Language	发展英语听、说、读、写、译等语言技能和外语综合应用能力，提升语言感知能力和语言鉴赏能力
Era	选文体现时代特点和现代意识，体现社会主义核心价值观和中华优秀传统文化，体现中国之路、中国之治和中国之理，着力培养具有前瞻思维和国际视野的人才
Ability	激发思辨能力，培养有想法、有才智、品格完善的新时代人才
Range	内容涵盖人与自我、人与社会、人与自然，体现多维度、多角度和多样性
Need	突出驱动性、细分性和逻辑性，满足社会需求和一线教师教学需求

LEARN COLLEGE ENGLISH

新思大学英语综合教程教师用书

2

主编 王勃然 宋 岩

新思大学英语

综合教程

教师用书

总主编　王勃然

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《大学英语教学指南（2020 版）》指出，教材是传播新知识、新思想、新观念的重要载体，是教学内容的主要载体，也是实现教学目标的基本保证。因此，大学英语教材编写应体现新时代、新趋势，体现党和国家对教育的基本要求，体现人类文化知识积累和创新成果，服务高等教育教学改革和人才培养。随着全球化的深入发展和我国对外开放的不断深化，英语作为国际通用语言的重要性愈发凸显。为了适应这一时代需求，我们特编写了新思大学英语系列教材，旨在帮助学生建立家国情怀，开拓国际视野，养成前瞻思维、提高跨文化交际能力、思辨能力和综合学习与运用能力，为今后的全面发展奠定坚实的基础。

本系列教材内容新颖，难度适中，着力践行立德树人根本任务，有机融入课程思政元素，坚定文化自信，既符合大学英语教学要求，又贴近学生实际需求。

教材具有如下特色。

1. 体现整体性和层次性，循序渐进

在编写本系列教材时，我们注重结构体系的科学性和合理性，以及每个单元内容的整体性和连贯性，确保每个单元围绕同一主题展开，各个环节紧密相连，形成有机整体。基于学生现有的英语水平和高校英语教学现状，我们充分考虑基础教育与高等教育英语教学的衔接性，确保各分册、各单元、各板块内容相互关联，难度设计合理、科学，具有清晰的递进性和层次性，符合学生的认知发展规律。

2. 体现价值引领和时代气息，有机融合工具性和人文性

本系列教材以人与自我、人与自然、人与社会的关系为主线，在选材方面具有鲜明的思想性、经典性、时代性和发展性，自觉融入社会主义核心价值观和中华优秀传统文化，体现中国特色、中国风格，同时积极反映世界科技新进展，吸收人类文明优秀成果，体现多元文化和对比文化的国际视野。教材以单元主题为线索，题材广泛，体裁多样，旨在发展学生的听、说、读、写、译等英语语言技能和综合应用能力；培养学生的语言感知能力和语言鉴赏能力，引导学生通过深入阅读、思考和讨论树立正确的世界观、人生观和价值观；增强学生的跨文化意识、批判性思维和创造性思维；助力学生成长为具有前瞻思维和国际视野的人才。

3. 突出"以生为本""体验式学习"的理念

本系列教材立足我国当前大学英语教学的发展特点，充分考虑学生的学习特点和需求，注重教材的实用性和趣味性。教材强调以学生为主体，以活动为导向，以面向真实世界的任务和项目为驱动，融语言学习于实践活动之中，基于问题链设计练习，学练结合，让学生在互动中相互学习、共同进步。同时，教材还制定了完善的学习策略和方法，以拓展学生的学习资源和渠道，培养学生的自主学习能力和终身学习意识，激发学生的学习兴趣，提高学生的学习效率。

4. 提供丰富的立体化配套教学资源

为积极推进党的二十大提出的"教育数字化"，本系列教材配有立体化教学支持系统，充分利用各种信息技术手段帮助学生提高学习效率，指导教师提升教学效果。教材借助网络自主学习平台、新思课堂、教学资源库、多媒体学习软件等实现服务立体化，方便师生进行线上线下、课内课外相融合的教学和学习，满足数字原住民的学习需求。

