

# 前言

## 一、编写背景

改革开放特别是党的十八大以来，研究生教育快速发展，我国已成为世界研究生教育大国。随着中华民族伟大复兴事业的推进、国际形势的快速变化，各行各业对高层次创新人才的需求更加迫切，研究生教育的地位和作用更加凸显。

2017年教育部、国务院学位委员会印发《学位与研究生教育发展“十三五”规划》，提出学位与研究生教育发展的任务之一是“改革培养模式，提升创新和实践能力”。2020年教育部、国家发展改革委、财政部联合发布《关于加快新时代研究生教育发展的意见》，再次强调要“加强教材建设，创新教学方式，突出创新能力培养”。

在新时代、新形势下，培养具有国际视野和中国情怀、承担科技创新使命、服务国家发展战略、适应经济社会发展需求的创新型、复合型、应用型人才，有赖于研究生英语教学改革的支持，而优质的教材是院校人才培养、教学改革的重要组成部分。针对研究生教材需求情况，外研社携外研在线深入调研高校研究生公共英语的教学现状、教学痛点和发展趋势，出版新形态、立体化研究生系列教材《新探索研究生英语》，为院校研究生英语教学改革保驾护航。

《新探索研究生英语》系列教材面向全体硕士研究生，包括学术学位硕士研究生和专业学位硕士研究生。教学目标定位为通用学术英语(EGAP)能力培养，为专业学术英语(ESAP)学习打好语言基础，培养学术技能，提升创新思维能力和学术实践能力，为学术创新培养良好的认知结构与思维习惯。教材定位与大部分院校的研究生人才培养目标和研究生英语教学的实际情况相符。同时，思政育人理念贯穿整个教材体系，隐性思政教学设计和显性思政板块相结合，寓价值观引领于知识传授和能力培养之中，培养德才兼备、全面发展的时代新人。教材充分体现信息技术与语言教学的融合创新，以线上线下混合的方式进行教学实践，课堂手册与数字课程互为补充，相得益彰。另外，教材符合“因材施教”的教育理念，主干教程模块与补充技能模块相互配合，低阶、高阶难度分级，读写、听说等技能分项，可支持院校针对本校研究生教学目标进行课程的个性化组合，满足多样的课型需求，也可满足本硕一体化人才培养模式下的学术英语教学需求。

## 二、编写依据

### 1. 在课程性质上落实思政育人的根本目标

《高等学校课程思政建设指导纲要》明确提出“全面推进课程思政建设是落实立德树人根本任务的战略举措”，“课程思政建设是全面提高人才培养质量的重要任务”，强调要“将课程思政融入课堂教学建设全过程”。《新探索研究生英语》特别设置了思政育人板块，从中西对比、文化传承、价值观塑造等层面深化单元主题，介绍社会主义核心价值观、中华优秀传统文化、社会主义建设成就，并通过实践任务落实育人目标，培养国际视野和文化自信。

### 2. 在教学方法和手段上体现线上线下融合的混合式教学模式

在信息化与智能化时代，多媒体技术以及大数据、人工智能等现代信息技术已成为外语教育的重要手段。教材积极创建多元的教与学环境，依据布鲁姆-安德森认知能力模型，线上学生通过U校园智慧教学云平台完成语言练习，训练记忆、理解、应用等低阶思维能力，并获取评价与反馈，教师则基于数据开展学情监测、进行学情分析；线下教师基于个性化学情、借助数字化工具创设互动式、研讨式课堂，培养学生分析、评价、创造等高阶思维能力，通过线上线下融合的混合式教学实践，使学生朝着主动学习、自主学习的方向发展，真正实现教学的立体化、个性化、智能化。

### 3. 在教学目标上体现多元能力培养

整套教材以学术主题为牵引，以学术能力为导向。教材以英国麦克米伦出版有限公司高品质教材 *Skillful (Second Edition)* 为蓝本，涵盖多学科话题，注重学术阅读、学术写作、学术听说等技能培养。同时，教材将思辨英语教学理念和原则融入教学活动设计中，专门设立思辨板块，进一步提升研究生的批判性思维能力和创新创造能力。

### 4. 在教师发展方面全方位提升教师信息化素养

《教育部等六部门关于加强新时代高校教师队伍建设的指导意见》指出，高校要“积极应对新科技对人才培养的挑战，提升教师运用信息技术改进教学的能力”。使用《新探索研究生英语》的教师可以通过U校园平台的大数据反馈、写作智能评阅引擎、语音自动评阅引擎、语音实时转写、师生互动和生生互评等创新功能，开展学情分析，辅助作业批阅，提供即时反馈，激发学生互动与参与。这些功能也可以为教学研究提供方法指导和数据支撑。

### 三、教材特色

#### 1. 打造新形态教材模式，创设智慧式教学流程

《新探索研究生英语》由U校园数字课程和课堂手册构成，引领院校开展线上线下融合的混合式教学实践。新形态教材厘清线上、线下功能，突出混合式特色，明晰课前、课中、课后的目标、任务与实施手段。课下学生使用U校园数字课程自主学习，教师监管辅助。课上教师基于U校园平台学情分析及教学互动工具，利用课堂手册引导学生进行深度理解、思辨讨论等研讨活动，实现高效、便捷、智能的教、学、管过程。

#### 2. 体现时代脉搏、国际视野，深化思政育人理念

教材基于英国麦克米伦出版有限公司高品质教材 *Skillful (Second Edition)*，由国内著名教材编写专家进行改编。单元主题涉及心理学、美学、社会学等学科领域，围绕环境保护、疾病防治、法律与伦理道德、新兴科技发展等热门话题展开；阅读选篇以议论文、说明文为主要体裁；视听素材聚焦学术场景，以学术对话、学术研讨、学术讲座为主要形式。此外，教材巧妙融入思政素材，传递中华优秀传统文化与现当代社会主义建设成就，通过中西对比、实践产出等落实价值观塑造，培育文化自信与文化传播力。

#### 3. 着重培养学术素养，提升思辨力、创新力、实践力

全套教材高度关注学术技能培养，勾勒出完整的学术技能图谱，涵盖学术读写、学术听说、学术思辨全场景。每单元基于素材选择2—4个技能点进行细致讲练，辅以U校园视频微课、交互式技能训练，帮助学生牢固掌握、熟练应用技能。同时，教材汲取英语思辨教学理念，研讨式课堂的教学设计着重训练分析、评价、创造等高阶思维能力，提升研究生的独立思考能力、创新创造能力。

#### 4. 充分体现Unipus数字产品能力，大幅提升教与学效果

基于此套教材，Unipus为研究生公共英语教学全力保驾护航。教材引入丰富的数字化教学手段，如iWrite写作智能评阅引擎，提供写作任务的机器评阅、同伴互评、小组互评等功能，实现以评促教，以评促学；Unipus智慧云盒、智慧教室创新课堂展示效果，提升多资源协同的教学体验；语音实时转写功能激发学生主动性，帮助教师实施个性化教学，给予学生针对性指导。

## 四、教材构成

教材分为**主干教程**与**补充技能**两大模块。

- ▶ 主干教程模块共设两个级别（基础级和提高级），每个级别包括《读写教程》和《视听说教程》两个分册，每个分册含六个单元，《读写教程》与《视听说教程》单元主题呼应。每个分册由U校园数字课程、课堂手册构成新形态、立体化的教学体系。



《读写教程》  
U 校园数字课程



《读写教程》  
课堂手册



《视听说教程》  
U 校园数字课程



《视听说教程》  
课堂手册

- ▶ 补充技能模块为拓展学习资源，包括《学术词汇讲练》《学术论文写作》《学术英语交流》三门U校园数字课程，鼓励学生根据自身需求，自主选择学习。
- ▶ 配套资源包括混合式教学指导手册、助教课件、试题库等。

