

In this unit

Grammar

- relative clauses
- reduced relative clauses

Vocabulary

- working together
- idioms with *mind*

Scenario

- Ask Vanessa

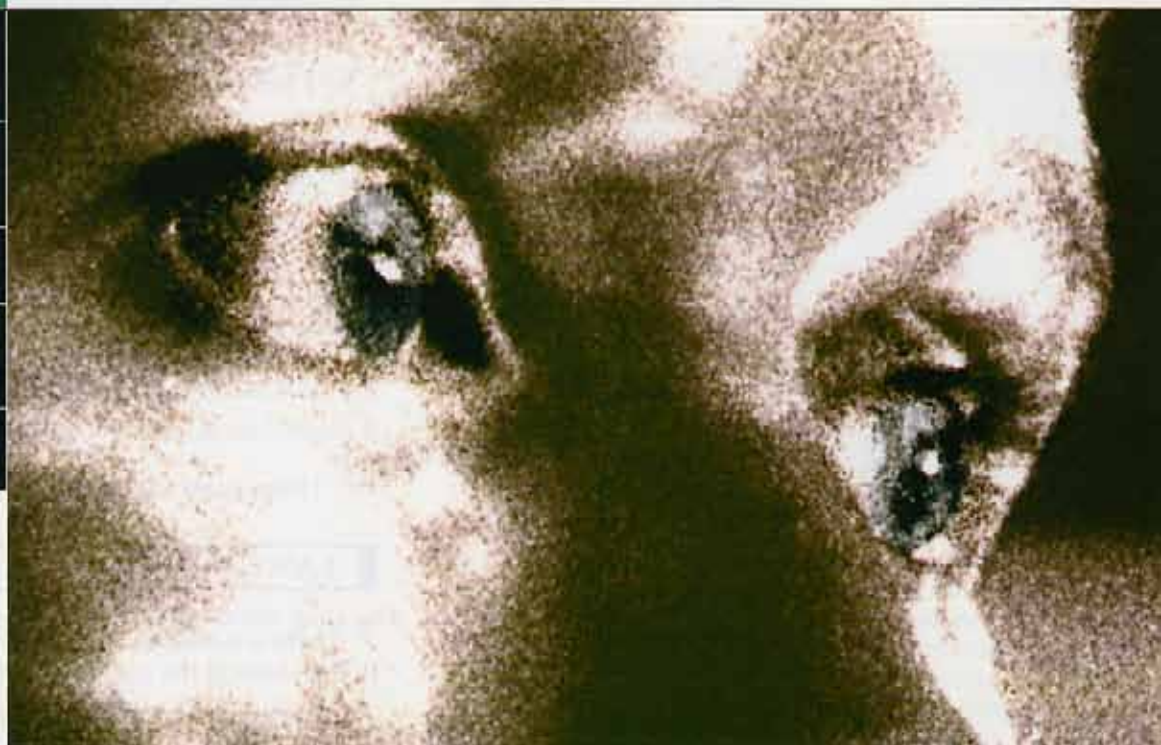
Study skills

- writing a bibliography
- referencing

Writing skills

- a discursive essay

10.1 GROUP PSYCHOLOGY



The mind is an iceberg. It floats with only 17 percent of its bulk above the water.

Sigmund Freud, 1856–1939, Austrian psychologist

SPEAKING

1 In small groups, discuss these questions.

- 1 What teams have you been in, e.g. playing sports, at work?
- 2 Describe some of the personalities in one of the teams.
- 3 Was it a successful team? Why / Why not?
- 4 What do you think makes an effective team? What sort of people do you need?

2 Look at these adjectives. Did you use any in your answer to question 2 in Exercise 1? Which do you think are the most important qualities for people in a team?

ambitious authoritative conscientious creative
diplomatic energetic knowledgeable objective
practical resourceful

pronunciation

3a **Stress patterns** Use a dictionary to find the nouns related to these adjectives and write adjective–noun pairs.

3b **3.8** Mark the stress on each word in Exercise 3a. Does the stress pattern change in any of them? Listen and check, then practise the pronunciation.

READING

4 Read the website below and on the right, which describes the Belbin model – an analysis of roles within a team. Which role(s) do you think you would be good at? Which ones wouldn't you be good at? Does your partner agree?