本书为《新思大学英语综合教程 2》的配套教师用书，提供主教程的课文译文、教学建议及练习参考答案。本书包括 8 个单元，分别为 Who Am I?; Live and Learn; Creative and Innovative; Triumph over Trouble; Work Makes the Workman; A Taste of China; All for One, One for All 和 Home, Country, and the World。每个单元的具体结构如下：

Overview

此部分对整个单元的内容做了大致介绍，适合作为课堂导入。

Design Ideas

分为 Language Skills、Value Orientation、Cultural Understanding 和 Learning Strategies 几个板块，对学生提出语言技能、价值导向、文化理解和学习策略方面的要求。

Suggested Teaching Arrangement

此部分对整个单元的课时做出具体安排，教师可根据指导建议分配课时。

Teaching Process

此部分是教学过程的整体安排，包括教学目标、教学建议、听力文本、课文答案、课文译文等，教师可根据自己的课时安排取舍借鉴。

新思大学英语系列教材由外语教育专家和一线教师分工协作、集体编写而成。本系列教材由东北大学王勃然担任总主编，《新思大学英语综合教程 2》由东北大学王勃然、宋岩担任主编。

新思大学英语系列教材编写团队

CONTENTS

Who Am I?

OVERVIEW

Hey, everyone! Welcome to our exploration of self-identity. It's a deep topic, but don't worry—we'll explore it together. We'll look at individualism and collectivism, seeing how different cultures view the self. Some focus on the individual, while others emphasize the group.

This experience is about understanding ourselves better and broadening our perspectives. Get ready to ask deep questions, challenge your ideas, and discover new things about yourself. We'll also reflect on our own identities, asking "Who am I?" and thinking about how we fit into society. Let's start this an exciting journey and grow together. I'm here to support you every step of the way, so dive in and enjoy the adventure!

DESIGN IDEAS

Language Skills

- **Listening** — To understand key concepts and ideas about self-identity.
- **Speaking** — To discuss personal experiences and views on self-identity.
- **Reading** — To explore how different cultures and individuals perceive self-identity.
- **Writing** — To write about a personal experience of self-identity reinforcement.

Value Orientation

To foster a deeper understanding of oneself and one's place in society.

Cultural Understanding

How ancient Chinese philosophers viewed self-identity and how their ideas influence modern perspectives.

Learning Strategies

skills that help with contextual understanding

ways to structure a narrative essay

SUGGESTED TEACHING ARRANGEMENT

Sections 1-2: Be a Good Listener; Be a Good Speaker

Sections 3-6: Be a Good Reader

Sections 7-8: Be a Good Writer; Do You Know; Project

TEACHING PROCESS

Sections 1-2: Be a Good Listener; Be a Good Speaker

I. Be a Good Listener

◎ Objectives

1. To understand and differentiate between individualistic and collectivist cultural perspectives in the global contexts.
2. To identify and analyze the interplay between key concepts and nuanced viewpoints in cultural discussions.
3. To enhance listening skills by focusing on contextual understanding and identifying main ideas in conversation.
4. To recognize the complexity and multifaceted nature of cultural self-concepts across different societies.
5. To appreciate the diversity and unique blends of cultural identities, especially in regions like Latin America.
6. To cultivate an open-minded and inclusive attitude towards diverse cultural perspectives and beliefs.

💬 While Listening

A. Conversation

▶▶ Teaching Steps

Step 1. Introduce the topic of cultural differences in self-concept and explain the key terms such as individualism and interdependent self.

Step 2. Play the conversation. Ask students to listen carefully and take notes on the main points discussed.

Step 3. Have students answer the questions based on their understanding of the conversation.

Step 4. Review the answers. Discuss the key concepts like the differences between Western and

Eastern views on self.

Step 5.   Highlight the importance of recognizing cultural nuances and avoiding overgeneralization. Encourage students to reflect on their own cultural identities.

❱ Script

W: Hey, have you noticed that Western cultures, like in the US and European countries, really push for individualism?

M: Yeah, they talk a lot about the "independent self," where your identity comes from what you achieve and your unique traits.