## 五、编写团队

《新探索研究生英语》系列教材主干教程的《读写教程》（基础级）由复旦大学季佩英教授主编，《视听说教程》（基础级）由西安交通大学陈向京教授主编，《读写教程》（提高级）由山东大学王俊菊教授主编，《视听说教程》（提高级）由东南大学陈美华教授主编。

参与《新探索研究生英语》系列教材策划与编写的人员是来自复旦大学、西安交通大学、山东大学、东南大学等多所高校的外语教育专家和一线教师。美籍专家 Ann Marie Ross 教授参与了教材审读工作，在此谨表示衷心的感谢。

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《新探索研究生英语》系列教材应新时代的人才培养需求而生，从筹划到出版历经数年，通过理念创新、模式创新、资源创新，将成为教学改革的有力抓手，为高校提供教学资源、教学手段和教学方法的全方位支撑，为提高人才培养质量打好基础、创造条件。同时我们希望教材在使用过程中得到广大院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。

《新探索研究生英语》编写团队

# 编写与使用说明

《新探索研究生英语 读写教程》的设计和编写充分考虑国内研究生人才培养目标和研究生公共英语的教学需求，教学内容符合研究生认知水平，学术特征突出；教学设计紧密围绕学术阅读、学术写作和学术研究能力培养；教学资源立体多元，包括学术技巧微课、思政视频素材、写作范文等，为教师因材施教、学生自主学习创造有利条件。

《新探索研究生英语 读写教程》遵循线上线下融合的混合式教学模式，线上学生自主研读文本，学习技巧，操练语言，进行写作训练；线下教师引导学生研讨互动，辨析文章深意，应用学术技巧，鉴赏写作范文，掌握写作要领。U校园智慧教学云平台将线上、线下环节进行有机融合，大数据分析即时反馈学情，帮助教师反拨课堂教学；线上讨论、小组任务教师评阅、生生互评消除线上学习的迷航与孤独，促进师生互动交流。

## 单元结构与教学场景

《读写教程》共设“基础级”与“提高级”两个级别，每级包括6个单元。单元结构与教学场景具体如下：



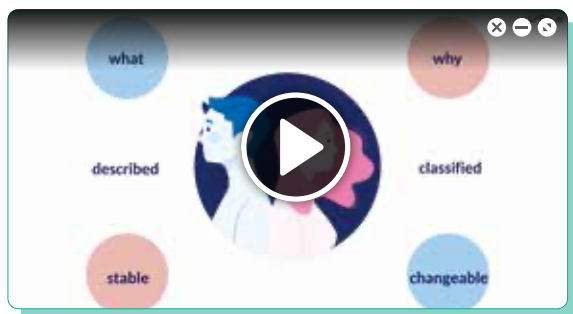
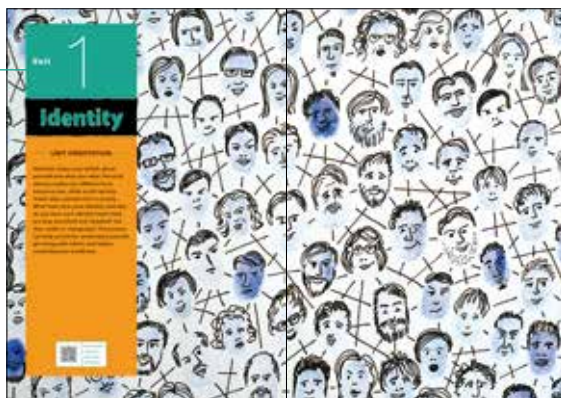
## 板块介绍

# Getting prepared

### Unit orientation

指导单元学习，引入单元主题，介绍学习内容，发布本单元写作任务与实践任务，帮助学生明确学习重点，指引学习路径。

**U** 学生线上自主预习，观看单元导入微课视频。



### Learning objectives

从学术技能、思辨能力、语言能力等方面明确单元学习目标，使学生在学习中做到有的放矢。

### Discussion point

通过小组讨论、头脑风暴等活动，激发学习兴趣，激活知识储备，为学习单元内容作好准备。

课堂进行小组讨论等活动。





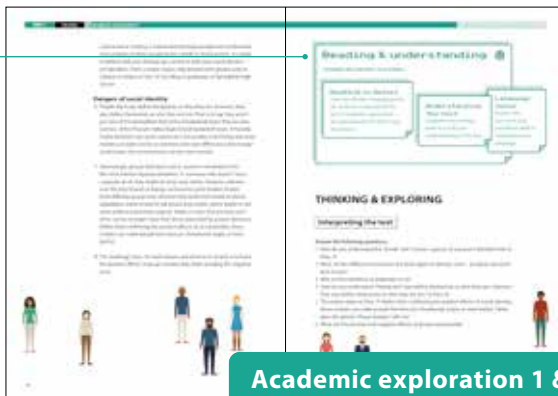
## Academic exploration 1 & 2

Academic exploration 1 & 2 各含一篇课文，以议论文、说明文为主要体裁，通过 Reading & understanding 和 Thinking & exploring 两个层次的阅读任务帮助学生全面理解文章主旨、重要细节，准确领会作者意图，并能联系自我、社会与世界，就相关话题进行论证、推理和思辨。此外，Academic exploration 1 设有 Developing cultural awareness 思政板块，培养家国情怀，树立文化自信。Academic exploration 2 设有 Critical thinking 思辨板块，系统讲解思辨技巧，培养逻辑论证方法，提升思辨能力，为学术读写打好基础。

### Reading & understanding

侧重识记、理解、应用等低阶认知能力训练，由学生利用U校数数字课程进行课前自主学习。

U 学生线上自主学习。



### Academic exploration 1 & 2

#### Reading & understanding

##### Reading in detail

Reading in detail

##### Understanding the text

Comprehension 1

Comprehension 2

##### Language focus

Vocabulary learning

Words in use

Translation

##### Reading in detail

精读课文，点击重点词汇，查看课文难点解析与中文翻译，掌握语言知识，突破语言难点。





## Understanding the text

提供阅读理解练习，帮助学生梳理文章脉络，掌握重点细节，提升阅读理解能力。

Reading in detail      Understanding the text      Language focus

Comprehension 1      Comprehension 2

**Directions:** In the text, the author analyzed social identity from three aspects. Match the headings (A-C) to the numbers 1-36 from the text. Remember to skim for topic sentences to help you.

**Social identity**

1 It's hard to imagine meeting someone for the first time and not exchanging any personal information. At the very least, you offer your name and a few important facts - perhaps age, occupation, reason for joining a certain organization, or reason for attending a certain class. As friendships develop, however, the answer to the question "Who are you?" becomes more complex.

2 Our identities start to form when we are children and continue to grow, evolve, and even change as we mature. A person's identity is actually made up of many different aspects, some broad and some narrow. For instance, you might identify with the broad categories of "German," "male," and "student" as well as the narrower ones of "left-handed," "left-handed person," and "brother of Anna."

3 Identify traits can be ascribed, achieved or chosen. An ascribed trait is one that you are born with; examples include your ethnic heritage, and being the child and possibly the sibling of a

A. Dangers of social identity  
B. The importance of identity  
C. Types of identity traits

Reading in detail      Understanding the text      Language focus

Comprehension 1      Comprehension 2

**Directions:** Match the examples from the text (1-6) to the concepts they explain (A-F).

**Social identity**

1 It's hard to imagine meeting someone for the first time and not exchanging any personal information. At the very least, you offer your name and a few important facts - perhaps age, occupation, reason for joining a certain organization, or reason for attending a certain class. As friendships develop, however, the answer to the question "Who are you?" becomes more complex.