5 Look at the strengths column again and match the adjectives in Exercise 2 with the correct team role. Note there is one extra adjective.

plant = creative

How understanding team roles can improve team performance ▼

Belbin Model

Meredith Belbin is an expert on teams. During his research, he identified nine key roles in management teams, which are given in the table on the right. One of his most important findings was that effective teams have members covering all the roles. However, he also noted that people may have more than one role. A team does not need to be made up of nine people, but should be at least three or four.

LISTENING

6a You are going to listen to part of a lecture on group dynamics. Before you listen, look at the stages in the life of a group and decide on the order they happen in.

- members become more familiar with each other and start to develop confidence in each other
- the group comes together and members seem to have a friendly relationship
- members' real personalities come out and they may argue with each other as they try to begin work
- the group separates and members go their own ways
- members work together well and produce good results

6b **3.9** Look at the names of the stages and match them with the definitions in Exercise 6a. Listen to check your answers.

Stages: performing storming adjourning forming norming

7 Listen again and answer the questions.

- In which decades were a) Lewin and b) Tuckman working?
1930s 1940s 1950s 1960s 1970s 1980s
- What does the expression *honeymoon period* mean?
- What three practical examples of group dynamics in use does the expert give?

VOCABULARY: working together

8a Match the verbs from the lecture with their meanings.

- | | |
|-------------------|---------------------------------|
| 1 get on (with) | a) start work |
| 2 fall out (with) | b) tolerate |
| 3 get used to | c) become comfortable with |
| 4 get down to | d) separate |
| 5 break up | e) argue |
| 6 put up (with) | f) have a friendly relationship |

8b Complete these sentences so they are true for you.

- I get on well with people who ...
- It sometimes takes me ages to get used to ...
- I find it difficult to get down to ...
- I tend to fall out with people who ...
- A team I was in broke up because ...
- I can't put up with people who ...

SPEAKING

9 Work in groups of four. You have to organise either a large surprise party for a friend's/relative's 21st/40th/60th birthday in two weeks' time, or a wedding.

- Decide on what to do before the event, e.g. send out invitations xxx weeks/days before.
- Discuss what roles / multiple roles you have in your team and what roles you lack.
- Discuss who will perform each task you have listed.

Home About us Contact us Search		
Role	Strengths	Weaknesses
Plant	comes up with ideas and solutions to problems	has difficulty communicating ideas to others
Resource investigator	enthusiastic; good at developing contacts and finding opportunities; an extrovert and networker	may perhaps lose interest towards the end of a project
Coordinator	good at leading teams and delegating; able to see the 'big picture'	sometimes can be too controlling
Shaper	outgoing and dynamic; enjoys pressure and a challenge; motivates the team to action	impatient; they tend not to be sensitive at times
Monitor-evaluator	observant; fair and has good judgement	they may lack passion or the ability to motivate
Teamworker	good listening and interpersonal skills; a peacemaker and mediator who is able to create harmony in the team	sometimes indecisive
Implementer	makes things happen; hard-working, organised and efficient	sometimes can be inflexible
Completer-finisher	a perfectionist; responsible and has a strong sense of duty	may worry too much about details; unwilling to delegate
Specialist	has special skills and expertise	can only contribute in a narrow area

READING

1 What do you understand by peer pressure? Which of these are examples of it?

- wearing fashionable clothes
- joining in with bullying
- doing something dangerous because your friends are doing it
- going to a party when you don't feel like it
- lying about your real opinion to fit in

2 Read the leaflet quickly, then briefly answer the four questions in the text from memory.

3a Read the text again and answer the following questions.

- 1 What sort of people will probably give in more easily to peer pressure?
- 2 What example is given of giving in to peer pressure?
- 3 Are bullies always unpopular people?
- 4 How do the victims of bullying feel?
- 5 What advice does the writer give to parents, and to children? Do you agree with that advice?

3b Do you agree with the leaflet that peer pressure is so strong?

VOCABULARY: idioms with *mind*

4a Match the idioms on the left with their meanings. Use a dictionary to help you.

- | | |
|-----------------------|---|
| 1 peace of mind | a) unable to decide what to do |
| 2 keep an open mind | b) a feeling of calm and not being worried |
| 3 make up (your) mind | c) decide |
| 4 out of (your) mind | d) deliberately not form a definite opinion |
| 5 in two minds | e) crazy, insane |

4b Complete the statements with the idioms.

