information about the text.	<u>Text A Session 2 (45 mins)</u> Step 1: Detailed comprehension Read the text again and complete Ex 3 on P54.	1) 通过完成文章细节理解题，加深对文章内容的理解。 2) 通过学习技能框和	1) 根据练习完成情况和学生课堂表现做出评价。 2) 教师对小组活动

While-class (Period 6: 45 mins)	Step 2: Critical thinking (20 mins) 1) Ask Ss to read the Critical thinking skill on P55 to learn how to consider alternative perspectives. Then, ask Ss to refer back to the text and find out what skills the employers want the employees to have and what employees expect to get from the company nowadays. 2) Guide Ss to complete the Think-Pair-Share exercise on P55 to practice the Critical thinking skill. 3) Introduce to Ss the additional notes on Critical thinking skill about finding common ground when considering alternative perspectives on P49 of TB. Step 3: Intercultural writing (15 mins) 1) Put Ss in small groups to discuss the following question: <i>Do Chinese job seekers generally prioritize the factors listed in the text? If not, what factors are more important to Chinese job seekers?</i> 2) Ask Ss to make a comparison between the two sets of priorities, using a Venn diagram if it helps. Invite one or two Ss from different groups to read out their explanations to the rest of the class. 3) Introduce the writing task on P55 to Ss and present the sample essay and analyze its structure and language features.	Step 2: Critical thinking 1) Read the Critical thinking skill on P55 and follow T's explanation to learn how to consider alternative perspectives. 2) Complete the Think-Pair-Share exercise on P55. 3) Follow T's instruction to learn more about considering alternative perspectives. Step 3: Intercultural writing 1) Discuss and answer the question. 2) Make comparison between listed priorities in the text and factors Chinese job seekers value. 3) Follow T's introduction of the writing task and analyze the structure and language features of the sample essay.	完成小组活动，引导学生思考讨论课文中从招聘者和求职者两个不同的角度对求职的不同要求，培养其思辨能力。 3) 通过布置写作任务，引导学生思考招聘者和求职者对求职要求的共同点；并通过写作范例分析，让学生习得写作结构以及相关语言表达。	进行评价以及学生互评。
Post-class	1) Assign Ss Language in focus on P56-57 via Unipus.	1) Complete Language in focus on P56-57 via Unipus.	1) 完成写作任务，进一步巩固学生跨文化思	1) 根据教师手册中的建议评价标准进

	2) Ask Ss to finish Intercultural writing on P55 via Unipus.	2) Complete Intercultural writing on P55 via Unipus.	辨能力和语言运用能力。 2) 通过课后语言练习巩固所学知识。	行写作批改与点评。 2) 根据语言练习参考答案给出评价。
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五、第 7-8 课时教学

教学目标、教学重难点、教学理念与方法				
(一) 教学目标: 1. To conduct a mock job interview 2. To write an essay explaining key factors Chinese job seekers value (二) 教学重难点: Key points: Conducting a mock job interview; writing an essay explaining key factors Chinese job seekers value Difficult points: Conducting a mock job interview; writing an essay explaining key factors Chinese job seekers value (三) 教学理念与方法: 项目式学习法: 学生展示产出任务成果, 进行生生互评和教师点评, 实现相互学习, 共同成长。				

教学过程				
T for teacher; Ss for students; TB for teacher's book				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Review and select some Ss' projects and intercultural writings via Unipus.			
While-class (Period 7: 45 mins)	Session 1: Project (45 mins) 1) Restate the plotline and Project. Walk Ss through the structure and key aspects of the Project using the Suggested evaluation criteria in TB. Then ask 4 Ss to present their projects in class. 2) After Ss' presentation, ask other Ss to give comments and evaluation on the selected projects.	Session 1: Project 1) Review the plotline and Project, then 4 Ss present their projects in class. 2) Discuss and comment on 'the selected projects. 3) Learn how to improve their own projects following T's feedback. 4) Vote for their favorite project via	通过生生互评和教师点评, 使学生了解任务完成要点, 从而改进自己的任务成果。	根据教师用书中 Project 的建议评价标准教师进行评价以及采取学生互评。

