

# 10

## Psychology

### 10.1 GROUP PSYCHOLOGY

#### IN THIS UNIT

##### GRAMMAR

- relative clauses
- reduced relative clauses

##### VOCABULARY

- personality adjectives
- phrasal verbs
- word formation
- idioms with *mind*
- words from the text

##### SCENARIO

- giving and reacting to advice
- taking part in an advice phone-in

##### STUDY SKILLS

- writing a bibliography, referencing

##### WRITING SKILLS

- an advantages and disadvantages essay

*I am a deeply superficial person.* Andy Warhol, 1928–1987, American pop artist

#### READING AND VOCABULARY

##### PERSONALITY ADJECTIVES

**1** Work in small groups and discuss the 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 the adjectives in the box. 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
objective	practical	knowledgeable
		resourceful



**3** What are the nouns which are formed from the adjectives above? Use a dictionary to find the nouns related to these adjectives and write adjective-noun pairs.

#### PRONUNCIATION



**4** **10.1** **Stress patterns** Mark the stress on each word in Exercise 3. Does the stress pattern change between the adjective and noun in any of them? Listen and check, then practise the pronunciation.



#### READING

**5a** Read the webpage about 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?

**5b** Now work with a partner. Tell each other about your choices and explain your reasons.

**6** Look at the second column (*Strengths*) again and match the adjectives in Exercise 2 with the correct team role. Underline the words and phrases which help you decide. There is one extra adjective.

*plant* = *creative* (*comes up with ideas*)



#### LISTENING

**7a** 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.

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



## Belbin model

How understanding team roles can improve team performance.

Dr Meredith Belbin is an expert on teams. During his research, he identified nine key roles in management teams, which are given in the table. 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.

Role	Strengths	Weaknesses
<b>Plant</b>	Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
<b>Resource investigator</b>	Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once the initial enthusiasm has passed.
<b>Coordinator</b>	Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
<b>Shaper</b>	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
<b>Monitor-evaluator</b>	Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others.
<b>Teamworker</b>	Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
<b>Implementer</b>	Practical, reliable, efficient. Turns ideas into actions and organises the work that needs to be done.	Somewhat inflexible. Slow to respond to new possibilities.
<b>Completer-finisher</b>	Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
<b>Specialist</b>	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.



**7b** **10.2** Look at the names of the stages in the box and match them with their meanings in Exercise 7a. Listen to check your answers.



adjourning forming norming performing storming



**8** Listen again and answer the questions.

- In which decades were: a) Lewin and b) Tuckman working?
- What does the expression *honeymoon period* mean?
- What three practical examples of group dynamics in use does the expert give?

**9 Evaluating ideas** Work in small groups and discuss the questions.

- How useful do you think the ideas of: a) Lewin and Tuckman, and b) Belbin and his model are for understanding teams and group dynamics today?
- Do you think they can fit all team/group situations? Why?/Why not?
- Do any of your experiences of teams match with what you have heard and read about?
- Do you think teams and groups always need a (strong) leader to perform well?

## VOCABULARY

### PHRASAL VERBS



**10a** 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 (+ -ing) | c become comfortable with      |
| 4 get down to          | d separate                     |
| 5 break up             | e argue                        |
| 6 put up (with)        | f have a friendly relationship |

**10b** 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

**11a** Work in groups of four. You are going to do a task together that makes use of the Belbin model, then work on a project to launch a new community/student newspaper. Do the following tasks.

- Look at this list of things you will need to do, then add two more tasks to the list.
  - research the competition
  - come up with a brand, title and design concept
  - think of a USP (unique selling point)
  - decide the structure of the newspaper
  - decide on the budget
  - find a sponsor
  - co-ordinate the project
- Discuss what roles (or multiple roles) from the Belbin model you have in your team and what roles you lack.
- Discuss who will perform each task you have listed.

**11b** Join another group and compare your action plans.



## Pressure4parents.com

Parentline 020 5320 4444

Kids helpline 020 5320 1111

**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 which 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 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. Bullies can also threaten and tease other teenagers anonymously over the internet. This is called cyber-bullying. 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 links at the bottom of the page for more information:

Bullying • Differences and values • Finding help

## READING AND VOCABULARY

## WORD FORMATION

**1** What do you understand by the phrase *peer pressure*? Can you give an example of it?

**2** Read the webpage quickly, then briefly answer the four questions in the webpage from memory.

**3** Read the webpage again and match the comments from people who have phoned the kids helpline or the parentline with the paragraphs they most closely link to in topic.

- a 'I had no idea who my son was hanging out with. And now he spends all his time with a really bad group who get in trouble all the time.'
- b 'I know one girl who the teachers love because she's always polite to them, but she is really cruel to some students who can't stand up for themselves.'
- c 'I pretend to like the same heavy metal music as my friends, but actually I prefer classical music.'
- d 'I'm in a friendship group at school and we do the same things and have similar hobbies. I wouldn't do anything to upset the group.'

**4a** Look at the verbs in the box and find their nouns in the webpage.

approve   behave   conform   suggest

**4b** Form the noun for the verbs in the box using the suffixes from Exercise 4a.

associate   continue   define   disable   propose  
refuse   save   secure

**5 Evaluating effectiveness** Work with a partner and discuss the questions.

- 1 What is the purpose of the webpage?
- 2 How successful do you think it is?
- 3 What other questions would you add?