2 Our identities start to form when we are children and continue to grow, evolve, and even change as we mature. A person's identity is actually made up of many different aspects, some broad and some narrow. For instance, you might identify with the broad categories of "German," "male," and "student" as well as the narrower ones of "left-handed," "left-handed person," and "brother of Anna."

3 Identify traits can be ascribed, achieved or chosen. An ascribed trait is one that you are born with; examples include your ethnicity, your hometown, and being the child and possibly the sibling of certain people. An achieved trait is one you work for, such as being a

1. being the employee of a certain company  
2. belonging to a political party  
3. adulthood: printed  
4. intelligent, loyal  
5. left-handed person  
6. preferring two different brands of laptops

7. male, student

A. achieved trait  
B. ascribed trait  
C. broad categories  
D. chosen trait  
E. narrow categories  
F. negative traits

## Language focus

聚焦重点词汇与翻译，提供多元丰富的语言练习，帮助学生夯实语言基础，提升语言运用能力。

Vocabulary learning

trait

n. [C] (trɪt) a particular quality in sb.'s character (某人性格中的) 特性, 品质

Reading in detail      Understanding the text      Language focus

Vocabulary learning      Words to use      Translation

**Directions:** Complete the sentences with the words below. Change the form if necessary.

ambition    search    campaign    acquaintance    foster    traditional    treaty    vast

1. She said exactly what she thought, without thinking about the \_\_\_\_\_.

2. In general, women is a personality \_\_\_\_\_ that is partly biological and partly environmental.

3. International travel has grown to the point that many hotels find it necessary to employ \_\_\_\_\_ staff members.

4. I can only \_\_\_\_\_ the uncommon behavior of the strangers I meet to my being a foreigner.

5. I have \_\_\_\_\_ my social media contacts into family, close friends, and work colleagues.

6. The city hopes historic districts will \_\_\_\_\_ a sense of community, which can be lacking in young and fast-growing areas.

7. Laughing at the same joke would help us to show \_\_\_\_\_ with others, and this may be why it is especially infectious.

8. Once you graduate from school, you'll start to feel some \_\_\_\_\_ as you compete for a good job.

Reading in detail      Understanding the text      Language focus

Vocabulary learning      Words to use      Translation

**Directions:** Translate the following sentences into Chinese. Pay attention to the words in bold.

1. Although restricted **ability** tests can result in behavioral problems and issues with relationship-building later in life, earlier forms have been shown to have a beneficial impact on development in childhood.  
能力测试

2. Confirmation bias is the tendency of people to favor information that **validates** their existing beliefs or hypotheses.  
证实

3. We all have the potential for **adulterous** behaviors, but to avoid with a strong fear of change, adulterers can become a dominant pattern.  
出轨

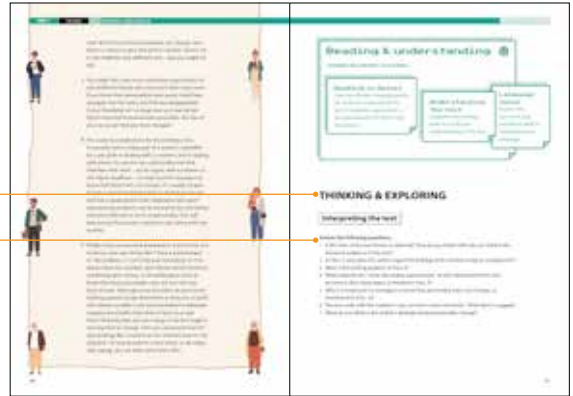
### Thinking & exploring

师生开展课堂研讨，应用学术技能，锤炼学术思维，提高分析、评估、创造等高阶认知能力。

师生课堂研讨，开展同伴、小组讨论等活动。

### Interpreting the text

深度解析课文，挖掘文章深意，分析语篇特征和重要修辞手段。

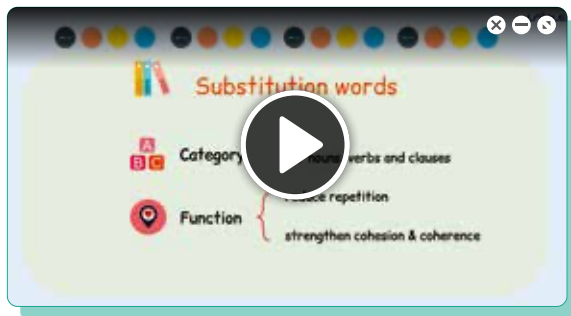
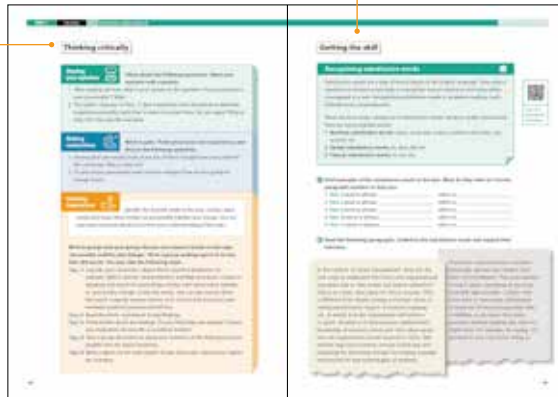


### Thinking critically

围绕课文内容进行多角度的内容挖掘与话题延伸，设置课堂讨论活动，分析评价作者观点，启发学生联系自身的生活经历与知识积累探讨话题，联系社会现实，思考解决问题的方法。

### Getting the skill

学习课文中的典型学术阅读技巧，辅以视频微课，讲练结合，并通过该技巧在其他学术语篇中的应用练习，帮助学生牢固掌握、熟练应用。



## Developing cultural awareness

### Academic exploration 1

从文化、价值等层面拓展课文 1 话题，培育文化自信。

教师可在课堂给予学生指导，明确任务要求；学生可在课下观看视频并完成小型实践任务，在下一节课中进行作品展示，并在数字课程中上传作品，进行小组互评。

#### Viewing

观看具有思政、人文内涵的视频素材。选材突出中国优秀传统文化和社会主义先进文化，或中国建设成就、发展大势等主题，实践立德树人教学目标。

#### Mini-project

根据视频主题，设置讨论、展示、演讲、报告等小型实践任务，实现“价值培养”与“能力提升”的双重作用。



## Critical thinking

### Academic exploration 2

从思维层面拓展课文 2 话题，提升思辨能力。

教师在课堂讲解思辨技巧重难点，学生可在课前自主学习技巧微课，也可在课后利用微课进行巩固拓展。

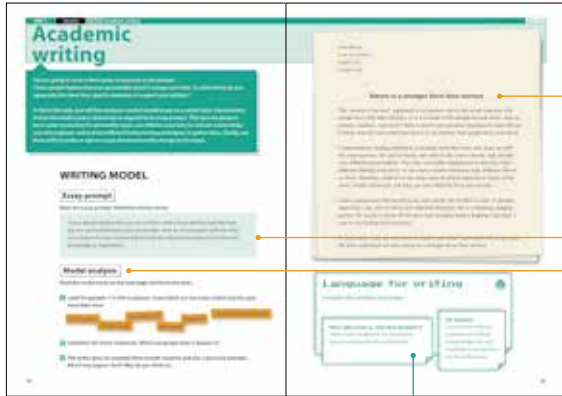
#### Getting the skill

系统教授思辨技巧，配备 U 校园视频微课与应用练习，培养学生批判性分析、评价观点和论据等思维能力。



## Academic writing

学术写作板块以课堂面授为主，通过范文分析搭建脚手架，点拨学术写作技巧，辅以线上学习任务，帮助学生积累完成单元写作任务所需语篇知识、语言知识与写作技巧，最终通过详细的步骤指导，独立完成写作任务。