	3) Give an overall feedback and ask Ss to further improve their projects after class and submit their revisions via Unipus. 4) Let Ss vote for their favorite one via Unipus.	Unipus.		
While-class (Period 8: 45 mins)	Session 2: Intercultural writing (45 mins) 1) Restate the writing task on P55. 2) Show selected Ss' writings and the sample writing, then guide them to analyze their strengths and weaknesses from the perspective of content, structure and language. 3) Guide Ss to score the selected Ss' writings according to the Suggested evaluation criteria on P43 in TB. Then ask Ss to discuss how to improve their own writings. [Moral education] Ask Ss to think about how the differences of career planning between different countries and what factors are most valued in Chinese culture. (Emphasize the important of considering public welfare and help Ss establish a sound value)	Session 2: Intercultural writing 1) Review the writing task. 2) Follow T's guidance to analyze the selected Ss' writings and the sample writing. 3) Score the selected Ss' writing following the Suggested evaluation criteria, and then discuss how to improve their own writings. [Moral education] Compare differences of career planning between different cultures and think about the factors that Chinese people value most in career planning.	1) 通过在课堂上对挑选出的作文进行分析，帮助学生掌握写作要点，从而提升写作水平，培养其跨文化思辨能力。 2) 通过引入思政教育，引导学生比较不同文化的职业观差异，培养学生的跨文化能力。同时让学生联系自身思考中国文化推崇的职业观，加强其对于本国文化的认同感，帮助其建立正确良好的价值观。	根据教师手册中的建议评价标准进行写作批改与点评,以及采取学生互评。
Post-class	1) Ask Ss to revise their projects and intercultural writings. 2) Ask Ss to preview the new words and expressions of Episode 1, Unit 3, and take the online quiz.	1) Revise their projects and intercultural writings via Unipus. 2) Preview the new words and expressions of Episode 1, Unit 3, and take the online quiz.	通过对产出任务的完善与改进,提升任务质量,实现任务技能的内化。	

六、教学评价

教学评价

评价依据

OTY 1

Suggested evaluation criteria

Content	• Relevance: Your résumé includes all necessary information about personal details, education, qualifications, work experience, etc.
Organization	• Structure: The structure of your résumé is clear and includes relevant information in each sub-section. You've put current information first for both education and work experience. • Clarity: The information is presented in a clear way, e.g. by using bullet points.
Language	• Acquisition: You have used as many as possible of the new words and expressions learned in this episode. • Appropriacy: You have used the correct tone and level of formality.

OTY 2

Suggested evaluation criteria

Content	• Relevance: You choose carefully the facts that will have the most powerful impact on your application. • Appeal: Your self-introduction has interesting details to attract the employers and stand out from the crowd.
Organization	• Structure: Your self-introduction is well structured, with clear, logical links between the ideas.
Language	• Acquisition: You have used as many as possible of the new words and expressions learned in this section. • Appropriacy: You have observed a formal style because you are addressing an unknown potential employer.

Project

Suggested evaluation criteria

Content	• Relevance: Your answers are to the point and can persuade the interviewer of your suitability for the position.
Organization	• Clarity: Your answers are clear and concise.
Language	• Acquisition: You have properly used new words and expressions learned in this section. • Appropriacy: You have used a formal tone appropriate for the interview situation.
Delivery	• Fluency: You have answered the questions smoothly and clearly, with a natural flow. • Engagement: You have responded enthusiastically to the questions asked by the interviewer and your body language shows interest.

Self-reflection

Self-reflection

• Check (✓) whether you can do the following tasks.

- E1** ☐ I can write my own résumé.
- E2** ☐ I can prepare a self-introduction for an interview.
- P** ☐ I can conduct a mock job interview.
- TA** ☐ I can write an essay explaining key factors Chinese job seekers value.

• Indicate the degree to which you have learned the following skills.

Section 1		very poor	poor	average	good	very good
Career skill	Preparing for an interview					
Critical thinking skill	Establishing priorities when making decisions					
Intercultural skill	Examining how social values influence corporate culture					
Section 2						
Reading skill	Identifying text organization					
Critical thinking skill	Considering alternative perspectives					
Intercultural skill	Explaining culture-related factors in job hunting					
	Dealing with job-hunting fears in different cultures					

• Answer the following reflection questions.

1. What are the three most useful things you have learned in this unit?
2. What do you still need to improve? How do you think you can improve it?