

WHO WE ARE, HOW WE ACT



A diver touches a great white shark on the nose, Guadalupe Island, Mexico.

IN THIS UNIT

- Compare and contrast personality types
- Consider your behavior in different situations
- Evaluate reasons why people help others
- Consider the effects of cognitive biases
- Write a compare-contrast essay about experiences

SKILLS

READING

Recognize cause and effect

WRITING

Organize a compare-contrast essay

GRAMMAR

Compare-and-contrast connectors

CRITICAL THINKING

Connect information to personal experiences

CONNECT TO THE TOPIC

1. What words might describe the person touching the shark in the photo?
2. Would you enjoy doing what the people in the photograph are doing?

WATCH

CAKES OF DECEPTION

A You are going to watch a video about an experiment with cakes. Watch the first part of the video and complete the summary. ▶7.1

birthday	camera	taste	\$15	\$40	\$55
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In the experiment, a hidden ¹_____ will watch people to see whether the price of something can affect its ²_____. Random people will have a chance to try two different cakes. The first one costs ³_____. The other cake costs ⁴_____. The people who try the cakes will be asked what they think about them.

B Predict the answer to each statement. Then watch the whole video to confirm your ideas. ▶7.2

1. The majority of people who tried the first cake said that it was
a. dry and a little bit disappointing. b. more delicious than they expected.
2. The general opinion about the second cake was that it tasted
a. about the same as the first cake. b. a lot better than the first cake.
3. To make the experiment more interesting, the two cakes
a. were actually exactly the same. b. were made with different ingredients.
4. The experiment suggested that many people think that
a. a high price is a sign of good quality. b. there is no link between price and taste.
5. Overall, most people who tried the two cakes were surprised
a. that the two cakes were so similar. b. when they learned the truth.

C Discuss the questions in a small group.

1. How do you think you would have reacted to the two cakes?
2. Do you agree that price can affect how we react to products?

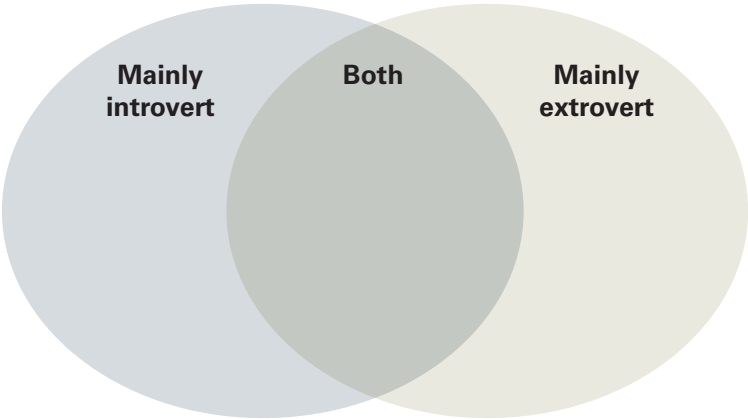
PREPARE TO READ

A VOCABULARY Read the sentences. Then choose the correct definition for each bold word.

1. Someone who is **outgoing** likes to be with and talk to other people.
a. shy and quiet b. friendly and sociable
2. **Reserved** people tend to enjoy being alone and being quiet.
a. open about one’s views b. private about one’s views
3. If you look at a bright light and then shut your eyes, the brightness **persists** for a time.
a. continues b. changes
4. Many people find that relaxing at home is a good way to **recharge** their batteries.
a. to rest and gain energy b. to be active and use energy
5. People with the **desire** to take risks often enjoy activities such as snowboarding or diving.
a. strong wish or hope b. strong interest in winning
6. **Qualities** such as leadership and creativity are valued in businesses.
a. effects b. characteristics
7. It’s **inaccurate** to say that Canada is cold in winter; some parts of the country have relatively mild weather.
a. not known b. not correct
8. Some people are **comfortable** talking to strangers; others find it very difficult.
a. relaxed; at ease b. not happy; not ready
9. It isn’t good to **label** children as “smart” or “lazy” because such terms can affect them.
a. to learn or teach b. to name or describe
10. Young children are often very **energetic**, which can be tiring for their parents.
a. full of energy b. having little energy

REFLECT Compare and contrast personality types.