### Writing model

范文学习与分析。

教师课堂面授，进行师生研讨。

### Essay prompt

分析与本单元写作任务类似的范文题目。

### Model analysis

分析该范文语篇模式、修辞手段等，让学生掌握完成写作任务需要的相关语篇知识，为学生提供脚手架。

### Language for writing

拓展学习语言知识。学生依托范文，拓展词汇、句法和语法知识，为完成写作任务作进一步准备。

学生线上自主学习。

### Vocabulary development

学生以范文为依托，拓展学习相关词汇，如主题词、功能词等，并通过练习提升语言运用能力。

### Academic writing

#### Language for writing

#### Vocabulary development

Vocabulary for describing personality types

#### Grammar

Reflexive pronouns

#### Grammar

学生以范文为依托，拓展学习相关句式、语法知识，巩固语言基础，完成写作任务。



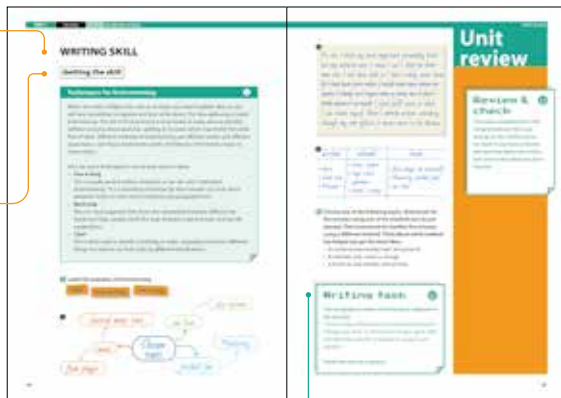
## Writing skill

学习学术写作技巧。

教师课堂面授，进行师生研讨。

### Getting the skill

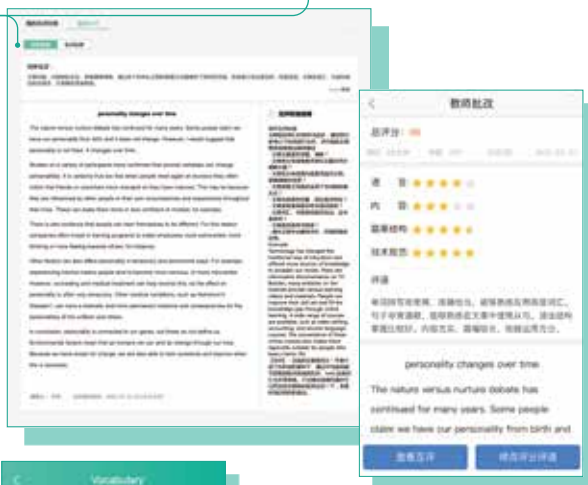
掌握完成写作任务需要具备的相关写作技巧，通过形式多样的练习，提升技巧应用能力。



## Writing task

通过详细的步骤指导，运用本单元掌握的语篇知识、语言知识、写作技巧，完成写作任务。

学生线上完成写作任务，进行智能评阅与同伴互评。



## Unit review

自我反思、自主提升，培养终身学习能力。

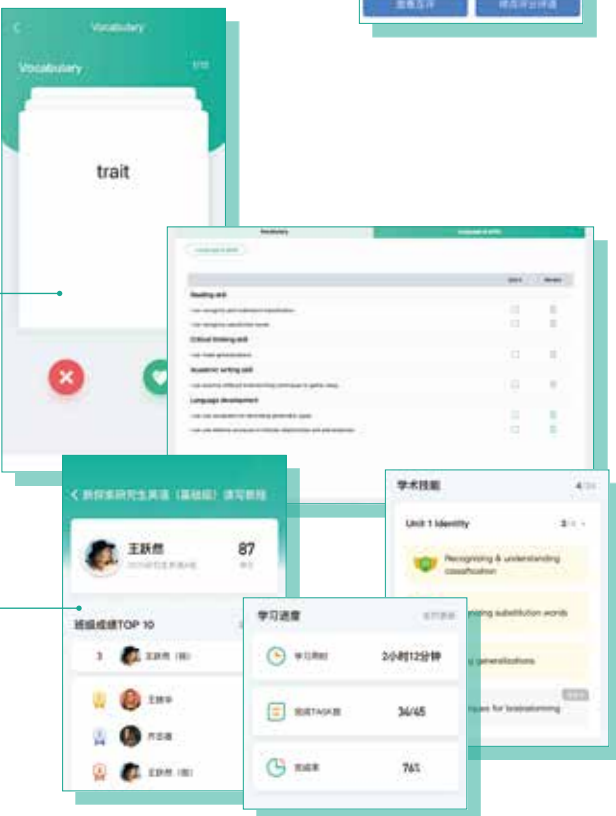
### Review & check

从语言知识与技能等方面引导学生进行自我反思，帮助学生自我检测、复习巩固。如果某板块学习效果不理想，学生可点击相应板块进行复习。

学生课后进行线上自我反思与复习巩固。

## 学习分析报告

学生可通过查看学习分析报告了解学习时长、成绩排名、学习进度与技能掌握情况等信息，促进自我反思，实现自主提升。



# Map of the book

Unit	Academic exploration 1 & 2		
	Reading	Reading skills	Developing cultural awareness
<b>1</b>  <b>Identity</b> <i>p2</i>	<b>Reading 1</b> <b>Sociology</b> <i>Social identity p6</i>  <b>Reading 2</b> <b>Psychology</b> <i>How permanent is your personality? p14</i>  <b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> <i>p9; p17</i>	Recognizing & understanding classification <i>p11</i>  Recognizing substitution words <i>p19</i>	<b>Viewing</b> Understanding China's national identity <i>p12</i>  <b>Mini-project</b> Designing a poster to introduce China <i>p13</i>
<b>2</b>  <b>Design</b> <i>p26</i>	<b>Reading 1</b> <b>Art</b> <i>Beautifully broken p30</i>  <b>Reading 2</b> <b>Business</b> <i>Community development: a new business in town p38</i>  <b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> <i>p33; p41</i>	Recognizing & understanding internal paraphrasing <i>p35</i>  Understanding exemplification <i>p43</i>	<b>Viewing</b> Understanding Chinese ceramics <i>p36</i>  <b>Mini-project</b> Designing a survey of Chinese college students' attitudes toward antique restoration <i>p37</i>
<b>3</b>  <b>Disease</b> <i>p50</i>	<b>Reading 1</b> <b>Publichealth</b> <i>Fighting cholera p54</i>  <b>Reading 2</b> <b>Medicine</b> <i>The economic impact of disease p62</i>  <b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> <i>p57; p65</i>	Recognizing paragraph structures <i>p59</i>  Identifying sentence functions <i>p67</i>	<b>Viewing</b> Understanding the role of TCM in modern society <i>p60</i>  <b>Mini-project</b> Making a presentation to introduce one of the TCM practices <i>p61</i>

