

1 IDENTITY

Discussion point

Discuss with a partner.

- 1 How do you display your identity in person?

My clothes say a lot about me. I'm an athlete, so I wear ...

- 2 How do you display your identity online?

My screen name is pony98 because I love horses, and I was born in 1998. So, that shows ...

- 3 Do you think your online identity is communicated accurately?

I'm not sure. I post a lot of happy photos and good news. So, ...



VIDEO

Before you watch

Work with a partner. Discuss how these words might appear in the video.

a gadget attached to your wrist

a fitness tracker

rhythms and pulses

upbeat music

to feel alert

bio-data

'wearable' technology

to be unique



WEARABLE TECH



Standing out from the crowd.

While you watch

Read the questions. Watch the video and choose T (True) or F (False).

- 1 The gadget in the video is a watch. T / F
- 2 It keeps you fit. T / F
- 3 You wear it next to your pulse to link to your body's rhythms. T / F
- 4 It works the same way musical rhythms affect your moods. T / F
- 5 The gadget has to collect lots of bio-data via your phone. T / F

After you watch

Discuss the questions with a partner.

- 1 Do you like the idea of a gadget that can change your moods?
Yes, I do / No, I don't because ...
- 2 Do you agree with the inventor that the gadget is unique?
I agree. I think ...
No, I'm afraid I disagree because ...
- 3 What gadget would you like to invent to improve your health?
I'd like ...
I think ... would be very ...

Social identity

A Vocabulary preview

Complete the sentences with the words in the box.

categorize confirmed consequences
debate define desirable mature tensions

- 1 It is generally said that girls _____ quicker than boys.
- 2 I think patience and loyalty are _____ qualities in a friend.
- 3 Measures are needed to reduce _____ between fans at the next game.
- 4 She said exactly what she thought, without thinking about the _____.
- 5 Happiness is a very difficult feeling to _____.
- 6 The two psychologists had a _____ over the cause of the problem.
- 7 I _____ my social media contacts into family, close friends, and work colleagues.
- 8 When I received an award for writing, that just _____ my desire to be a journalist.

B Before you read

Preparing to read

The reading discusses different types of groups that people belong to that form part of their identity and some of the traits, or characteristics, that they share. What kinds of examples do you think the reading mentions?

C Global reading

Recognizing classification

Classification is used in texts to talk about different types of something—for example, different breeds of horses or different stages of a child's development. Some texts will directly state the number of categories: *There are six major biomes in the North American landscape.* Other texts will give signals such as *First*, *In addition*, and *Finally* in the first or second sentence of the body paragraphs. Some texts will list the categories in the first or second paragraph: *The three main types of rock are known as sedimentary, metamorphic, and igneous.* Then you can expect one supporting paragraph to explain each category.

Write the headings in the box into the text. Remember to skim for topic sentences to help you.

Dangers of social identity Implications
The importance of identity Types of identity traits

Social identity



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.

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*.

1 _____

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.

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)?

2 _____

Our identities are important not only because they shape our belief in who we are, but also because they impact how others treat us.

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.

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*.

3 _____

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.

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.

4 _____

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.

GLOSSARY

affiliation (n) a connection with an organization

foster (v) to encourage or help something to develop

rivalry (n) a situation of intense competition between individuals or groups

sibling (n) a brother or sister

Scanning

D Close reading

1 Find the definitions for the terms in *Social identity* and copy them, or express them in your own words.

- 1 ascribed trait: _____
 2 achieved trait: _____
 3 chosen trait: _____

2 Match the examples from the reading (1–9) with the concept they explain (a–i).

- | | |
|--|--|
| 1 being the employee of a certain company | a achieved trait |
| 2 belonging to a political party | b ascribed trait |
| 3 stubborn; criminal | c broad categories |
| 4 fans of the Pleasant Valley High School team | d chosen trait |
| 5 intelligent; loyal | e definition of something people are not |
| 6 left-handed person | f narrow categories |
| 7 two different brands of laptops | g negative traits |
| 8 male; student | h positive traits |
| 9 brother of Anna | i rivalries between different groups |

E Critical thinking

Work with a partner. Discuss the questions.

- 1 What are some benefits of rivalries? What are some problems? Give specific examples.
- 2 When people meet for the first time, do you think they focus on similarities, or differences? Why, do you think?
- 3 Which of your identity traits do you think are the strongest: ascribed, achieved, or chosen? Do you think this is typical?