Before you read an article about personality types, consider two well-known types: *introvert*, or someone who generally likes to spend time alone, and *extrovert*, someone who typically enjoys being with other people. Complete the Venn diagram with the adjectives (a–h). Add two adjectives of your own. Compare your ideas in a small group.



- a. energetic c. funny e. loud g. reserved i. _____
- b. friendly d. kind f. outgoing h. shy j. _____

READ

PERSONALITY: WHAT TYPE ARE YOU?

A PREVIEW Read the title and answer the questions.

1. Scan the text to find the meaning of *introvert*, *extrovert*, and *ambivert*. Which word best describes your personality?
2. Look at the photo and read the caption. How does the photo relate to the topic of the reading?

In this double exposure photograph, the photographer purposely recorded one image directly over another.



1 Do you prefer being by yourself or with a lot of people? Are you usually quiet, or do you tend to talk a lot? Your answers will depend on your personality. For thousands of years, people have tried to understand and describe different personalities. Many of their ideas and descriptions were not very accurate. But the work of psychologist¹ Carl Jung in the early 1920s provided some clear answers. In particular, Jung was the first to describe two well-known personality traits²: introversion and extroversion.

2 According to Jung's theory, introverts are **reserved** people who like to think before they speak. They are **comfortable** spending time with close friends but dislike large crowds. In contrast, extroverts are typically **outgoing**. They're quick to act and enjoy spending time in groups. Later research suggested that introverts need time alone to **recharge**, but extroverts feel more **energetic** when they're with other people. These descriptions are easy to understand and widely accepted. They're also so well known that most people can say which term better describes them.

3 Although it is convenient to put things in two categories, current thinking is that we cannot rely on this simple classification. One problem with Jung's theory is that most people aren't simply either introverts or extroverts. The common understanding is that introversion and extroversion are separate types in the same way that black and white are separate colors. When it comes to personality, though, this understanding is **inaccurate**. This is because very few people are either completely introverted or extroverted. Instead, almost all of us have a certain amount of both traits. In fact, as many as two-thirds of us are neither introverts nor extroverts but something else: ambiverts.

4 Ambiverts act like both introverts and extroverts. They do this at different times and in different situations. An ambivert might enjoy hanging out with a large crowd of people one day and then wish for quiet time alone the next day. Ambiverts also combine the positive traits of both introversion and extroversion. Like introverts, they can be good listeners. Like extroverts, they are comfortable talking and expressing themselves. Another **quality** of ambiverts is that they can match their behavior to the situation. For example, an ambivert can make small talk³ with an outgoing passenger on a train. Conversely, the same ambivert can recognize a reserved passenger's **desire** to sit quietly.

¹**psychologist** (n) a person who studies human thinking and behavior

²**trait** (n) a quality, or characteristic, of somebody's personality or character

³**make small talk** (v phr) to talk about everyday topics, often with somebody you don't know well

5 So why does the idea that we’re either introverts or extroverts **persist**? One reason is that our brains have developed certain ways of thinking. These ways are called cognitive biases⁴. Cognitive biases can affect how we understand information. One example is called “binary bias.” This form of bias leads us to put information into a limited number of categories—often just two—instead of many. Because of this bias, people naturally see things as being either black or white instead of a shade⁵ of gray. In other words, these two labels persist because our brains like to put things into just two categories.

6 **Labeling** someone an extrovert or introvert can do more than describe their personality. This label can actually change who they are. Imagine an ambivert girl growing up in a family of extroverts. The girl behaves in introverted ways more often than her parents, brother, and sister. As a result, people call her an introvert, and she grows up thinking that this label fits her. Over time, she learns to avoid situations and behaviors that are typical of extroverts. She prefers to be in smaller groups and to spend time alone. This is a second reason why the labels “introvert” and “extrovert” persist: People sometimes grow into patterns of behavior based on how they are labeled.

7 The next time someone asks if you’re an introvert or extrovert, consider your answer carefully. Most personalities are more complex and cannot be easily labeled as one or the other.

⁴**cognitive bias** (n phr) an error in thinking caused by the brain trying to simplify information
⁵**shade** (n) a type of color



B MAIN IDEAS Choose the better heading for each paragraph.