W: You're right. But in Eastern cultures, like in China or Japan, the self is more about being a part of a community, right?

M: Exactly. It's the "interdependent self." They see their identity as connected to their relationships and social roles.

W: That's true. But we shouldn't generalize too much. Within these broad cultures, there are differences, like in Latin America, where they mix both views.

M: Well, why did you say that?

W: Hmm, their history with indigenous traditions, colonization and modern trends creates a unique blend of self-concepts.

M: So, it's always good to remember that cultural views on the self can be more nuanced than we think.

❱ Keys

1. Western cultures emphasize the "independent self", where individual identity comes from their achievements and unique traits.
2. Eastern cultures view the self as "interdependent", with individual identity connecting to relationships and social roles within a community.
3. Latin America mixes both the "independent self" and the "interdependent self" views.
4. History with indigenous traditions, colonization and modern trends.
5. We should remember that cultural views on the self can be nuanced and we should not generalize too much.

B. Passages

Passage A

❱ Teaching Steps

Step 1.   Introduce the passage about a man seeking advice from a sage. Explain key vocabulary such as sage and self-realization.

Step 2. Play the recording for students. Ask them to listen carefully and note important details about the man and the sage.

Step 3. Have students listen again and decide whether the given statements are true, false or not mentioned.

Step 4. Review the answers with the class.

Step 5. Highlight the moral of the story: the importance of being open to new ideas for self-improvement.

‣ Script

There was once a well-educated, highly successful man who went to visit a sage to ask for solutions to his problems. As the sage and the man talked, the man frequently interrupted the sage to express his own beliefs, not allowing the sage to finish his words.

Finally, the sage stopped talking and poured a cup of tea. He kept pouring after the cup was full, causing it to overflow.

"Stop pouring," the man said, "the cup is full."

The sage stopped and said, "Similarly, you are too full of your own opinions. You want my help, but you have no room to receive my words."

When you unconsciously hold on to your beliefs, you become rigid and closed-minded to learn and expand your consciousness. The path to self-realization is to stay conscious of your beliefs and always be open to learning.

‣ Keys

1. F   2. T   3. F   4. NM   5. T

Passage B

‣ Teaching Steps

Step 1. Introduce the topic of self-identity and explain key vocabulary.

Step 2. Play the recording. Ask students to listen carefully and fill the missing words or phrases in the blanks.

Step 3. Review the answers as a class. Discuss the meaning of each completed sentence and how it relates to the overall theme of identity.

Step 4. Encourage students to reflect on their own identities. Ask them to consider how their interests, experiences, and values shape who they are.

‣ Script

"Who am I?" sounds like a simple question but it has gotten 1001 potential answers.

"Who am I?" is how we see and define ourselves. It creates our identity, and in turn our reality.

I'm my name, I'm my job, I'm my relationship, I'm my network, I'm my gender, and I'm my hobbies. These are labels you can use to describe yourself. Even though they give clues and pointers to who you are, they're still limited.

Why is it difficult to answer the question "Who am I"? One of the reasons is that the social roles you play in life don't get to the heart of who you really are. Neither does simply listing your interests or hobbies.

It's often a collection of our interests, experiences, characteristics, choices, values, and beliefs that shows us who we are. Understanding these things about ourselves can help us understand the complexity of our identity.

▶▶ **Keys**

1. potential   2. define; reality   3. labels; network   4. social roles; interests or hobbies
5. a collection of; characteristics

C. News Report

▶▶ **Teaching Steps**

Step 1. Introduce the topic of the slash-generation and explain key vocabulary.
Step 2. Play the recording and ask students to listen for specific details related to the questions provided.
Step 3. Have students listen to the recording again and select the correct answers to the questions.
Step 4. Review the answers as a class. Discuss the main point of the news report and the implications of the slash-generation on society.
Step 5. Encourage students to think critically about the challenges and opportunities faced by the slash-generation in their own context.

▶▶ **Script**

The slash-generation refers to those who refuse to be defined or bound by just one personal identity. They constantly feel the clash between social values and their growing sense of self and personal values.