- 1 I can't _____ about what to do with the money.
- 2 Having insurance often gives you _____.
- 3 It is important to _____ when you are on a jury.
- 4 You must be _____ to give up such a good job.
- 5 I was _____ about applying for the job.

Pressure4parents.com



1 What is peer pressure and why does it happen?

We all want to be part of a group and feel like we belong in our community. Peer pressure can happen when we are influenced to do something we would not usually do because we want to be accepted by our peers, i.e. groups of friends who are about the same age and share the same interests.

Children and young adults especially feel social pressure to conform to the peer group with whom they socialise. Conformity, which is the most common form of social influence, is usually defined as the tendency to think or act like other members of a group.

2 How does peer pressure affect people?

Peer pressure can influence how people dress, how they talk, what music they listen to, what attitudes they adopt and how they behave. Teenagers want to belong and it is hard to belong if you are always going against the grain. They want to be liked, to fit in and to be accepted, which means peer pressure can be powerful and hard to resist. People never want to be looked down upon or made fun of. This means that people who are low on confidence and unsure of themselves may be more likely to seek their peers' approval by going along with risky suggestions. Peer pressure can lead people to do things they would not normally do on their own. In one study, a student who knew the correct answer to a question actually

GRAMMAR: relative clauses

5 Read the leaflet again. Underline all the examples of relative clauses that you can find.

6a Look at the clauses you have underlined. Identify which are defining and which are non-defining, then choose the correct words.

- 1 *Defining / Non-defining* relative clauses give us extra information which can be left out without affecting the main meaning of the sentence.
- 2 *Defining / Non-defining* relative clauses are necessary in order to complete the meaning of a sentence or identify someone or something.

Parentline 020 5320 4444
Kidshelpline 020 5320 1111

gave the wrong answer because all the others in the class gave the wrong answer and he didn't want to be different.

3 Can peer pressure lead to bullying?

Peer pressure definitely plays a role in bullying. If a teenager is generally seen as weak or different by the majority of their peers, they can become a safe target for bullies. Bullies pick easy targets, people that the group are unlikely to defend or get upset over. Unfortunately, some bullies are popular and liked by many of their peers, which means others are less likely to call the behaviour bullying. These popular bullies can act appropriately towards teachers and adults so the problem often goes unnoticed. Many victims of bullies feel very lonely, have low self-esteem and become depressed. Understandably, parents are often deeply worried when their children are being bullied.

4 What can parents do about it?

To achieve peace of mind parents need to know with whom their children are associating. They need to encourage children to stay out of situations in which they know they would be pressurised and uncomfortable. Children should learn to feel comfortable saying 'no', to choose their friends wisely, to talk to someone they trust, to think about the consequences of their actions and be true to themselves.

More information

You may want to check out the factsheets at the bottom of the page for more information:

[Bullying](#) • [Differences and values](#) • [Finding help](#)

6b Now complete the rules about relative clauses with some of the words from the box.

before defining non-defining
that which who whom

- _____ relative clauses have commas around them.
- We use _____ instead of *who* after prepositions.
- We use _____ (not *that*) after prepositions.
- Prepositions come _____ the relative clause in formal English.
- We often omit the relative pronoun _____ (or *who/which*) when it is the object of the clause.

GRAMMAR TIP

In informal English the preposition comes at the end of the sentence:

Just don't do it unless it's something that you feel comfortable with.

➡ Language reference and extra practice, pages 152–153

7a Look at the highlighted sentence in the leaflet and choose the correct answer.

Does the relative clause here refer to:

- teenagers?
- the fact that teenagers want to be liked?

7b This kind of relative clause adds a 'comment' to the main clause. Find another example of this in the text in paragraph 3.

8 Match the main clauses with relative clauses below. Rewrite them as one sentence. The relative clause refers to the underlined part of the main clause.