- Paragraph 2
- a. The differences between two personality types b. Two ways that personalities change over time
- Paragraph 3
- a. Problems with a widely accepted theory b. A new but uncommon personality type
- Paragraph 4
- a. Good situations and bad ones b. A mixed personality type
- Paragraph 5
- a. Why certain shades are easier to see b. How thinking can affect understanding
- Paragraph 6
- a. The surprising impact that a label can have b. The unusual impact that a family can have

C DETAILS Read each statement. Write T for *True*, F for *False*, or NG for *Not Given*.

1. ____ Carl Jung was the first person to describe the ambivert personality.
2. ____ Introverts and extroverts react differently to being with other people.
3. ____ Introversion and extroversion are separate things like black and white.
4. ____ Up to 66 percent of people may have an ambivert personality type.
5. ____ Most ambiverts usually act more like extroverts than introverts.
6. ____ The term “cognitive bias” describes some of the ways we think.
7. ____ A boy who calls himself an extrovert may become a more extroverted adult.

D DETAILS Complete the notes. Use two words from the article for each answer.

- Introverts**
- Dislike ¹_____ but enjoy being with close friends
- Need some ²_____ to be able to recharge
- Being ³_____ is one of their positive qualities
- Extroverts**
- First described by ⁴_____ around 100 years ago
- Outgoing, talkative, and like to hang out in ⁵_____
- Being with ⁶_____ makes them have more energy
- Ambiverts**
- Have a ⁷_____ of both introverted and extroverted traits
- Act differently at ⁸_____ and in different situations
- May find it comfortable to make ⁹_____ with strangers

READING SKILL Recognize cause and effect

Causes are the reasons *why* certain things happen, and effects are *what* happens as a result of an event or situation. Recognizing cause and effect helps you better understand relationships between ideas, which is an important part of reading. Here are some connectors that signal cause and effect.

cause *effect* *cause* *effect*
cause-effect: It began to rain, **so** I went home. / It was raining. **As a result**, I went home.

effect *cause* *effect* *cause*
effect-cause: I went home **because** it started raining. / I went home **because of** the rain.

Because effects always happen after their causes, you should also look for expressions that signal the order in which events happened:

effect *cause*
Many people opened their umbrellas **after** the rain began.

E APPLY Circle the correct connector to complete these causes and effects described in the text.

- 1. A girl grows up thinking she is an introvert, **because / so** she learns to act in more introverted ways over time.
- 2. An ambivert acts in a more outgoing way **before / during** a conversation with an extrovert on public transportation.
- 3. An introvert spends time with a large group of people. **As a result, / The reason is** he or she feels a desire for some time alone.
- 4. An idea about personality types became familiar **after / so** Carl Jung described introversion and extroversion.
- 5. **Because / So** the “binary bias” affects how we think, our brains like to put information into just a few categories.

CRITICAL THINKING Connect information to personal experiences

You may understand an article better if you connect it to your personal experiences. Think about how your life experiences are similar to or different from the information in the article. Ask yourself questions that help you do this; for example, *Which personality type sounds more like me?* or *How is my personality similar to or different from other people in my family?*

REFLECT Consider your behavior in different situations.

Answer the questions in your notebook. Then share your ideas in a small group.

- 1. How do you feel about spending time with large groups of people? How do you behave when you’re in a group?
- 2. How do you feel about spending time alone? What do you usually do?

PREPARE TO READ

A VOCABULARY Read the definitions. Then complete each sentence with one or two bold words.

- donate** (v) to help by giving money, time, or goods to a person or charity
- donor** (n) a person who gives money or other things to a charity
- funds** (n) money for a specific purpose
- operation** (n) cutting open a person’s body in order to fix a medical problem
- pattern** (n) the specific way that something is usually done or organized
- persuade** (v) to convince a person to do or believe something
- reasonable** (adj) appropriate
- simplify** (v) to make something easier to understand
- sympathy** (n) a feeling of sadness for someone’s bad luck
- take advantage of** (v phr) to benefit from an event or situation

- 1. Every year, Canadians _____ more than \$10 billion to charities, with each _____ giving \$450 on average.
- 2. Great teachers can _____ complex ideas so they’re easier to understand.
- 3. When it’s sunny, many people go outdoors to _____ the nice weather.
- 4. Most people feel _____ for a friend who is in the hospital.
- 5. Some charities use the _____ they raise to provide clean water for people. Others use the money to help sick people who need a(n) _____.
- 6. To help a child develop a good sleep _____, set a _____ bedtime, such as 9 p.m., and wake him/her at the same time each morning.
- 7. The purpose of advertisements is to _____ people to buy goods or services.