According to a survey conducted by Ctrip, the online travel portal, 85% of the post-90s believe "a modern person should have a multitude of interests".

CGTN interviewed some of the slashers who have done great jobs. Yang is a sales director by day but also a trilingual stand-up comedian at heart. He said, "My passion lies in comedy. I want to be a full-time comedian in the long-term. But given the current situation, it will take a long time for me to get there."

"There are so many things I want to do but have never had the chance or been brave enough to do. 'Slash' gives me these opportunities." Pu, a variety show star, game streamer, and movie critic, told CGTN.

▸▸ **Keys**

1. D   2. C   3. B   4. A

🔊 **After Listening**

▸▸ **Teaching Suggestions**

1. Encourage students to reflect on their personal identities before the group discussion.
2. In groups, have students share diverse perspectives on self-identity within the context of collectivism.
3. Facilitate active listening and respectful dialogue among group members during the discussion.
4. Summarize key points from the discussions and encourage students to apply these insight in their lives.

II. Be a Good Speaker

◎ **Objectives**

1. To enable students to brainstorm the methods people know themselves from the past to the present, highlighting key differences and similarities.
2. To enable students to express their attitudes towards social media use and its influence on self-perception in a conversational setting.
3. To improve students' speaking skills by engaging in role-play conversations about college students' self-improvement and motivation for posting on social media.
4. To improve students' pronunciation and intonation by focusing on assimilation in spoken English through imitation exercises.
5. To help students identify and replicate the stress patterns used by native speakers in given sentences related to social media and communication.

📄 **Pre-speaking Activities**

▸▸ **Teaching Suggestions**

1. Initiate a whole-class brainstorming session to list past and present methods of knowing the self. Then have students add more methods based on their knowledge and experiences.
2. Have students switch roles with their partners using the provided sentence patterns. Encourage them to apply these structures in their discussions about the impact of social media.
3. Encourage students to reflect on the Talk and Discuss activities, sharing what they find insightful or difficult and how it helps their understanding.

▸▸ **Reference Answers**

A

In the Past

1. face-to-face conversations   2. reflection   3. reading   4. being alone

In the Present

1. social media   2. self-test   3. self-evaluation   4. reflection   5. reading

While Speaking

A. Read and Listen

▸▸ **Teaching Steps**

Step 1.   Have students work in pairs to share their attitudes towards social media use.

Step 2.   Invite students to role-play the conversation between Li Tao and Wang Ya. Ask them to pay attention to the language used, the flow of the conversation, and the expression of opinions.

Step 3.   Guide the class through an analysis of the conversation, focusing on how social media changes self-perception and its negative impacts.

Step 4.   Ask students to reflect on the conversation and consider how they can apply the insights gained to their own social media use. Encourage them to think about strategies for healthier social media habits.

B. Listen and Imitate

▸▸ **Teaching Suggestions**

1. Play the recording and ask students to listen carefully. Focus on the assimilation in speech.

2. Have students repeat the sentences and imitate the assimilation and intonation used.

3. Break down the sentences and mark the assimilation. Practice reading aloud.

4. Encourage students to practice in pairs, giving feedback on pronunciation.

▸▸ **Keys**

1. So it's easy to believe others are happier just because of their posts.

2. The more we care about those likes, the more we become stressed when they don't come.

3. Let's engage with content that makes us feel good and avoid the negative parts.

⚇ Extended Speaking

▸▸ **Teaching Steps**

Step 1.   Start with a class discussion on the impact of social media on daily life. Use reference expressions to guide the discussion and introduce key points about its pros and cons.

Step 2.   Split students into pairs and assign each pair a situation (Situation 1 or Situation 2). Allow time for them to prepare dialogues using the provided reference expressions and incorporating their own experiences.

Step 3.   Have pairs perform in front of the class or in small groups. Encourage the audience to listen actively and provide feedback on language use and performance.

Sections 3-6: Be a Good Reader

III. Be a Good Reader

◎ Objectives

1. To understand key themes of self-discovery and personal growth, and the importance of developing a strong self-identity.