- We are seeking a counsellor.
 - Even the bullies were crying.
 - Kurt Lewis fled to the USA from Germany.
 - Teenagers like to turn for advice to other young people.
 - People will follow someone else's lead first.
 - The type of peer pressure is never good
 - Peers are the individuals
 - We took all the teenagers to the seaside.
 - The bullying problem has now been solved.
- about which we had a lot of discussion
 - which made a good break for them
 - that leaves you feeling confused or hurt
 - who are easily influenced
 - which was surprising
 - to whom we can refer special cases
 - with whom a child or adolescent identifies most
 - who they sympathise with
 - who many see as the father of social psychology
- 1–f We are seeking a counsellor to whom we can refer special cases.

SPEAKING

9 Work in groups of three. Make sentences about some of the following situations. Use the relative clauses below to make a comment on your sentence.

- a film you saw recently
 - a disappointing day
 - an interview you attended
 - something that happened at college/work
- ... , which was fantastic/surprising/awful.
... , which was a huge relief / a problem.
... , which made things very difficult.

We went to see the new Harry Potter film last week, but we arrived late, which was a problem as we hadn't booked.

READING

1a Look at the following profile. In groups, brainstorm what crime the person could have committed, then check your ideas on page 173.

Caring, well-respected, but arrogant doctor with trusting patients, middle one of three children, devoted to his mother, stable marriage, successful children, helped organise charity collections and served on local committees.

1b Why are we surprised when doctors commit crimes?

2 How does a criminal profiler make a profile? Why is it useful? Scan the text on the right and check your ideas.

3 Read the text again. Which paragraph or paragraphs contain the following information?

- 1 how profilers work
- 2 a phrase for 'where people live'
- 3 terms for criminals who have killed lots of people
- 4 mention of a famous profiler
- 5 mention of looking at all the small pieces of information at the scene of a crime
- 6 types of criminals/crimes that profiling is used for
- 7 another name for psychological profiling

VOCABULARY

4 In pairs, complete the gaps with the words in the box. Use a dictionary to help you.

profile psychiatrist case file
deduce assessment motive

- 1 At first, it was difficult to find a _____ for Shipman's murders.
- 2 People who have memory gaps tend to fill in the gaps or _____ what has happened.
- 3 Two experts, a _____ and a psychologist, recommended that he should receive treatment.
- 4 I read a short _____ of the doctor in the local newspaper.
- 5 'She is also very rude,' psychiatrists noted in her _____.
- 6 This website is the clinician's desktop reference for psychological _____ and testing.



GRAMMAR: reduced relative clauses

5a Look at the following relative clauses. Underline two sentences in the text that mean the same.

... a number of letters *which were mailed by the suspect* ...

... the crime scene, *which enables them to describe the specific methods of operation* ...

5b What are the differences between the sentences above and the sentences in the text?

PSYCHOLOGICAL PROFILING

- A** This investigative technique, most commonly referred to as criminal profiling, has recently risen in popularity both in practical use and media portrayals. A quick visit to any bookstore will reveal the popularity of the true crime section, and the recent flood of novels with a likeable lead detective profiling the offender is equally popular.
- B** Profiling most notably can be traced back to work done in the latter part of the last century. It has become very common, especially in America, since the 1950s. It deals with methods used to detect criminals such as serial killers, and to prevent crimes such as aeroplane hijacking. Other criminals for whom psychological profiling has been used are suicide bombers and mass murderers.
- C** Without doubt, one of the best-known profiles performed in the last century is that of James Brussels, a New York psychiatrist, who profiled 'The Mad Bomber of New York'. Brussels was called on to help police in their search as the bomber had left about 32 explosive packages across the city over approximately eight years. Reviewing the huge case file, the photographs, and a number of letters mailed by the suspect over a 16-year period, Brussels suggested the police were looking for '... a heavy man. Middle-aged. Foreign born. Roman Catholic. Single. Lives with a brother or sister.' He also added '... when you find him, chances are he will be wearing a double-breasted suit. Buttoned.' He also deduced that the man was paranoid, hated his father, was obsessively loved by his mother and

6 Look at the text again and underline at least four more reduced relative clauses.

1 Which of the underlined sentences use an -ing form, and which use a past participle?

2 Which type of clause is active and which is passive?

→ Language reference and extra practice, pages 152–153

7 In each pair of sentences, write the same verb, once in the -ing form and once as a past participle.

1a She took a course in psychotherapy, developing her skills as a counsellor.

1b Psychoanalytical theory, developed by Freud, has been the subject of much controversy.