B PERSONALIZE Discuss these questions with a partner.

- 1. In your opinion, what’s a **reasonable** price for these items: a cup of coffee, a pizza, a phone?
- 2. In addition to bad luck, what other situations make you feel **sympathy** for others?
- 3. What kind of weather do you like best, and how do you **take advantage of** it?

REFLECT Evaluate reasons why people help others.

You’re going to read about how charities try to raise money. Rank the reasons you think people donate to charities from most common (1) to least common (5). Make notes to support your views. Then compare your ideas in a small group.

People donate money, time, or goods to charities . . .

- _____ after seeing friends or family make donations.
- _____ because of a desire to help other people.
- _____ because they feel it is the right thing to do.
- _____ so they can feel good about themselves.
- _____ to teach children that giving is important.

THE PSYCHOLOGY OF GIVING

A PREDICT Look at the photo and the information in the ad. With a partner, discuss what you think each of the effects is.

7.2

1 Every year, people all over the world give hundreds of billions of dollars to charities¹. In 2017, for example, Americans **donated** \$410 billion to charities. In terms of revenue², that’s more than the second-largest company in the world. While some people are incredibly generous, many give rarely or never donate at all. As a result, charities are always looking for ways to encourage more people to donate. One way they do this is by **taking advantage of** human psychology—how people think and behave—and especially of our cognitive biases.

2 These biases are **patterns** of thinking that can influence how we understand, act, and decide. They typically affect our thinking by helping us make quick decisions based on limited information, or by **simplifying** a complex situation so we can understand it more easily. We’re usually not aware of biases. In other words, we don’t notice that they’re affecting our thinking, and we can’t easily control or reduce their effects.

3 One type of cognitive bias, called the “truth effect,” makes short, simple stories easier to believe than longer, more complex ones. Some charities use this bias to encourage donations. They share simple, personal stories to explain the charity’s causes. The stories often focus on a particular person. For example, a charity called *Watsi* aims to raise **funds** to help people who need an **operation** or other

¹**charity** (n) an organization that provides help and raises money for those in need

²**revenue** (n) money that a company receives as a result of doing business

Natural disasters, weather events, and political instability interfere with children’s education around the world. Refika’s school was destroyed by an earthquake.

DONATE NOW!

DONATE MONTHLY

\$25 per month

\$40 per month
(most popular option)

\$50 per month

Donate for children in need.

YOU CAN HELP KEEP CHILDREN LIKE REFIKA IN SCHOOL EVEN DURING TIMES OF CRISIS.

Join the more than 150,000 people who have donated this year to help keep children in school in times of crisis.

Truth effect

Anchor effect

Framing effect

Bandwagon effect

medical care. On its website, you might read the story of a young student from Kenya who broke a leg in a motorcycle accident. He needs to get better soon so he can finish college and earn enough to help his family. Cognitive biases push many of us to react positively to stories like this. And other cognitive biases make us feel **sympathy** when we learn that a specific person needs help.

4 Charities may also use a cognitive bias called the “framing effect.” This effect influences the decisions we make and how we make them. In simple terms, we react more positively to information with an upbeat³ message. Look at these two statements: “Please donate your used eyeglasses to help more students see clearly” and “Your used eyeglasses might help somebody in need.” The two statements mean basically the same. And if you think about the words carefully, neither statement is more likely to **persuade** people to donate. However, cognitive biases work when you read without thinking deeply. The first statement, which is from the website *Sight Learning*, a charity started by a teenager, is more likely to encourage people to give because it’s more positive: That’s the framing effect in action.

5 Once we decide to donate money, charities hope we will give as much as we can. They get us to give more through two cognitive biases: the “bandwagon effect” and “anchoring.” The bandwagon effect means we are more likely to do something if we think a lot of other people are doing it. Everyone wants to be on the bandwagon. And *anchoring* is the way we often use the first thing we learn about something to help us make a decision. Charities take advantage of these cognitive biases with messages such as “Many people donate an average of \$47.” The phrase “many people” causes the bandwagon effect. And “\$47” is anchor information that makes donors think around \$50 is a **reasonable** donation. If the anchor figure were “\$17” instead, **donors** might think a smaller amount, say \$20, would be fine.