## Academic writing

Critical thinking	Language for writing	Writing skills	Tasks
<p>Making generalizations <i>p20</i></p>	<p><b>Vocabulary development</b> ⓘ Vocabulary for describing personality types</p> <p><b>Grammar</b> ⓘ Reflexive pronouns</p>	<p>Techniques for brainstorming <i>p24</i></p>	<p>Writing an opinion essay on whether personality changes over time <i>p25</i></p>
<p>Identifying flawed arguments <i>p44</i></p>	<p><b>Vocabulary development</b> ⓘ Adjectives for describing products</p> <p><b>Grammar</b> ⓘ Using <i>can</i> to express general truths</p>	<p>Organizing your brainstorm <i>p48</i></p>	<p>Writing an essay discussing the advantages of handmade products over machine-made products <i>p49</i></p>
<p>Evaluating evidence <i>p68</i></p>	<p><b>Vocabulary development</b> ⓘ Vocabulary for showing cause and effect</p> <p><b>Grammar</b> ⓘ <i>Unless</i> and <i>provided</i></p>	<p>Writing definitions <i>p72</i></p>	<p>Writing a cause-and-effect essay about the importance of funding research into disease <i>p73</i></p>



Unit	Academic exploration 1 & 2		
	Reading	Reading skills	Developing cultural awareness
<p>4</p> <p>Survival p74</p>	<p><b>Reading 1</b> <span>Language</span> <i>The death of languages</i> p78</p> <p><b>Reading 2</b> <span>Biology</span> <i>More than just survival</i> p86</p> <p><b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> p81; p89</p>	<p>Identifying &amp; understanding support for opinions p83</p> <p>Understanding vocabulary in context p91</p>	<p><b>Viewing</b> The guardians of the Mogao Grottoes p84</p> <p><b>Mini-project</b> Making a proposal about the preservation of China's intangible cultural heritage p85</p>
<p>5</p> <p>Law p98</p>	<p><b>Reading 1</b> <span>Law</span> <i>It's legal, but is it ethical?</i> p102</p> <p><b>Reading 2</b> <span>Business</span> <i>Right or wrong at work</i> p110</p> <p><b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> p105; p113</p>	<p>Scanning a text p107</p> <p>Reading for summarizing p115</p>	<p><b>Viewing</b> Understanding China's Civil Code p108</p> <p><b>Mini-project</b> Delivering a speech introducing the Civil Code p109</p>
<p>6</p> <p>Tomorrow p122</p>	<p><b>Reading 1</b> <span>Technology</span> <i>Products of the future</i> p126</p> <p><b>Reading 2</b> <span>Technology</span> <i>New technology: Is greater regulation needed?</i> p134</p> <p><b>Reading &amp; understanding</b> ⓘ <b>Thinking &amp; exploring</b> p129; p137</p>	<p>Identifying &amp; understanding conclusions p131</p> <p>Recognizing &amp; understanding predictions in texts p139</p>	<p><b>Viewing</b> Understanding China's innovation for a better tomorrow p132</p> <p><b>Mini-project</b> Making a presentation to introduce one of China's achievements in sci-tech innovation p133</p>

## Academic writing

Critical thinking	Language for writing	Writing skills	Tasks
<p>Identifying similarities and differences <i>p92</i></p>	<p><b>Vocabulary development</b> ⓘ Vocabulary for describing graphs</p> <p><b>Grammar</b> ⓘ Present perfect progressive</p>	<p>Inferring reasons for changes <i>p96</i></p>	<p>Writing a summary describing and comparing trends in animal populations shown on a graph and inferring reasons for the changes <i>p97</i></p>
<p>Evaluating an appeal to authority <i>p116</i></p>	<p><b>Vocabulary development</b> ⓘ Specialized vocabulary: legal terms</p> <p><b>Grammar</b> ⓘ Unreal conditionals in the past</p>	<p>Writing for-and-against essays <i>p120</i></p>	<p>Writing a for-and-against essay on speaking out about unethical colleagues <i>p121</i></p>
<p>Identifying &amp; evaluating assumptions <i>p140</i></p>	<p><b>Vocabulary development</b> ⓘ Specialized vocabulary: science words</p> <p><b>Grammar</b> ⓘ Future perfect simple</p>	<p>Expressing your perspective and stance <i>p144</i></p>	<p>Writing an opinion essay on whether the risks and challenges outweigh the benefits of new technology <i>p145</i></p>



Unit

# 1

# Identity

## UNIT ORIENTATION

Identities shape your beliefs about yourself and what you value. Personal identity makes you different from everyone else, while social identity shows ways you function in society. What traits form your identity, and why do you have such identity traits? How are they described and classified? Are they stable or changeable? The answers can help you better understand yourself, get along with others, and build a comprehensive worldview.



Watch the Unit  
orientation  
mini-lecture  
on Ucampus.





# Getting prepared

## LEARNING OBJECTIVES

In this unit, you will:

- understand types of identity traits, the importance of identity, and dangers of social identity; think about how to define and classify your identity
- understand a study on personality change and the implications for life and work; think about the possible causes of changing
- understand the formation of China's national identity

Knowledge & thinking

### Reading skill

- recognize and understand classification
- recognize substitution words

### Critical thinking skill

- make generalizations

### Academic writing skill

- practice different brainstorming techniques to gather ideas

### Language development

- use vocabulary for describing personality types
- use reflexive pronouns to indicate relationships and add emphasis

Language & skills

design a poster to introduce China, and present it to the class

Mini-project

write an opinion essay on whether personality changes over time

Writing task

## DISCUSSION POINT



**What are your ideas about the following questions? Discuss them with a partner.**

- 1 How do you display your identity in person?
- 2 How do you display your identity online?
- 3 Do you think your online identity is communicated accurately?
- 4 How often do you change the way that you display your identity online? Which item do you change most frequently, and why?



# Academic exploration

*The following text discusses different types of identity traits, and explains how people define and classify themselves into different groups based on the traits they have. Social identities may impact group members in different ways. Read the text and you may gain some insights into the issue of social identity.*



- 1 It's hard to imagine meeting someone for the first time and not exchanging any personal information. At the very least, you offer your name and a few important facts – perhaps age, occupation, reason for joining a certain organization, or reason for attending a certain class. As friendships develop, however, the answer to the question “Who are you?” becomes more complex.
- 2 Our identities start to form when we are children and continue to grow, solidify, and even change as we mature. A person's identity is actually made up of many different aspects, some broad and some narrow. For instance, you might identify with the broad categories of “German,” “male,” and “student” as well as the narrower ones of “violinist,” “left-handed person,” and “brother of Anna.”

## Types of identity traits

- 3 Identity traits can be ascribed, achieved or chosen. An ascribed trait is one that you are born with; examples include your ethnicity, your birthplace, and being the child and possibly the sibling of certain people. An achieved trait is one you work for, such as being a university graduate or the employee of a certain company. An identity such as a club membership or affiliation with a political party is chosen.

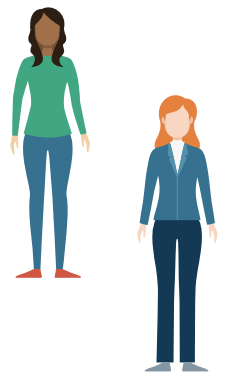




- 4 However, traits are not always so easy to categorize. Is speaking your native language, for example, ascribed (because you were born into the family and country where that language was spoken), achieved (because you studied the language and became more proficient), or even chosen (if you grew up in a multilingual country, but preferred one language over another)?

### The importance of identity

- 5 Our identities are important not only because they shape our belief in who we are, but also because they impact how others treat us.
- 6 Although traits can be positive (intelligent; loyal) or negative (stubborn; criminal), people are more affected by how similar or different their traits are compared to those of other people. For example, if you are a fan of the Falcons sports team, you have something in common with other Falcons fans.
- 7 The next time you go to an event or social gathering, watch how people who are strangers at first try to find something in common with the people they meet – perhaps a shared hometown, a similar occupation or hobby, or even the same opinion about the weather that day or a



current event. Finding a shared identity helps people feel comfortable and accepted. If other people share a belief or characteristic, it's easier to believe that your feelings are correct or that your characteristics are desirable. That's a major reason why people form groups such as citizens of Ankara or fans of Yao Ming or graduates of Springfield High School.