2a Psychology magazines _____ out of the library must be returned within one week.

2b There were paparazzi everywhere, _____ photographs and annoying the prisoners.

3a The people _____ the real decisions are not the profilers.

3b The decision to arrest, _____ by the senior detective and profiler, was correct.

4a The road _____ last year is in a shocking condition.

4b The workers _____ the road took a long time to complete it.

lived in the state of Connecticut. Brussels was so close in his assessment that the arresting officers were surprised at the similarities, even down to the double-breasted suit that was buttoned.



D What exactly is psychological profiling? Essentially, it involves investigating an offender's behaviour, motives and background to provide specific information about the type of person who commits a certain crime. This makes it possible to draw up a profile of actual or potential offenders. The investigation covers such areas as the criminal's age, sex, employment, place of residence and distinctive personality characteristics. Profilers note and evaluate minute details of the crime scene, enabling them to describe the specific methods of operation of the criminal, e.g. how he kills, where he kills, and what type of victim he selects. Profiling tries to identify potential serious offenders early; for example, in their teens they often commit petty crimes, defying authority, until they begin killing in their mid to late twenties.

E Psychological profiling helps find serial killers. However, psychology has failed to explain why some people go down this route. Similarly, it cannot work out why the public is so fascinated with serial killers, or why the media glamorises them and gives them celebrity status.

8 In this text, cross out the pronoun and auxiliary verbs and use just the present or past participle where possible.

focusing

There are several films which *focus* on profilers who are investigating criminal cases. *The Silence of the Lambs* is a film which is directed by Jonathan Demme.



In it, Clarice Starling, who is played by Jodie Foster, questions a brilliant forensic psychologist and serial killer, who is named Hannibal Lecter. Lecter, who is currently serving nine life sentences in a mental institution, is charming and polite to Starling, and eventually offers her a psychological profile of the murderer Starling is trying to find. The performance of Lecter, who was played by Anthony Hopkins, is the shortest Oscar-winning performance ever by a leading actor. The most famous book series on profiling is probably the Kay Scarpetta series, which was written by Patricia Cornwell. These novels feature Benson Wesley, a criminal profiler who works for the FBI.

SPEAKING

9 In groups, discuss any books you have read or films you have seen that involve profiling or serial killers.

WRITING

10 Underline the key points in the text and write a short summary (between 150 and 180 words) about psychological profiling.

SITUATION

Vanessa Cheung is an agony aunt for Metro Radio, a Manchester-based radio station. Her programme is called *Ask Vanessa*. She is highly respected for her practical advice and sensible comments. People of all ages phone in and tell her their problems. She listens sympathetically and tries to give helpful advice to her callers.

1 Read the situation and discuss the questions.

- 1 What exactly is an agony aunt? Where might you see an agony aunt's column?
- 2 Do you ever read advice columns or listen to advice phone-ins? Why / Why not?
- 3 Vanessa advises people of all ages. What problems do you think each age group below might wish to discuss with an agony aunt?
 - a) people under 20?
 - b) people 20–40?
 - c) people 40+?
- 4 Why are advice columns and phone-in programmes so popular?
- 5 Do you think advice columns/phone-ins help people to lead happier lives?

2 **3.10** Listen to Vanessa talking to a caller. Read the three summaries of the problem. Which one is the best summary? Give reasons for your choice.

Summary A

Michelle loves her husband but is worried because he spends too much. Early in their marriage, life was good and they had a lot of money. She was happy, but now she is confused and is planning to divorce him.

Summary B

Michelle's husband has always been a big spender. He is now retired, but has so many debts that they may have to sell their house. Michelle is very worried about their financial situation and has even considered leaving her husband.

Summary C

Since he retired, Michelle's husband has been spending too much money. As a result, he has many debts, which worries him and his wife. Earlier in the marriage, they were happy, but now Michelle has thought about leaving her husband, even though she loves him.

3a In pairs, discuss the problem. What advice would you give Michelle if you were Vanessa?

3b **3.11** Listen to the advice that Vanessa gives to Michelle. Is it the same as your advice?

KEY LANGUAGE: giving advice

4a Listen again to the phone-in conversation. Vanessa gives Michelle several pieces of advice. Fill in the gaps with correct phrases from the box.