2. To recognize the role of self-reflection in identifying strengths and weaknesses for better decision-making.

3. To learn practical strategies for personal development.

4. To critically analyze the influence of social expectations and media on self-identity and mental well-being.

5. To identify emotional challenges in personal journeys and explore strategies for overcoming them.

6. To foster empathy for diverse paths of self-discovery and the importance of supportive environment.

7. To develop critical thinking skills by examining the long-term benefits of a strong self-identity and its impact on success.

🖹 Pre-reading Activities

▸▸ **Teaching Suggestions**

1. Use the "Self-discovery Map" as a reflective tool to help students identify their personal strengths, weaknesses, aspirations, and approaches for growth. Encourage them to think about each category and write down their thoughts.

2. Organize students into small groups to discuss their "Self-discovery Map". Ask them to share their reflections with their peers, focusing on what they discover about themselves.

3. Discuss how understanding oneself can impact personal growth, relationships, and future goals.

4. Have students conduct interviews with their peers using the provided questions on self-identity. Encourage them to add open-ended questions, listen actively, and take notes during the interviews.

While Reading

Text A

▶ **Teaching Steps**

Step 1. Introduce the theme of self-discovery. Discuss its importance and ask students to share their thoughts on being true to oneself.

Step 2. Have students read the text silently and instruct them to highlight key points and phrases that resonate with them.

Step 3. Ask comprehension questions to check understanding. Have students summarize the author's journey and discuss her strengths, weaknesses and growth. Use highlighted sections to support answers.

Step 4. Divide students into small groups and discuss specific aspects such as recognizing strengths, overcoming challenges, and sharing one's story.

Step 5. Connect the text's theme to students' lives. Have students reflect on their personal growth and encourage them to embrace challenges with courage and find their own paths.

▶ **Extended Activities**

1. Encourage students to write a reflective journal entry about their self-discovery. Ask them to reflect on how they can apply the author's experiences to their own lives and what steps they can take to embrace their true selves.

2. Organize a classroom debate on the topic: Should individuals prioritize personal growth through exploration or maintain stability and routine? Divide the class into two groups, each arguing one side of the debate. Encourage students to use examples from the text to support their arguments.

▶ **Text Translation**

我的生活就像一条被踏出的小径，总是把我引向同一个地方。我每天清晨醒来后泡一杯咖啡后去上班。我在工作中表现出色，但内心深处却感到不安。我总觉得我的生活不仅是数字和报告。

一天傍晚，我望着城市中闪烁的灯光时意识到是时候去进行探索了。我已准备好了去发现真实的自己。

我开始审视自己的能力。我擅长把握全局，倾听他人（的意见）。但我也看到了自己

的弱点——总是追求完美，常常优先考虑他人的需求。

有了这些新的认知，我开始做出改变。我在工作中学会了说"不"，并接受新的挑战。我虽然有些害怕，但感觉良好。

我发现我喜欢在众人面前讲话，于是加入了一个演讲练习小组。虽然一开始很紧张，但我感受到了一种新的快乐。我不再只是旁观生活，而是真正参与其中。

然而，这一路并非全是坦途。我遭遇了一些艰难时刻，也听到了一些不太友好的声音，但我把这些当作自己学习和成长的机会。我学会了接受自己的不完美，并且接纳真实的自己。

有一天，我站在一群人面前自信地讲话，这时我意识到自己已经取得了了不起的成就。我直面了自己的恐惧，接纳了自己的优点，也学会了爱自己，包括爱自己的缺点。

我明白了，自我认知是一场旅程，而不是一次性的事。犯错误很正常，因为我们正是通过错误来学习的。重要的是我们要接纳自己，有勇气做真实的自己。最终，我找到了自己的声音和目标。我发现做真实的自己比别人的看法更为重要。从那以后，我的世界从曾经的灰暗变得色彩斑斓。