### Dangers of social identity

- 8 People don't just define themselves as who they are, however; they also define themselves as who they are not. That is to say, they aren't just fans of the Springfield High School basketball team; they are also not fans of the Pleasant Valley High School basketball team. A friendly rivalry between two sports teams isn't necessarily a bad thing, but when rivalries are taken too far or tensions arise over differences about larger social issues, the consequences can be more serious.
- 9 Interestingly, groups that have a lot in common sometimes form the most intense separate identities. To someone who doesn't use a computer at all, they might all seem very similar. However, debates over the best brands of laptop can become quite heated. People form different groups over whether they preferred a book or movie adaptation; which brand of cell phone they prefer; which leader in the same political party they support. States or cities that are near each other can be stronger rivals than those separated by greater distances. Rather than confirming the positive effects of social identity, these rivalries can make people feel insecure, threatened, angry, or even fearful.
- 10 The challenge, then, for both leaders and all of us in society is to foster the positive effects of group membership while avoiding the negative ones.



## Reading & understanding

Complete the activities on Ucampus.

### Reading in detail

Learn vocabulary, language points, etc. to better comprehend the text of Academic exploration 1, and get prepared for the in-class discussions.

### Understanding the text

Complete two reading tasks to check your understanding of the text.

### Language focus

Practice the key words and translation skills to consolidate your language.

## THINKING & EXPLORING

### Interpreting the text

Answer the following questions.

- 1 How do you understand the “broad” and “narrow” aspects of a person’s identity traits in Para. 2?
- 2 What are the differences between the three types of identity traits – ascribed, achieved and chosen?
- 3 Why are the identities so important to us?
- 4 How do you understand “People don’t just define themselves as who they are, however; they also define themselves as who they are not” in Para. 8?
- 5 The author states in Para. 9 “Rather than confirming the positive effects of social identity, these rivalries can make people feel insecure, threatened, angry, or even fearful.” What does the phrase “these rivalries” refer to?
- 6 What are the positive and negative effects of group membership?



## Thinking critically

### Sharing your opinions



Think about the following questions. Share your opinions with a partner.

- 1 In Para. 7, the author describes a situation: When people meet for the first time, they try to find something in common with others. Do you think so? Why?
- 2 In Para. 9, the author writes “Interestingly, groups that have a lot in common sometimes form the most intense separate identities.” What do you think of it? Give specific examples.

### Making connections



Work in pairs. Think about your own experiences and discuss the following questions.

- 1 Which of your identity traits do you think is the strongest – ascribed, achieved, or chosen? Do you think your answer is typical among your friends?
- 2 According to the text, a shared identity is a major reason why people form groups. Have you ever joined any groups? What is the reason behind?

### Showing inspirations



With the increasingly wide use of social media, social networking apps have become crucial platforms for people to express themselves and connect with others. In this process, they may form different groups and develop certain social identities.

**Discuss the questions in groups and share your views with the class.**

- 1 How do social networking apps influence people’s social identity?
- 2 What do you perceive as the positive effects of online group membership? What are the negative ones and how to avoid them?

## Getting the skill

### Recognizing & understanding classification



Classification is a rhetorical strategy that sorts ideas or things into a variety of categories based on certain criteria. It is used in texts to talk about different types of something – for example, different biomes – for the purposes of explanation and clarity. There are three ways for readers to recognize classification:

**1 Identify the numbers of categories.**

*There are six major biomes in the North American landscape.*

**2 Look for the linking words.**

Linking words include *first, second, in addition, also, finally, to begin with, next, some ... other ...*, etc.

**3 Look for the names of categories.**

*The main types of rock are known as sedimentary, metamorphic, and igneous.*

Then you can expect to find information explaining each category.



Learn more about this skill on Ucampus.

- 1 Find the information about identity traits in the text. Explain how the identity traits are classified and defined.**
- 2 Read the following paragraph and identify the way(s) different leadership styles are classified. Underline the key words or expressions that help you recognize classification.**

#### Leadership styles

There are three different leadership styles. Democratic leaders encourage group participation in all decision-making. They work hard to build consensus before choosing a course of action and moving forward. This type of leader is particularly common, for example, in a club where the members vote on which activities or projects to pursue. Democratic leaders can be well liked, but there is often a danger that they will proceed slowly since consensus building is time-consuming. A further risk is that group members might pick sides and entrench themselves into opposing factions rather than reaching a solution. In contrast, a laissez-faire leader (French for “leave it alone”) is hands-off, allowing group

members to self-manage and make their own decisions. An example of this kind of leader might be an art teacher who opens the art cupboard, leaves materials on the shelves, and tells students to help themselves and make some art. While this style can work well with highly motivated and mature participants who have clear goals and guidelines, it risks group dissolution and a lack of progress. As the name suggests, authoritarian leaders issue orders and assign tasks. These leaders are clear instrumental leaders with a strong focus on meeting goals. Often, entrepreneurs fall into this mold, like Steve Jobs. Not surprisingly, the authoritarian leader risks alienating the workers. There are times, however, when this style of leadership can be required.

# DEVELOPING CULTURAL AWARENESS

Over its long history of more than 5,000 years, China has formed unique national and cultural identity, and developed traditional Chinese virtues as well as core socialist values. Cultivated by us Chinese people, these virtues and values have led us through good and bad times, regulated our behavior in everyday life, and will guide us toward a better future.

## Viewing

### Understanding China's national identity

Watch the video and try to find out how China's national identity is formed and developed. Think about the following questions.

- What are the top qualities that can best describe Chinese people in modern times?
- Why do you think these qualities are important?
- Do they have any influence on you?



Watch the video  
on Ucampus.



## Mini-project | Designing a poster

Your university is planning to hold a global village fair. At the fair, students will introduce different countries by showing things that can represent the country. Your class is assigned to introduce China. In order to help people better understand China and its culture, the class decides to design a poster.

The poster should include three to four elements that can best represent China's identity traits, for example,

- cultural icons (e.g. chopsticks, Terracotta Warriors)
- big programs and events (e.g. the Belt and Road Initiative, Shanghai World Expo)
- progress that China has made (e.g. high-speed rail, poverty alleviation)

...

**Work in groups to design the poster. Then present and illustrate your design to the class. After all the presentations, vote for the best design.**





# Academic exploration

The following text introduces a study on how permanent a person's personality is. What do you think is the answer to this question? Read the text and find out the conclusions and implications of the study. Do you agree with them?

## How permanent

**1** You know the old saying: You can't teach an old dog new tricks. It's no surprise that we tend to believe that a person's personality is stable. People might disagree about whether someone is born with a certain personality or develops a personality while growing up, but it's commonly accepted that someone's personality will be much the same at age 50 as it was at age 20. Both in our personal lives and our work lives, we're told that we need to accept people the way they are and to learn to get along with other people even when they're difficult. After all, they're never going to change.

**2** New evidence, however, suggests that this isn't true. Published in the journal *Psychology and Aging*, a comprehensive study by four psychologists examined a group of Scottish volunteers over a period of 63 years, making it the longest study of its type ever done. And what they found was unexpected: namely, no correlation at all between the participants' scores on personality tests when they were 14 years old and the same tests when they were 77 years old.