To develop a skill, you first need to know where you are starting from. What are your current strengths and weaknesses? What do you want to achieve? Where do you need to improve? What are your resources? What could obstruct your goals?

Ways of developing such awareness include:

- using self-evaluation questionnaires
- monitoring your progress
- maintaining a reflective journal or blog
- a group discussion or chat
- feedback from other students
- feedback and comments from teachers

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- 1 Complete the chart with your own information about your study of English. Then share your responses with another student or a group.

● **My study of English**

Goals	<i>I want to be able to ...</i>
Strengths	<i>I'm good at ...</i>
Weaknesses	<i>I need to improve ...</i>
Aids (People and tools that can help me)	<i>One thing that can help me is ...</i>
Challenges and obstacles	<i>One thing that makes it difficult is ...</i>

- 2 Read the suggestions in the *Self-awareness and self-evaluation* box. Choose one or two methods that you would use to evaluate yourself in the following areas. Discuss your choices with a partner.
 - 1 An artistic skill, such as singing, playing a musical instrument, or painting
 - 2 An athletic skill, such as playing soccer, skiing, or dancing
 - 3 Your performance at work / a job
 - 4 Whether you should apply to a high-level university or graduate school

How permanent is your personality?

A Vocabulary preview

1 Match the words in bold with the correct definitions.

- | | |
|---------------------------|---|
| 1 correlation (n) | a happening now; at the present time |
| 2 current (adj) | b a person who takes part in a study or research |
| 3 frustrated (adj) | c to say that something is possible or likely; to imply |
| 4 modest (adj) | d not arrogant or vain; being quiet about one's abilities or achievements |
| 5 participant (n) | e a relationship or connection between two things |
| 6 rate (v) | f to be likely to happen; to be likely to do something |
| 7 suggest (v) | g to judge something or someone according to a scale; to grade |
| 8 tend to (v) | h upset, distressed, annoyed at a person or situation |

2 Complete the sentences with words from Exercise 1. Change the form if necessary.

- Is there any _____ between gender and personality traits?
- I _____ be very careful about personal information I post online.
- This study is really old. Do you know of a more _____ one?
- When I don't understand something, even after the teacher has explained it twice, I feel _____.
- The results of my research _____ that identity is important in all cultures in the world.
- The survey was sent to over 1,000 people, but unfortunately, only about half of the _____ completed it correctly.
- The applicant was _____ very high in technical skills, but rather low in social skills.
- Although she won the competition, Sara didn't brag about it to her friends because she was a very _____ person.

Preparing to read

B Before you read

The title of this article asks a question: "How permanent is your personality?" What do you think is the answer to this question? Why?

Understanding main ideas

C Global reading

Skim *How permanent is your personality?* Is the tone formal or informal? How do you know? Who do you think is the intended audience?

How permanent is your personality?

- 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.
- 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?

GLOSSARY

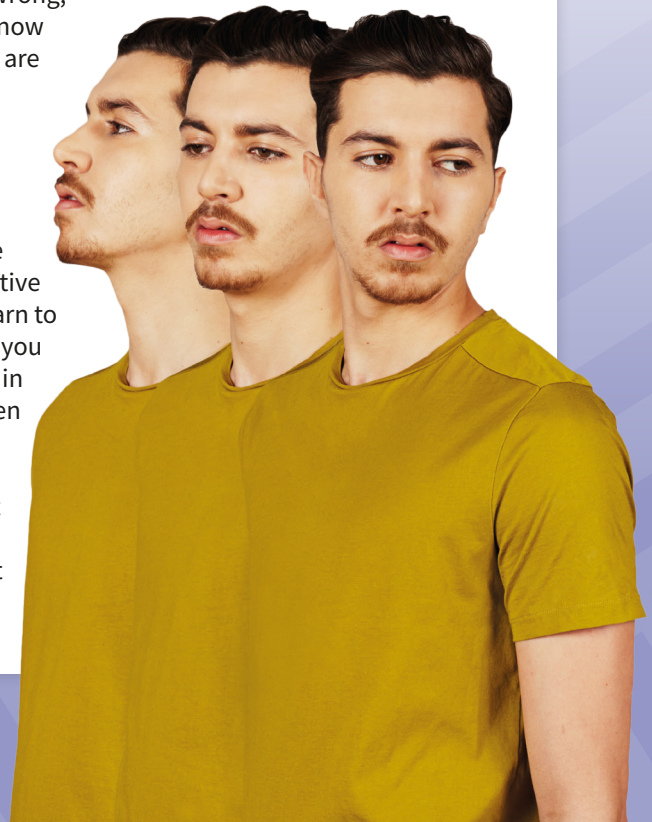
conscientiousness (n) a characteristic that means you do things carefully and correctly

perseverance (n) a strong attitude to continue even when the situation is difficult

GLOSSARY

eliminate (v) to remove completely

- 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"; to look forward to a time when, as we might start saying, you can learn some new tricks.