我继续前行，开始写博客分享我的故事。我写下了自己起起伏伏的经历，世界各地的人都能从中得到共鸣。他们感谢我的真诚，感谢我给了他们寻找自己的勇气。

我的博客成了一个可以找到希望和灵感的地方。我被邀请参加各种活动，与他人分享我的经历。每次讲话，我都能感到与听众的共鸣。

多年来，我的生活充满了新的体验。我进行旅行，结识了新朋友，学到了新知识。我不断成长，不断改变，不忘初心。有一天，我决定去一个自己一直想去的地方旅行。我收拾好行李，踏上了冒险之旅。途中，我遇到了一群热爱探索的旅行者。我们成为了朋友，一起探索这个世界。

我发现我喜欢帮助他人找寻自己的方向，就像我找到自己的方向那样。我开始在当地的社区中心做志愿者，教人们如何发现自己的兴致，追寻自己的梦想。

随着时间的流逝，我的生活变成了一幅充满美好经历的画卷。我经历了起起落落，但始终记得这是我的旅程，而我是它的主宰。

我坐下来写自己的回忆录时，发现是我走过的每一步、做出的每一个决定把自己带到了此时此刻。我对自己的成长感到满意，并且对生活的下一章节会带我去往何处充满期待。回首往事，我不禁嘴角上扬，知道无论是好的还是坏的经历，都塑造了如今的自我。

的确，找到自我是一场终生冒险。这是一场充满惊喜的旅程，但它最终会带我们到达一个可以接纳和珍惜自己的地方。

▸ Keys

B

1. routine life　2. strengths and weaknesses　3. speaking in public　4. knowing myself
5. hope and inspiration　6. travels　7. volunteer　8. excitement/expectation

C

1. C   2. B   3. A   4. C   5. D

Text B

▶ Teaching Steps

Step 1.   Start with a class discussion on students' current understanding of self-identity. Ask questions such as "How do you define yourself?" and "What influences your sense of self?" to activate prior knowledge.

Step 2.   Have students read the text silently, highlighting key points related to the importance of self-identity and strategies for building a strong sense of self. Encourage them to note any unfamiliar terms or concepts.

Step 3.   After reading, conduct a comprehension check by asking students to summarize the main ideas of the text. Discuss the impact of societal pressures on self-identity and the importance of self-reflection, setting boundaries, and fostering positive relationships.

Step 4.   Divide students into small groups to discuss specific strategies for building a powerful self-identity mentioned in the text. Encourage them to share personal experiences or challenges they face in developing their own self-identity and how they might apply the strategies discussed.

▶ Extended Activities

1. Provide students with case studies of facing challenges in self-identity, such as peer pressure or negative self-perception. In groups, students discuss each case and propose strategies for building a strong self-identity based on the advice of the text.

2. Present a scenario where a freshman feels overwhelmed by college pressures and is tempted to compromise academic integrity. Discuss how they can ethically navigate this situation by seeking help from advisors or mental health services.

▶ Text Translation

嘿，让我们深入探讨一个对我们当下和未来都至关重要的话题：自我认同。这不仅关乎弄清楚我们是谁，更为我们未来的成功和幸福奠定基础。

大学时期是一个充满机遇与脆弱性的敏感发展阶段，也是一个充满风险的时期，超过 75% 的心理健康问题出现在 25 岁之前。此外，媒体和社会期望可能会干扰我们的思维，让我们觉得自己还不够优秀。这些压力可能会加大我们当前经历与抱负之间的差距，限制我们对自身潜力的信念。

好在我们对自己有着强大的的信念。它们塑造我们的生活，影响着我们的决策以及与世界的互动，而这正是自我认同发挥作用的地方。

没有强烈的自我认同，我们可能会在自尊和自信的问题上挣扎。我们可能更容易采取冒险的行为或者经历焦虑和抑郁等心理健康问题。相反，强烈的自我认同感能够赋予我们力量，让我们做出更好的人生决策，应对挑战并保持积极的态度。

那么我们该如何培养这种强大的自我认同呢？

要发展强烈的自我认同，我们必须踏上一段自我发现之旅，从理解自身目标开始。我们可以问自己：我们对什么充满热情，以及我们想要将精力投放哪里。这种以目标为导向的方法有助于我们将努力聚焦于能够强化自我的领域。然后，我们可能会发现自己的独特个性、特质和性格，这些是我们身份的重要构成部分。