6 When charities receive donations, they and the people they support benefit. In addition, studies show that people who give to others are happier and more content, so donating benefits the giver, too. With these advantages, it’s clear that the effect of some of our cognitive biases helps charities and us as well.

³**upbeat** (adj) positive

B MAIN IDEAS Number the statements from 1 to 4 in the order they are mentioned in the article. Two statements are extra.

- a. ____ Cognitive biases help our brains deal with difficult problems quickly.
- b. ____ College students are less affected by cognitive biases than other people.
- c. ____ Donors who think others have given a lot are more likely to do the same.
- d. ____ If charities tell the story of one person, donors are more likely to give.
- e. ____ Messages that charities express in a positive way have a better impact.
- f. ____ People who are happy give more to charities than people who are sad.

C DETAILS Match each description to the name of a cognitive bias from the article.

- a. Anchoring b. Bandwagon effect c. Framing effect d. Truth effect
1. ____: causes people to be more willing to do something that other people are doing
2. ____: describes the effect that a number can have on what people decide to do
3. ____: explains why people have a good reaction to something positive they have read
4. ____: makes people more likely to believe something short and easy to understand

D DETAILS Use information from the article to write a description of each number or name.

1. \$410 billion: _____
2. Watsi: _____
3. Sight Learning: _____
4. \$50: _____

E APPLY Complete each cause-and-effect sentence with *because* or *so*. Use correct punctuation. Underline each cause.

1. Charities are always trying to get more donors _____ some people rarely or never donate.
2. A student from Kenya hasn’t been able to finish college or start work _____ he had an accident.
3. Short stories about one person can make donors feel sympathy _____ charities sometimes use this kind of story on their websites.
4. _____ the framing effect means people usually react positively to positive messages, some charities try to take advantage of this cognitive bias.
5. Some charities mention a high average donation on their websites _____ other donors think that a high donation is reasonable.

REFLECT Consider the effects of cognitive biases.

Which of the cognitive biases from the two articles might have affected your behavior or decisions in the past? Choose one and make notes about what happened. Then share what you wrote in a small group.

anchoring bandwagon effect binary bias framing effect truth effect



A young man stands in front of Flinders Street railway station, Melbourne, Australia.

UNIT TASK Write a compare-contrast essay about experiences.

You are going to write an essay about two situations you have been in or two experiences you have had. What was similar and different about the situations or experiences? How did you behave and feel each time? Use the ideas, vocabulary, and skills from the unit.

A MODEL Read the essay. What is the main idea?

Going to College: My Experience

Attending college is a major life change and often a great experience. I’ve been lucky to do it twice. Both experiences were exciting and gave me amazing memories. They also had some important differences that helped me understand myself.

The first time I went to college was when I was 18 and moved to Santiago, which is the capital of my country, Chile. I didn’t know Santiago before I moved there, so it took me some time to get to know the city. During this time, I felt homesick. I was surprised about this because my family and home were only about one hour from Santiago. My experience at the university was mostly positive. I took interesting classes and had some excellent instructors. Unfortunately, it was a little hard for me to make friends at first. I think this is because I wasn’t very confident, and I felt and acted shy and reserved. I was quite introverted, in other words.

The second time I went to college was when I was 20. I spent a year in Australia as an exchange student. I lived in Melbourne, which is a large, exciting city on the south coast. It took me some time to get used to living in Melbourne because, like Santiago, I didn’t know the city before I moved there. However, unlike my first weeks in Santiago, I was surprised that I didn’t feel homesick at all even though my home and family were very far away. Just like in Santiago, my classes and instructors were great. I also made good friends in Melbourne. In contrast with Santiago, though, this happened quickly. In fact, I made two good friends on my first day at the university. Living in a new country gave me freedom and confidence to behave like a new person, and I acted in much more outgoing ways.

In conclusion, I learned a lot from these two experiences. The most important thing I learned is that my behavior and personality are not fixed. Until I was 20, I thought I was an introvert. My time in Melbourne showed me that I can act like an extrovert in some situations. That knowledge has helped me become more confident and outgoing in my daily life.