- | | |
|-----------------------------------|----------------------------|
| a) I'd advise you to ... | f) I think you need to ... |
| b) Why don't you ... | g) you could also ... |
| c) You might consider ... | h) if I were you, I'd ... |
| d) it's vital that you ... | i) it's essential that ... |
| e) it might be a good idea to ... | |

- 1 OK, first of all, _____ talk to someone about the debts you have.
- 2 And _____ contact your local Citizens Advice Centre ...
- 3 Well, you know, _____ have a separate bank account.
- 4 Great! Well, _____ check the Internet to see if there are some websites offering help ...
- 5 And there's another thing you can do. _____ contact a finance company.
- 6 Mmm, it's a serious problem, _____ do something about it.
- 7 Or should I say, it's vital he does something about it. _____ have a serious talk with him?
- 8 One final bit of advice. _____ getting some counselling yourself.
- 9 I know you don't want to do that, ... but _____ your husband changes his behaviour ...

4b Check your answers with Track 3.11 on page 186.

4c Discuss whether each piece of advice is strong, neutral or tentative (not very strong).



TASK: an advice phone-in

5a Vanessa also receives problems by email, and decides which ones to have on her phone-in. Work in pairs.

Student A: choose one of the problems below, read it and make a few notes.

Student B: choose one of the problems on page 165, read it and make a few notes.

Student A – Problems

Favouritism

Hi Vanessa, I'm 20, my brother Paul's 22. My problem is my mum. She's crazy about Paul, she adores him but she couldn't care less about me, and never has. But Paul's wonderful – 'why can't you be more like your brother?' – I hear it all the time.

OK, Paul's practical, thoughtful, the perfect son, fair enough. I'm a bit of a dreamer, I know I do things to get a bit of attention. Can you blame me? Mum's so unfair. Paul can borrow the car whenever he likes, but if I ask, she says 'no'. When we were younger, Paul got the new bicycle, I had to make do with his old one.

Yeah, I'm angry, bitter and rude, so what? I've no self-confidence, I know I'm not going to get anywhere in life. Lucy, my younger sister, says I'm imagining things, she just doesn't understand!

5b Role-play the situation.

Student A: You are the caller. Describe your problem to Vanessa, and respond to Vanessa's advice.

Student B: You are Vanessa. Listen to your caller's problem and give him/her advice.

Now swap roles and Student B describes his/her problem.

The big risk

Hi Vanessa, I want to know, am I being selfish and behaving stupidly? Or am I a brave person who wants to fulfil their dreams?

I'm American, 42, now living in England. I've got two children, both working. The oldest is married and expecting her first baby in a few months' time. Here's what I want to do. Give up my safe, well-paid job and go to study photography and film in California.

Is it wrong, Vanessa, to live out your dreams? Last year, I bought a sports car – something I couldn't afford when I was younger. That gave me the idea to do the film course.

Everyone thinks I'm crazy to give up my job. My family all think I'm having a mid-life crisis. We argue every day because none of them wants to go to the US with me. My children think I'm completely ridiculous.

6 Now join with two or three other pairs. Discuss which problem was the most interesting, and which was the most difficult to solve.

OTHER USEFUL PHRASES

Responding to advice

Great, thanks very much.

That's very helpful. Thanks a lot.

That sounds good to me.

All right, I'll think about that.

OK, I'll think it over.



STUDY SKILLS: writing a bibliography, referencing

In academic writing, you need to put references in the text and provide a bibliography.

1 In pairs, discuss whether you think each statement is correct or incorrect.

- 1 You do not have to reference facts which are general knowledge or accepted beliefs.
- 2 Referencing is necessary because it enables the reader to understand which ideas are yours and which come from other sources.
- 3 Your written work looks more professional if you provide references.
- 4 A quotation should not be more than two sentences.
- 5 You do not have to reference ideas which have been very loosely paraphrased.
- 6 Readers are more likely to accept your ideas if you reference the source.
- 7 If you adapt ideas from other people's original ideas, you don't need to provide a reference to the original author.
- 8 You will get a better grade for an essay or report if you include a lot of references.

2 Read about the Harvard System of Referencing, and look at the extracts from a bibliography below. Find the three entries which are incorrect, and give your reasons.