在这个过程中，自我反思是核心，我们会花时间思考自己的经历、感受和信念。这种内省对于塑造身份至关重要，它最好在一个由父母、老师和其他导师创造的支持性环境中得到培养。

我们还需要设置边界的艺术，学会在必要时说"不"。这种技能有助于我们尊重自己的时间和精力，让我们能够专注于真正重要的事情。这关乎我们如何投资自己的成长，发展成为最好的自己。

归属感和认同感对于我们的自尊和韧性至关重要。与同伴和成年人建立积极关系为我们提供了连接感，这对我们的幸福至关重要。可以通过相互尊重和理解来培养归属感。这样，我们将获得认同感和克服逆境的内在力量。

积极的自我对话是身份发展的另一个基石。我们必须致力于发展积极的自我形象和强烈的自我价值感。为此，我们可以进行积极的自我对话、强化积极的想法和观点，这有助于我们挑战并替换任何消极的思维模式。

此外，克服可能阻碍我们的负面刻板印象和偏见也很重要。通过倡导多样性和包容性，我们可以接纳自己独特的品质和观点，减少刻板印象对我们成长的影响。

构建强大的自我认同不仅关乎如何度过大学时光，也关乎茁壮成长为能够迎接世界挑战的自信成年人。它还关乎为我们自己创造一个可以为我们是谁以及我们所取得的成就倍感骄傲的未来。通过专注于发现自我、进行自我反思、学会说"不"、培养归属感、保持积极的自我对话以及挑战负面刻板印象，我们可以塑造一个引领我们度过余生的身份。

所以，让我们认真对待这段自我发现之旅，构建一个强大的身份，为我们未来的努力照亮道路。

▸▸ **Keys**

A

1. foundation   2. mental health   3. the media and societal expectations   4. interact with

5. a positive outlook   6. self-discovery   7. Self-reflection   8. set boundaries

9. peers and adults   10. negative stereotypes and biases

B

1. Self-identity is crucial as it sets the foundation for our future success and well-being.

2. Before the age of 25.

3. They can mess with our minds, making us feel inadequate and widening the gap between our present experiences and our ambitions.

4. Self-introspection is best nurtured in a supportive environment created by parents, teachers and other mentors.

5. Because a sense of belonging and acceptance is essential for self-esteem and resilience.

C

1. → D   2. → A   3. → B   4. → C

🎤 Language in Use

▸ **Keys**

A

Words	Add "self-"	Chinese Meanings
image	self-image	自我形象
talk	self-talk	自我对话
worth	self-worth	自我价值
discovery	self-discovery	自我发现
discipline	self-discipline	自律
reliance	self-reliance	自给自足
reflection	self-reflection	自我反思

B

1. E   2. F   3. G   4. B   5. D   6. H   7. C   8. A

C

1. in charge of   2. was proud of   3. head to   4. take on   5. ups and downs

6. at risk   7. interact with   8. has a knack for

D

1. To → With   2. me → myself   3. allow → allowing   4. embark in → embark on/upon

5. maintaining → maintain

E

1. I used to hold back my true feelings, but now I've learned to embrace my emotions.

2. Breaking down stereotypes requires a strong sense of self-identity and courage.

3. The students set off for their annual school trip early in the morning.

4. Self-introspection is a powerful tool for personal growth, allowing us to understand our strengths and weaknesses.

5. The college student's resilience in the face of tough times has been an inspiration to us all.
F

　　构建强大的自我认同不仅关乎如何度过大学时光，也关乎茁壮成长为能够迎接世界挑战的自信成年人。它还关乎为我们自己创造一个可以为我们是谁以及我们所取得的成就倍感骄傲的未来。通过专注于发现自我、进行自我反思、学会说"不"、培养归属感、保持积极的自我对话以及挑战负面刻板印象，我们可以塑造一个引领我们度过余生的身份。

Sections 7-8: Be a Good Writer; Do You Know; Project

IV. Be a Good Writer

◎ Objectives

1. To help students learn to structure and write a narrative essay that effectively conveys a personal experience, identifies a central theme, and includes reflective analysis.
2. To help students practice analyzing a given passage to identify key elements such as setting, structure and personal reflection, and brainstorm additional details to enrich their narrative.
3. To help students organize their thoughts and writing coherently, using vivid descriptive language and appropriate transitional words or phrases to guide the reader through the narrative arc.