WRITING SKILL Organize a compare-contrast essay

In a compare-contrast essay, you compare how two things are similar and contrast how they are different. This type of essay can have either a **point-by-point** or a **block** structure. In both structures, the introductory paragraph introduces the topic with background information and a thesis statement. Both structures have similar concluding paragraphs that summarize the main ideas and give a final thought or opinion. Body paragraphs are organized differently:

Point-by-point structure	Block structure
Introductory paragraph	Introductory paragraph
Body paragraphs <ul style="list-style-type: none">In each, focus on one aspect of the topic (e.g., homesickness, classes, friends)In each, describe similarities and differences related to that aspect of the topic	First body paragraph <ul style="list-style-type: none">Describe the first experience; support your points with details and examples Second body paragraph <ul style="list-style-type: none">Describe the second experience; say how it was similar to and different from the first.
Concluding paragraph	Concluding paragraph

B ANALYZE THE MODEL Choose the correct term to complete the sentence.

The model essay has a **point-by-point / block** structure.

C APPLY Match information from the model to the Venn diagram.

- a. attended college there at 20

b. didn't feel homesick at all

c. didn't know the city before moving there

d. felt homesick for a short time

e. learned from very good instructors

f. made good friends quickly
- g. needed time to make good friends

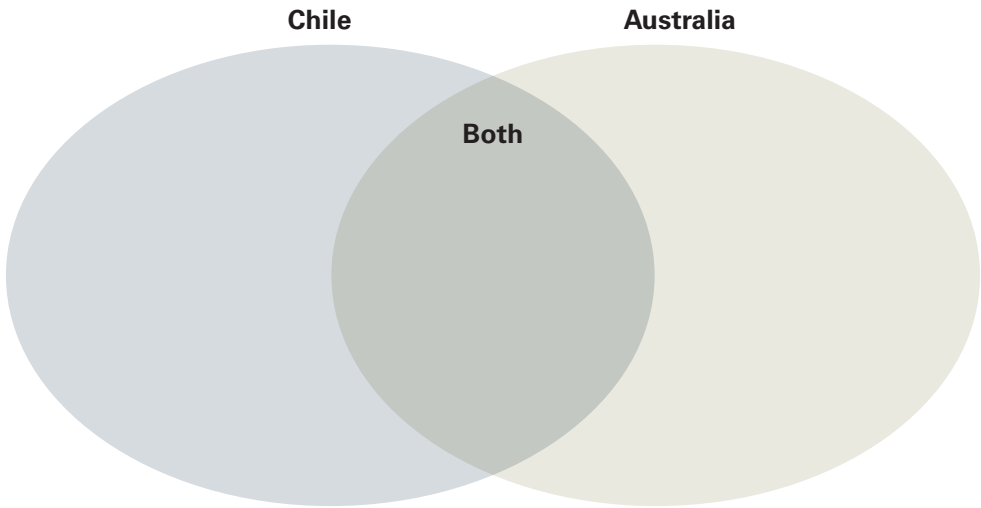
h. took interesting college classes

i. took time to feel comfortable in the city

j. was introverted and lacked confidence

k. was outgoing and felt confident

l. went to college there while a teenager



D APPLY Complete the body paragraphs for an essay with the information below.

other ways	felt and behaved	in contrast	one similarity
another similarity	final difference	one difference	

My experiences living in two cities and studying at two colleges had similarities and differences. ¹_____ was that I didn't know either city well. In Chile, I moved to Santiago. In Australia, I lived in Melbourne. Because I didn't know either city, it took me several months to become familiar with each place. ²_____ was that I took really interesting classes at both universities and learned a lot. I made great friends in both places, too. It took me several weeks to find friends in Santiago. ³_____, in Melbourne I made several close friends in my first week.

How I ⁴_____ in the two places was similar in some ways, but different in ⁵_____. One similarity was that I felt excited to start college but also a little nervous. ⁶_____ was that I was homesick during my first few months in Santiago, while I was never homesick in Melbourne. A ⁷_____ is how I behaved. In Santiago I was reserved and introverted, but I felt like a new person in Melbourne, so I was more outgoing. I think this is why I made friends more quickly in Australia.

GRAMMAR Compare-and-contrast connectors

You can use various connectors to indicate ideas that are similar or different. These connectors have different grammatical functions, so it's important to study their position and punctuation as well as their meaning.