D Close reading

Other can be an adjective or a noun. Only the noun can be plural:

adjective	noun	plural noun
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*I prefer the **other** book. / I like this book better than **the other** / **the others**.*

Another can be a determiner or a pronoun. Only the determiner is followed by a noun:

determiner	pronoun
------------	---------

*I'd like **another** book. / May I have **another**?*

Each other and **one another** refer to two or more people at the same time. Use **each other** for two people, and **one another** for more than two:

*The two students exchanged papers with **each other**.*

*The children gave gifts to **one another**.* (We know there are three or more children).

Find examples of the substitution words from the box in *How permanent is your personality?* What are they referring to? Use the paragraph numbers to help you.

- 1 Paragraph 1: word or phrase: other
refers to: people to get along with
- 2 Paragraph 4: word or phrase: _____
refers to: _____
- 3 Paragraph 8: word or phrase: _____
refers to: _____
- 4 Paragraph 8: word or phrase: _____
refers to: _____
- 5 Paragraph 8: word or phrase: _____
refers to: _____
- 6 Paragraph 10: word or phrase: _____
refers to: _____

E Critical thinking

Work in a group. Discuss the questions.

- 1 Did the results of the study surprise you? Why / why not? Do you believe the results?
- 2 What are some factors that could cause someone to change his or her personality?
- 3 What do you think the results of this study imply for ascribed, achieved, and chosen identity traits? Can they all change, do you think? Why / why not?

Vocabulary development

Vocabulary for identity types

Both scientists and amateurs use these eight terms to talk about identity types. Some words may already be familiar to you, but they have a specialized usage for this topic.

extroverted feeling introverted intuitive
judging perceiving sensing thinking

1 Complete the definitions of identity types with the words in the box.

- 1 _____ people make decisions based on logical evidence.
- 2 People who draw conclusions based on their ideas and concepts of the world are known as _____.
- 3 People with a strong _____ identity are most comfortable with rules and specific guidelines. They see the world as an orderly place that always operates the same way.
- 4 _____ people are outgoing and sociable. They are interested in other people and the world around them.
- 5 _____ people use emotions and feelings to guide their choices.
- 6 People who focus on their own inner world are _____. They often prefer to spend time alone or without distractions from the outside.
- 7 If you are someone who thinks any situation can have many different outcomes, that there is no stable structure in place, and so anything is possible, you are probably a _____ person.
- 8 _____ people rely on concrete information; for example, evidence that can be seen, heard, or felt.

2 The identity traits can be seen as four pairs of opposites. Match the traits (1–4) with their opposites (a–d).

- | | |
|---------------|---------------|
| 1 introverted | a feeling |
| 2 sensing | b extroverted |
| 3 thinking | c perceiving |
| 4 judging | d intuitive |

3 Work in a group. Discuss the questions.

- 1 Which identity traits do you think you have? Why do you think so?
- 2 It is possible to take free, online tests that will determine your identity type. Do you think such tests are useful and reliable? Why / why not?