**3** The test examined six areas: self-confidence, perseverance, stability of moods, conscientiousness, originality, and desire to learn. The original study involved 1,208 children, and 174 of them were available for the follow-up study six decades later. Because it's not reliable to have people rate themselves, the participants were evaluated in these categories by other people – by teachers when they were 14, and by friends or relatives when they were 77. They were also tested for intelligence and general well-being.



# is your personality?

- 4 The researchers were surprised to find that none of the ratings matched up with each other over the years.
- 5 Earlier studies and tests produced somewhat different outcomes. Research suggested a few character traits had a low correlation over time and others had a modest correlation. The Scottish study, although smaller in scope because it involved fewer participants, measured them over a much longer period of time. This led the researchers to conclude that personality shifts are more likely to occur over long periods of time.
- 6 Now, it's not a perfect study, of course; such a thing is rare, if not impossible, with human beings and personality. For instance, the people who did the ratings in 1950 were not the same people who did the ratings in 2012, and this could have caused some difference. It's difficult for a study on something as broad as identity and personality to take all the variables into consideration. However, the results are still significant, and they have interesting implications.
- 7 Let's consider some of those implications for a moment. What does it all mean? And is it only of academic interest, or can you yourself apply this knowledge to your own life?
- 8 For one thing, it should give you a new way to think about other people. For example, say you're contacted on social media by someone you knew in school years ago. If you didn't like the person at that time, you might be tempted to refuse the connection. If you didn't like each other then, after all, why would you like each other



now? But if it's true that personality can change, then there's a reason to give that person another chance. He or she might be very different now – and you might be too.

- 9 You might also have more reasonable expectations of old childhood friends who reconnect after many years. If you know their personalities (and yours) could have changed over the years, you'll be less disappointed if your friendship isn't as deep now as it was before. Rather than feel frustrated with yourselves, the two of you can accept that you have changed.
- 10 The study has implications for the workplace too. Personality forms a large part of a worker's suitability for a job, both in dealing with co-workers and in dealing with clients. If a person has a personality trait that interferes with work – say he argues with customers or she misses deadlines – it's important for managers to know that these traits can change. It's usually cheaper to train a current employee than to let that person go and hire a replacement. Even employees who aren't experiencing problems can be trained to be even better and more effective in terms of personality. This will help ensure that people continue to get along with one another.
- 11 Finally, there are personal implications. If you're the sort of person who says things like "I have a quick temper" or "My problem is I can't help procrastinating" or "I've always been too sensitive, and I blame myself whenever something goes wrong," it should be good news to know that these personality traits are not ones you have to keep. Although some therapists do good work helping patients accept themselves as they are, to build self-esteem, wouldn't it be more beneficial to eliminate negative personality traits than to learn to accept them? Knowing that you can change is the first stage in learning how to change. Then you can look forward to saying things like "I used to be too sensitive, but I'm not anymore"; or look forward to a time when, as we might start saying, you can learn some new tricks.



## Reading & understanding

Complete the activities on Ucampus.

### Reading in detail

Learn vocabulary, language points, etc. to better comprehend the text of Academic exploration 2, and get prepared for the in-class discussions.

### Understanding the text

Complete two reading tasks to check your understanding of the text.

### Language focus

Practice the key words and translation skills to consolidate your language.

## THINKING & EXPLORING

### Interpreting the text

Answer the following questions.

- 1 Is the tone of the text formal or informal? How do you know? Who do you think is the intended audience of this text?
- 2 In Para. 2, why does the author regard the findings of the Scottish study as “unexpected”?
- 3 What is the writing purpose of Para. 6?
- 4 What could be the “more reasonable expectations” of old childhood friends who reconnect after many years, as implied in Para. 9?
- 5 Why is it important for managers to know that personality traits can change, as mentioned in Para. 10?
- 6 The text ends with the sentence “you can learn some new tricks.” What does it suggest?
- 7 What do you think is the author’s attitude toward personality change?

## Thinking critically

### Sharing your opinions



Think about the following questions. Share your opinions with a partner.

- 1 After reading the text, what is your answer to the question “how permanent is your personality”? Why?
- 2 The author indicates in Para. 11 that it would be more beneficial to eliminate negative personality traits than to learn to accept them. Do you agree? Why or why not? Give specific examples.

### Making connections



Work in pairs. Think about your own experiences and discuss the following questions.

- 1 Among your personality traits, have any of them changed since you entered the university? Why or why not?
- 2 Do any of your personality traits need to change? How are you going to change them?

### Showing inspirations



Besides the Scottish study in the text, scholars have conducted many other studies on personality stability and change. You can read some research articles to further your understanding of this topic.

**Work in groups and each group chooses one research article on the topic “personality stability and change.” Write a group reading report of no less than 200 words. You may take the following steps:**

- Step 1** Log into your university’s digital library and find databases, for example, EBSCO, Elsevier (ScienceDirect), and Web of Science. Choose a database and search for psychology articles with “personality stability” or “personality change” as the key words. You can also narrow down the search scope by various criteria, such as *from 2016 to present*, *peer-reviewed*, *academic journals*, and *full text*.
- Step 2** Read the article. Summarize its key findings.
- Step 3** Think further about the findings. Do you think they are reliable? Is there any implication for your life or academic studies?
- Step 4** Have a group discussion to share your summary of the findings and your insights into the above questions.
- Step 5** Write a report on the main points of your discussion. Upload your report on Ucampus.

## Getting the skill

### Recognizing substitution words



Substitution words are a type of lexical device in the English language. They reduce repetition in sentences and help to strengthen lexical coherence and unity within a paragraph or a text. Recognizing substitution words in academic reading could facilitate your comprehension.

There are three major categories of substitution words: nominal, verbal, and clausal. Here are some example words:

- 1 **Nominal substitution words:** *one(s), some, any, other(s), another, each other, one another, etc.*
- 2 **Verbal substitution words:** *do, does, did, etc.*
- 3 **Clausal substitution words:** *so, not, etc.*



Learn more about this skill on Ucampus.

#### 1 Find examples of the substitution words in the text. What do they refer to? Use the paragraph numbers to help you.

- 1 **Para. 4** word or phrase: \_\_\_\_\_ refers to: \_\_\_\_\_
- 2 **Para. 5** word or phrase: \_\_\_\_\_ refers to: \_\_\_\_\_
- 3 **Para. 8** word or phrase: \_\_\_\_\_ refers to: \_\_\_\_\_
- 4 **Para. 10** word or phrase: \_\_\_\_\_ refers to: \_\_\_\_\_
- 5 **Para. 11** word or phrase: \_\_\_\_\_ refers to: \_\_\_\_\_

#### 2 Read the following paragraphs. Underline the substitution words and explain their functions.

In the context of senior management, what are the best ways to emphasize the future and organizational outcomes and to take action and launch initiatives? One is to create clear plans for future success. This is different from simply stating a strategic vision or setting performance targets. It involves mapping out, in detail, how the organization will achieve its goals. Another is to demonstrate sophisticated knowledge of industry trends and clear ideas about how the organization should respond to them. Still another approach involves actively predicting and preparing for upcoming changes by making strategic investments in new technologies or markets.

Dishonest communication is another seemingly obvious way leaders hurt their trustworthiness. This goes beyond trying to paint something in the most favorable light possible. Leaders who relay false or inaccurate information or keep lots of secrets jeopardize their credibility, as do those who make promises without making any effort to fulfill them, for example, by saying "I'll get back to you," but never doing so.

# CRITICAL THINKING

## Getting the skill



Learn more about this skill on Ucampus.