Coordinating Conjunction

I'm an introvert, **but** he's an ambivert.

Subordinating conjunction

Although/Even though I'm an introvert, I like to spend time with some people.
Introverts like to be alone **whereas/while** some extroverts feel uncomfortable when alone.

Adverbs

I'm an introvert, and he is, **too**.
I'm an introvert. **In contrast/However**, he's an ambivert.
Introverts are good listeners. **Similarly/Likewise**, many ambiverts know when to listen.

E GRAMMAR Add the connectors from the Grammar box to the correct column. Add any other compare-and-contrast connectors you know, too.

Connectors that compare (show similarity)	Connectors that contrast (show difference)

F GRAMMAR Choose the correct connector to complete each sentence.

1. Ambiverts have traits of both introverts and extroverts. That means they enjoy time alone.

Similarly / In contrast, they may like socializing with others.
2. Carl Jung is one of the most influential psychologists in history. The ideas of Sigmund Freud are very influential,

in contrast / too.
3. In general, extroverts prefer talking to thinking.

On the other hand / In the same way, introverts may think more than they talk.
4. Many people think that introverts are shy.

However / Similarly, this is not always true.
5. Some people regularly donate to charities,

but / likewise other people almost never give.

G GRAMMAR Complete this paragraph with compare-and-contrast connectors from the box.

likewise	however	in a similar way	but
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Around the world, people have many ideas about personality. In some places, for example, people think that blood type can affect your personality. ¹ _____, some people feel that the day, month, and year of your birth can affect your personality. A person born in the Year of the Tiger, for example, is likely to be brave and confident, ² _____ somebody born in the Year of the Horse often forgets things. Some people even believe that your hair color can affect who you are. ³ _____, many other people feel strongly that these ideas are incorrect. They are sure personality cannot be affected by your blood type. ⁴ _____, they think there is no truth to the idea that your date of birth or hair color can affect who you are.

H GRAMMAR Complete the sentences about the topic in parentheses. Use your own ideas.

1. (Two places) _____
Likewise, _____
2. (Two objects) _____
In contrast, _____
3. (Two people) _____
but _____

WRITING TIP

To help learn and remember new expressions, it’s a good idea to use them in your writing. To do this correctly, first be sure you understand the meaning of the expression. Then focus on where it typically goes in a sentence and what punctuation it needs.

I EDIT Correct the four mistakes with connectors and/or punctuation.

I find it interesting that everybody has a different personality. The other members of my family are strong introverts. They are usually quiet and are happy spending time alone, in contrast they are also comfortable talking to people they don’t know. Most of the time, my behavior is introverted, likewise. But sometimes I enjoy activities that my family doesn’t find comfortable, so I probably have an ambivert personality. For example, I like socializing with large groups of people. Similarly I can be very outgoing sometimes. It seems that my personality is similar to the personalities of other members of my family. Although I might be a little more of an extrovert.

PLAN & WRITE

J BRAINSTORM Complete the tasks.