▸ Teaching Suggestions

1. Provide students with a list of vocabulary and descriptive phrases related to narrative writing to enrich their essays and help them express their experiences more vividly.
2. Model the writing process by drafting a narrative essay, discussing each section of the outline to provide students with a clear framework for their own writing.
3. Implement a peer review process where students exchange their narrative essays and provide constructive feedback to learn from each other's work and improve their writing.
4. Encourage students to use sensory details and vivid imagery in their writing to immerse readers in their personal experiences.

▸ Reference Answers

Topic Choice

A Journey Within Myself: My Self-discovery in the Mountains

Writing Sample

1. b　2. c　3. a　4. the wisdom that true discovery lies within myself

Practical Writing

My story began with the simple act of creating a profile on a popular social media platform. The initial excitement was palpable as I connected with old friends, made new ones, and shared snippets of my life. The world seemed to open up, and I eagerly posted my achievements, interests, and daily musings. Each like and comment were a small victory, a validation that I was part of this global conversation.

As time went on, my relationship with social media became more complex. I found myself addicted to a polished version of myself. The pursuit of validation turned into an obsession with likes and followers. Privacy became a casualty as I shared more to gain more, blurring the line between online and offline selves.

The turning point came when I realized that the constant need for approval was eroding my self-esteem. I was living for digital applause, and in the process, losing touch with my authentic self. It was then that I decided to take control of my social media experience. I began to selectively share, focusing on the moments that truly mattered to me rather than what I thought would catch the most attention. I learned to appreciate the value of privacy, and understood that not every aspect of my life needed to be on display.

My story with social media is a journey of growth and self-awareness. It's about learning to navigate the digital world while maintaining a sense of self. I've come to understand that social media is a tool, not a definition of who I am.

V. Do You Know

◎ Objectives

1. To understand the core concepts of self-identity in the Chinese philosophy and recognize their cultural significance in shaping traditional Chinese values and world view.
2. To analyze the different perspectives on self-identity and develop critical thinking skills by comparing and contrasting their approaches to understanding the self.
3. To cultivate cultural awareness by exploring the relevance of ancient Chinese philosophical teachings to contemporary society.
4. To enhance cultural confidence and national identity by appreciating the wisdom of Chinese philosophical traditions.

▶ **Teaching Steps**

Step 1.   Begin with a lecture to introduce students to the core ideas of self-identity in the Chinese philosophy, focusing on the teachings of Confucius, Mencius, Laozi and Zhuangzi. Highlight their contributions to understanding the self.

Step 2.　Engage students in a comparative analysis activity where they examine the different views on self-identity presented by Confucianism and Daoism.

Step 3.　Assign students to work in groups to discuss how the teachings of these philosophers can be applied to navigate the complexities of modern society.

Step 4.　Have students prepare individual reflections or group presentations on how ancient philosophical insights shape their personal development and contribute to a more balanced and sustainable society.

VI. Project

Objectives

1. To enhance language proficiency by analyzing and interpreting translated texts of ancient Chinese philosophers.

2. To cultivate critical thinking and cross-cultural awareness by comparing traditional philosophical concepts (e.g., "Ren" of Confucian or "Wuwei" Daoist) with modern perspectives on self-identity.

3. To deepen ethical and cultural identity by internalizing the moral values of the Chinese philosophy (e.g., harmony, integrity, and self-cultivation) and reflecting on their relevance to personal growth and societal responsibilities.

Teaching Suggestions

1. Facilitate structured discussions connecting philosophical concepts to modern self-identity challenges.

2. Assign creative writing tasks that blend personal stories with metaphors from classical texts.

3. Organize role-play debates where students embody contrasting philosophers' perspectives.

4. Provide targeted feedback on exhibition, storytelling and ethical reflections.