Academic words

1 Match the words in bold with the correct definitions.

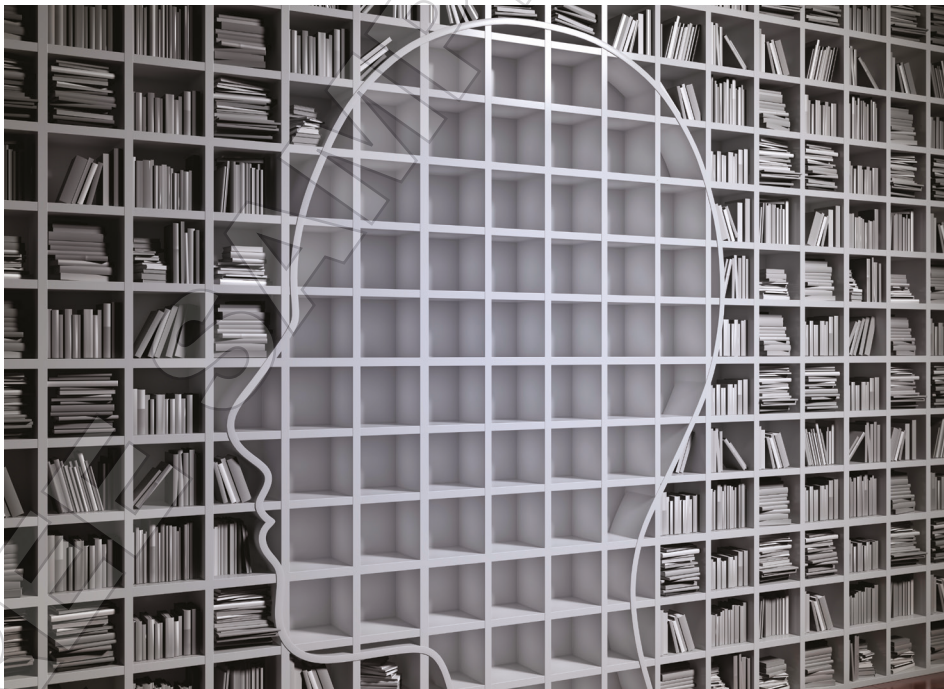
- | | |
|------------------------------|--|
| 1 comprehensive (adj) | a result; consequence |
| 2 journal (n) | b the extent or range of something |
| 3 outcome (n) | c having all or nearly all parts or aspects of something |
| 4 scope (n) | d a person who participates in an activity without being paid |
| 5 variables (n pl) | e a professional magazine that covers research about one topic |
| 6 volunteer (n) | f elements, features, or factors |

2 Complete the paragraph with words from Exercise 1. Change the form if necessary.

This psychology¹ _____ has an interesting article about a very² _____ study carried out on a group of 500³ _____. The study tested whether people were honest about representing their identity online. The⁴ _____ of the study was broad: it took into account such⁵ _____ as age, gender, hours per week spent online, and years of online use. I was surprised by the⁶ _____, which suggested that the majority of people exaggerated information about themselves, held information back, and in some cases, even posted information that wasn't true.

3 Work with a partner. Discuss the questions.

- 1 Do you think a study has to be comprehensive in order to be reliable? Is it possible to take all of the important variables into account?
- 2 If the outcome of a study doesn't have important implications, do you think it should still be published in a journal? Why / why not?



Critical thinking

Generalization

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 is reasonable.

People who play basketball are tall is not.

Some generalizations are more hidden. Consider the difference:

Boys who do well at sports are likely to develop social skills as well.

Children who do well at sports are likely to develop social skills as well.

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 groupwork done outside of class. The people in the groups I'm in never seem to get along with one another. The hardest part of groupwork for me actually isn't 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's 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.

- 1 Read the paragraph. Find the two over-generalizations. How could you reword them so that they are not over-generalizations?
- 2 Analyze the following statements. Check (✓) the ones that are valid.
 - Every day more than 10,000 Americans retire from their jobs, which is putting an increasing strain on some social services.
 - One problem with bringing more women into the workforce is that when they have babies, they typically abandon their jobs.
 - Because shorter children have lower self-esteem, it's important for teachers to take this into account when considering forming study groups.
 - 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 What should you do when you read an over-generalization in a book? Or when you hear an over-generalization in a conversation?
 - 2 Why do you think people make over-generalizations? Is this something you do? In what circumstances can they be useful or helpful?

Writing model

You are going to learn about using reflexive pronouns to show relationships between people, and practice different brainstorming techniques to gather ideas for a short essay about identity.

A Model

1 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.”

2 Read the student model essay. Were all parts of the question answered?

- 1 The “nature or nurture” argument is a common one in the social sciences. Is a person born with their identity, or is it a result of the people around them, such as parents, teachers, and peers? Both research and personal experience 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 all 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.

B Analyze

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

conclusion implication introduction problem solution supporting example

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?

Grammar

Reflexive pronouns

Use a reflexive pronoun (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*) when the object of a sentence is the same person, thing, or idea as the subject:

Hiroshi sent Hiroshi a copy of the email.

Hiroshi sent ~~him~~ a copy of the email. (This sounds like Hiroshi sent the email to another person.)

✓ Hiroshi sent himself a copy of the email.

Reflexive pronouns are sometimes used to add emphasis:

Jane criticized her employees for being late, yet she herself was frequently late. (she and herself are the same person—Jane.)

Reflexive pronouns frequently follow the preposition *by*:

You don't have to finish the project by yourself.