- 1 Adler, A., (1964), *Problems of Neurosis*, New York: Harper and Row.
- 2 Belmont, M. & Marolla, F.A., 'Birth order, family size, and intelligence', *Science*.
- 3 Ernst, C. & Angst, J., *Birth Order: Its Influence on Personality*.
- 4 Leman, K., (1985), *The Birth Order Book: Why You Are the Way You Are*, (<http://www.drleman.com>), last accessed 14 April 2008.
- 5 Michalski, R.L. & Shackelford, T.K., (2002), *Personality and Individual Differences*, (<http://www.toddshackelford.com>).



Providing references using the Harvard System

Bibliographies

A list of references must be typed in alphabetical order by surname of the author(s), or by title, if there is no author.

For a book, the order is:

Author's surname, initial(s), date of publication in brackets, title in *italics*, place of publication, publisher:
Baddeley, A.D., (1986), *Working Memory*, Oxford: Clarendon Press.

For a paper in a journal, the order is:

Author's surname, initial(s), date in brackets, title of the paper in quotation marks, name of the journal in *italics*, volume and issue numbers, pages of journal:

MacKay, T., (2000), 'Educational psychology and the future of special education needs' legislation', *Education and Child Psychology*, vol. 17, pp. 27–35.

For a book, article or any document on the web:

The same rules as the above but the web address and the date the page was accessed are given:

(2006), *Peer Pressure*, <http://www.psychology/dossier/gov.html>, last accessed 7 February 2008.

References within a text

Author's surname, date of publication of the source, page numbers in brackets:

First-born children tend to have higher IQs because they receive more attention from their parents (Marzollo, 1990, pp. 59–63).

Harrigan (1992, p. 54) argues that first-born children tend to be 'perfectionist'.

WRITING SKILLS: a discursive essay

3a Read the essay title below. In pairs / small groups, think of three advantages of being an only child and three disadvantages. Note them down.

It is a big advantage in life to be an only child in a family. To what extent do you agree with this statement?

3b Compare your ideas with other pairs/groups.

4 Read the introduction to an essay on this topic. Why, in the writer's opinion, is this topic worth writing about? What is the writer's purpose in this essay?

In many parts of the world, it is becoming more common for parents to have only one child. An obvious reason for this is that many people are marrying at a later age than they did some years ago. This is an important area of discussion because many people think that being an only child is a big disadvantage in life while others take a different view. This essay presents some of the arguments and considers whether, on balance, it is truly an advantage to be the only child in a family.

5 Linking words Read the next two paragraphs of the essay. There are a number of linking words and phrases which join ideas. Underline each one and say whether it is an example of:

- adding an important fact.
- contrasting something with a previous statement.
- saying that something is the result of something else.

A major advantage of being an only child is that the child gets more attention and financial support from his or her parents. They will help the child with his or her homework, so that the child achieves above-average results at school. In addition, because the only child is the sole focus of the parents' love, he or she develops more confidence and becomes more mature at an early age. Another advantage of being an only child is that they are on their own a lot more. As a result, they learn how to occupy themselves and to become more independent than other children. Furthermore, they are more able to cope with feelings of loneliness.

On the other hand, some people argue that only children miss out on brother and sister relationships as they do not have siblings to share their joys and sorrows. Moreover, it can be argued that children who have siblings are less selfish and learn at an early age how to get on with other people – an important life skill. However, it is true that brothers and sisters often quarrel a lot when they are younger, especially if they are close to each other in age. Only children, therefore, may well have quieter and more peaceful childhoods.

6 Conclusions Read the conclusion of the essay below. Which of the following does it contain?

- a restatement of the points in the introduction
- a summary of the main ideas in the essay
- new evidence or ideas about the topic
- the writer's opinion

This all suggests that there is no overwhelming argument in favour of being an only child. On the whole, it is not a big advantage in life, even though there is some evidence that only children do better academically. As far as I can see, it really does not matter a great deal whether you are an only child or were brought up with siblings. The important point, surely, is that a child has the love and support of his or her parents.

7a Read the quote and discuss it in pairs. Do you agree with the writer's point of view?

'The desire to be accepted by their peers is perhaps the strongest motivating force during adolescence.'

(Bruce A. Epstein)

7b Write a short essay on this topic, using the Internet to look up some articles or ideas. Include a short bibliography and a few references in the text.