### Making generalizations



A generalization is a statement made on the basis of a particular set of facts or ideas to form a general principle or opinion. When making generalizations, you need to be careful not to extend the conclusion too far beyond what is correct. Otherwise, you may easily make an over-generalization. For example, a danger when writing about identity traits is to assume people have traits that they might not, just because of a group they belong to. As you read, ask yourself if any generalizations are reasonable.

*Professional basketball players are tall.*

*People who play basketball are tall.*

The first statement is reasonable while the second is over-generalized.

- 1 Read the paragraph. Find the two over-generalizations. How could you reword them so that they are not over-generalizations?

☰ 📝 Notes 🔍 Search

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The study that showed a person's personality can change over time was interesting to me. I can apply this to my own life in college. For example, I have often struggled with group work done outside of class. The people in the groups I'm in never seem to get along with one another. The hardest part of group work for me actually is not the academic work, but choosing the people in my group. I don't want to work with a girl who talks too much or a guy who is too pushy and takes over the whole project. However, if it's true that personalities can change, then even someone who isn't a good group member could learn how to become one. This inspires me to study more about how to work with other people and how to teach them how to work well in groups.

Edited 9:36 A.M.

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**2 Analyze the following statements. Choose the ones that are over-generalizations.**

- A. Every day more than 10,000 Americans retire from their jobs, which is putting an increasing strain on some social services.
- B. One problem with bringing more women into the workforce is that when they have babies, they typically abandon their jobs.
- C. Because shorter children have lower self-esteem, it's important for teachers to take this into account when considering forming study groups.
- D. Sports teams enjoy the "home advantage," meaning they play better in their own towns, in part because of the enthusiastic support of their fans.

**3 Work with a partner. Discuss the questions.**

- 1 Why do you think people make over-generalizations?
- 2 How can we avoid making over-generalizations?



# Academic writing

You are going to write a short essay in response to the prompt:

“Some people believe that your personality doesn’t change over time. To what extent do you agree with this idea? Give specific examples to support your opinion.”

To finish this task, you will first analyze a student model essay on a similar topic. Pay attention to how the model essay is structured to respond to its essay prompt. Then you are going to learn some vocabulary for personality types, use reflexive pronouns to indicate relationships and add emphasis, and practice different brainstorming techniques to gather ideas. Finally, use these skills to write an opinion essay about personality change on Ucampus.

## WRITING MODEL

### Essay prompt

Read the essay prompt. Underline the key words.

“Some people believe that you are not born with a fixed identity and that how you are raised determines your personality. How far do you agree with this idea? Give reasons for your answer and include any relevant examples from your own knowledge or experience.”

### Model analysis

Read the student model essay on the next page and finish the tasks.

- 1 Label Paragraphs 1-4 with a purpose. Some labels are not used; a label may be used more than once.



- 2 Underline the thesis statement. Which paragraph does it appear in?
- 3 The writer gives an example from outside research and also a personal example. Which one appears first? Why do you think so?

John Watson  
Professor Holmes  
English 123  
14 April 2021

## Nature is a stronger force than nurture

- ① The “nature or nurture” argument is a common one in the social sciences. Are people born with their identity, or is it a result of the people around them, such as parents, teachers, and peers? Both research and personal experiences have led me to think that the most important factor is the identity that people have from birth.
- ② Comprehensive studies published in journals describe twins who grew up with the same parents, the same friends, and went to the same schools, and yet had very different personalities. The only reasonable explanation is that they had a different identity from birth, so the same outside influences had different effects on them. Similarly, children in the same class at school experience many of the same outside influences, but they are very different from one another.
- ③ I have experienced this myself in my own family. My brother is only 15 months older than I am, but we have very different identities. He is a thinking, judging person. He needs to know all the facts and variables before making a decision. I rely on my feelings and intuition.
- ④ In conclusion, both the outcomes of studies and what I have observed in my own life have convinced me that nature is a stronger force than nurture.

## Language for writing



Complete the activities on Ucampus.

### Vocabulary development

Learn some vocabulary for personality types to prepare for the writing task.

### Grammar

Learn to use reflexive pronouns to indicate relationships and add emphasis in preparation for the writing task.

# WRITING SKILL

## Getting the skill

### Techniques for brainstorming



Before you write a longer text, such as an essay, you need to gather ideas so you will have something to organize and then write about. This idea-gathering is called *brainstorming*. The aim of brainstorming is to generate as many ideas as possible without worrying about grammar, spelling or accuracy which may hinder the initial flow of ideas. Different methods of brainstorming suit different writers and different essay topics. Learning to brainstorm quickly will help you write better essays on timed exams.

Here are some techniques to record your notes or ideas:

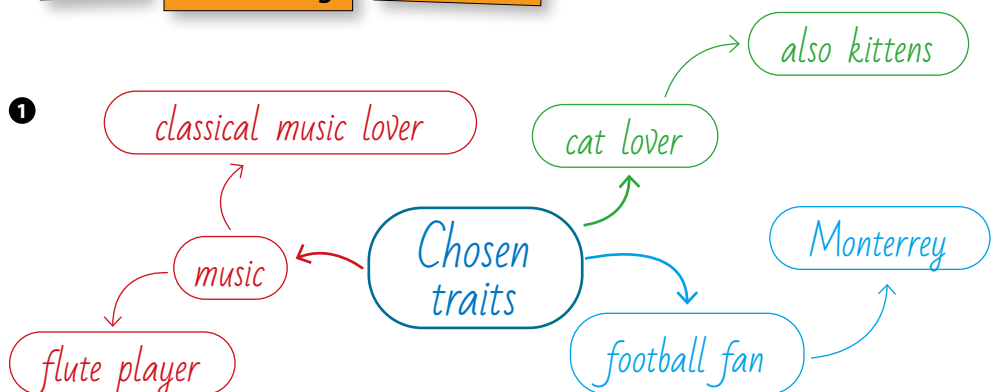
- **Free writing**  
This is usually used in solitary situations, or we can call it “individual brainstorming.” It is a prewriting technique by which people can write down whatever comes to their mind in sentence and paragraph form.
- **Word map**  
This is a visual organizer that shows the relationship between different key words and helps people clarify the logic between a general topic and specific explanations.
- **Chart**  
This is often used to classify something or make comparisons between different things. It is clear to see their traits by different classifications.

#### 1 Label the examples of brainstorming.

chart

free writing

word map



# Unit review

2

For me, I think my most important personality traits are my achieved ones. I mean I can't help the born-ones ones I was born with so I don't really count those. ~~If I had been born taller, I could have been better at sports, I think, so I regret that a little, but I don't think about it so much. I focus (sp??) more on what I can choose myself. When I ~~acheive~~ achieve something through my own efforts, it means more to me because~~

3

ascribed	achieved	chosen
<ul style="list-style-type: none"> <li>• short</li> <li>• black hair</li> <li>• Mexican</li> </ul>	<ul style="list-style-type: none"> <li>• honor student</li> <li>• high school graduate</li> <li>• driver's license</li> </ul>	<ul style="list-style-type: none"> <li>• flute player (or achieved?)</li> <li>• Monterrey football fan!!</li> <li>• cat lover</li> </ul>

**2** Choose one of the following topics. Brainstorm for five minutes using one of the methods you've just learned. Then brainstorm for another five minutes using a different method. Think about which method has helped you get the most ideas.

- An achieved personality trait I am proud of
- An identity trait I want to change
- A recent or new identity trait of mine

## Writing task



You are going to write a short essay in response to the prompt:

"Some people believe that your personality doesn't change over time. To what extent do you agree with this idea? Give specific examples to support your opinion."

Finish the task on Ucampus.

## Review & check



You have completed this unit. Congratulations! Now you may go to the online course to check if you have achieved the learning objectives of this unit and review what you have learned.