1 Complete the sentences with the correct reflexive pronoun.

- 1 It is important that all the students do their work by _____.
- 2 Send me a copy of the report, and also keep one for _____.
- 3 When we looked at the old photo, we couldn't recognize _____.
- 4 Dr. Kim's early research was directly related to his new study, so he quoted _____ in the journal article.
- 5 Amina was able to finish the work _____, so she didn't ask for any help.

2 Rewrite the sentences with a reflexive pronoun to add emphasis.

- 1 You are responsible for paying the fee.
- 2 I don't believe identity is very important.
- 3 Nobody was more surprised by the results of the study than the researchers!
- 4 Ms. Jimenez couldn't believe the outcome of her research.
- 5 Jack created the contest, and then he won it!

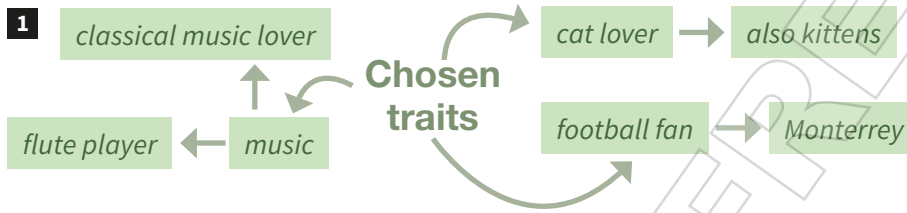
3 Work with a partner. Find the reflexive pronouns in *How permanent is your personality?* For each one, discuss which person or persons it refers to. Which one is used to add emphasis?

Writing skill

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*. Different methods of brainstorming suit different writers and different essay topics. Learning to brainstorm quickly will help you write better essays on timed exams.

1 Label the examples of brainstorming.

chart free writing word map



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 focuss (sp??) more on what I can choice myself. When I achieve achieve something through my own efforts, it means more to me because

3 <i>ascribed</i>	<i>achieved</i>	<i>chosen</i>
<i>short</i>	<i>honor student</i>	<i>flute player (or achieved?)</i>
<i>black hair</i>	<i>high school graduate</i>	<i>Monterrey football fan!!</i>
<i>Mexican</i>	<i>driver's license</i>	<i>cat lover</i>

2 Choose one of these topics. Brainstorm for five minutes using one of the methods above. Then brainstorm for another five minutes using a different method.

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

3 Work with a partner. Which brainstorming method helped you get the most ideas? Which one would be easiest for you to write an essay from?

Writing task

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

“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.”

Brainstorm

Choose one of the brainstorming methods from page 23. Brainstorm for at least five minutes.

Plan

Look at your brainstorming notes. Decide your answer to the question. If you didn’t write any specific examples, brainstorm again using the same method or a different one.

Write

Use your notes to help you write your essay. Remember to use reflexive pronouns where appropriate. Your text should be 250 words long.

Share

Exchange your essay with a partner. Use the checklist on page 189 and provide feedback to your partner.

Rewrite and edit

Consider your partner’s comments and write your final draft. Think about:

- whether you answered the question clearly
- whether you used reflexive pronouns appropriately
- whether you had a clear introduction and conclusion.

Review

Wordlist

Vocabulary preview

confirm (v) ***	define (v) ***	participant (n) **
consequences (n) ***	desirable (adj) **	rate (v) **
correlation (n) *	frustrated (adj) *	suggest (v) ***
current (adj) ***	mature (v) *	tend (v) ***
debate (n) ***	modest (adj) **	tensions (n) ***

Vocabulary development

extroverted (adj)	intuitive (adj)	sensing (adj)
feeling (adj)	judging (adj)	thinking (adj) *
introverted (adj)	perceiving (adj)	

Academic words

comprehensive (adj) **	outcome (n) ***	variables (n) **
journal (n) **	scope (n) **	volunteer (n) **

Academic words review

Complete the sentences with the words in the box.

comprehensive outcome scope variables volunteer

- 1 A new study with a larger _____ is planned by psychologists.
- 2 As a _____, I was asked questions about my social identity.
- 3 Psychologists said the study was too limited and not _____ enough.
- 4 From the study's _____ we still have a lot to learn about personality types.
- 5 There are many different _____ that may have influenced the participants' answers.

Unit review

- Reading 1 I can recognize and understand classification texts.
- Reading 2 I can recognize substitution words.
- Study skill I can develop self-awareness and self-evaluation skills.
- Vocabulary I can use vocabulary to describe personality types.
- Grammar I can use reflexive pronouns.
- Writing I can use techniques for brainstorming.