1. Choose a situation you have been in or an experience that you have had at least twice.

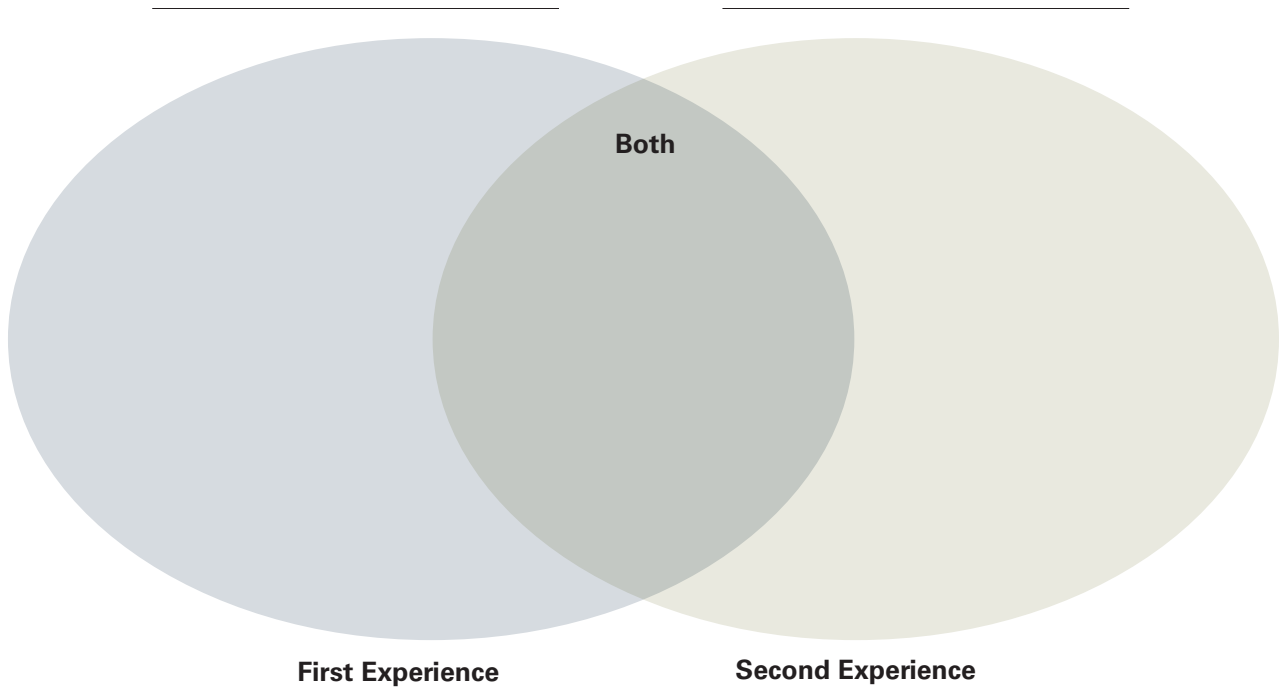
a. started a new jobd. took part in a contest or sports event

b. moved to a different house or apartmente. celebrated a special occasion

c. started a new schoolf. Other: _____
2. Note down the two situations or experiences and when and where they occurred.

One: _____

Two: _____
3. Complete the Venn diagram. What was similar or different about the two experiences? Make notes about your actions, behavior, and feelings. Add factors—either personality or something else—that might have caused you to behave in this way.



4. Choose how you want to organize your essay.

a. a point-by-point structure that focuses on the two or three key aspects of the experience

b. a block structure that describes the first experience in body paragraph 1 and compares and contrasts it with the second in body paragraph 2

K OUTLINE Use the structure below to write an outline in your notebook.

Introductory paragraph
General introduction to the topic and background information
Thesis statement

Body paragraph 1
(point-by-point structure) First point of comparison
OR
(block structure) First situation or experience

Body paragraph 2
(point-by-point structure) Second point of comparison
OR
(block structure) Second situation or experience

Concluding paragraph
Summary of the main ideas
Final thought or opinion about the topic

L FIRST DRAFT Use your outline to write a first draft.

M REVISE Use this list as you write your second draft.

- ☐ Does your essay clearly introduce what you will compare and contrast?
- ☐ Does it describe similarities and differences clearly?
- ☐ Does your essay have a clear organization?
- ☐ Is there any information that is not needed?
- ☐ Does the conclusion give a summary of the main ideas?

N EDIT Use this list as you write your final draft.

- ☐ Does your essay use compare-and-contrast connectors accurately and naturally?
- ☐ Are there any spelling or punctuation errors?
- ☐ Have all grammar mistakes been fixed?

O FINAL DRAFT Reread your essay and correct any errors. Then submit it to your teacher.

REFLECT

A Check (✓) the Reflect activities you can do and the academic skills you can use.

- ☐ compare and contrast personality types
- ☐ recognize cause and effect
- ☐ consider your behavior in different situations
- ☐ organize a compare-contrast essay
- ☐ evaluate reasons why people help others
- ☐ compare-and-contrast connectors
- ☐ consider the effects of cognitive biases
- ☐ connect information to personal experiences
- ☐ write a compare-contrast essay about experiences

B Write the vocabulary words from the unit in the correct column. Add any other words that you learned. Circle words you still need to practice.

NOUN	VERB	ADJECTIVE	ADVERB & OTHER

C Reflect on the ideas in the unit as you answer these questions.

1. What is the most important thing you learned in this unit?
2. What have you learned about how cognitive biases can affect behavior?
3. What would you like to know more about?