**6** Which of the following forms of bullying do you think is the worst, and why? Physical, verbal or cyber-bullying?



## VOCABULARY

## IDIOMS WITH MIND



**7a** Match the idioms 1–5 with their meanings a–e.

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



**7b** Complete the sentences 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.

## GRAMMAR

## RELATIVE CLAUSES



**8** Read the webpage again. Underline all the examples of relative clauses that you can find.



**9a** Look at the clauses you have underlined. Identify which are defining and which are non-defining clauses, then choose the correct options below.

- 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.



**9b** Now complete the rules about relative clauses with words from the box.

after   before   defining   non-defining   that  
which   who   whom

- 1 \_\_\_\_\_ relative clauses have commas around them.
- 2 We use \_\_\_\_\_ instead of *who* after prepositions.
- 3 We use \_\_\_\_\_ (not *that*) after prepositions.
- 4 Prepositions come \_\_\_\_\_ the relative clause in formal English.
- 5 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.*

**10a** Look at the **highlighted** sentence in the leaflet and choose the correct answer.

What does the relative clause here refer to?

- 1 teenagers
- 2 the fact that teenagers want to be liked

**10b** This kind of relative clause adds a 'comment' to the main clause. Find another example of this in paragraph 3.

**11** Match the main clauses with relative clauses below. Rewrite them as one sentence. The relative clause refers to the bold part of the main clause.

*If We are seeking a counsellor to whom we can refer special cases.*

- 1 We are seeking a counsellor.
- 2 **Even the bullies were crying.**
- 3 Kurt Lewin fled to the USA from Germany.
- 4 Teenagers like to turn for advice to **other young people.**
- 5 People will follow someone else's lead first.
- 6 **The type of peer pressure** is never good
- 7 Peers are the individuals
- 8 **We took all the teenagers to the seaside.**
- 9 **The bullying problem** has now been solved.

- a about which we had a lot of discussion
- b which made a good break for them
- c that leaves you feeling confused or hurt
- d who are easily influenced
- e which was surprising
- f to whom we can refer special cases
- g with whom a child or adolescent identifies most
- h who they sympathise with
- i who many see as the father of social psychology

**12a** Work with a partner. Ask your partner questions to find out things you don't already know about them. Ask extra questions to get more information and make some notes.

*Where were you born? Where's that? What's it like?*

**12b** Write a short profile of your partner and use relative clauses to add information.

*Hiroshi was born in Sapporo, which is ...*

## SPEAKING

**13** Work in small groups and discuss the questions.

- 1 Is peer pressure and bullying common in your society?
- 2 How do peer pressure and bullying appear in your society?
- 3 Compare your society to other societies you know.
- 4 Is pressure on teenagers greater now than when you were teenagers?

→ Language reference and extra practice, pages 126–149







## READING AND VOCABULARY

### WORDS FROM THE TEXT

**1a** Look at the following profile. In groups, brainstorm what crime the person could have committed, then check your ideas on page 167.

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** Read the article quickly and answer the questions.

- 1 What is a criminal profiler?
- 2 What do they do?

**3** Read the article again. Which paragraph or paragraphs contain the following information? Underline the relevant phrases in the article.

- 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
- 8 the disadvantages of profiling

## PSYCHOLOGICAL PROFILING

**A** This investigative technique, also referred to as criminal profiling, has recently risen in popularity both in police work and media portrayals. A quick visit to any bookstore will reveal the popularity of the true crime section, and there has been a recent flood of novels with a likeable lead detective profiling the offender.

**B** The origins of profiling can be traced back to the second half of the 19th century and 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 of the last century was that of 'The Mad Bomber of New York' who was profiled by James Brussels, a New York psychiatrist in 1956. Brussels was called on to help police in their search as the bomber had left about thirty-two 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 sixteen-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 lived in the state of Connecticut. When police officers finally arrested the Mad Bomber, they were amazed by how close Brussels was in his assessment, 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** Some experts say that psychological profiling is at best useless and at worst harmful. They argue that the profiling of killers has no real-world value, wastes police time and risks bringing the profession into disrepute. Incorrect information from profiling can lead to serious mistakes. Police may find a suspect who appears to fit an incorrect profile and stop investigating other leads. This happened in the case of Richard Jewell and the Olympic Park bombing in Atlanta. Jewell was wrongly investigated because he fitted the criminal profile, delaying the identification of the real culprit, Eric Rudolph.



4 Work with a partner and discuss your reaction to the final paragraph.

5 Complete the sentences with the words in the box.

assessments	case file	deduce	motive
profile	psychiatrist		

- At first, it was difficult to find a \_\_\_\_\_ for Shipman's murders.
- People who have memory gaps tend to fill in the gaps or \_\_\_\_\_ what has happened.
- Two experts, a \_\_\_\_\_ and a psychologist, recommended that he should receive treatment.
- I read a short \_\_\_\_\_ of the doctor in the local newspaper.
- 'She is also very depressed,' psychiatrists noted in her \_\_\_\_\_.
- Psychological \_\_\_\_\_ frequently use intelligence and personality tests alongside interviews.

## GRAMMAR

### REDUCED RELATIVE CLAUSES

6a Look at the following relative clauses. Underline two clauses in the article 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 ...

6b What are the differences between the clauses above and the clauses in the article?

7 Look at the article again and underline four more reduced relative clauses.

- Which of the underlined sentences use an *-ing* form, and which use a past participle?
- Which type of clause is active and which is passive?

→ Language reference and extra practice, pages 126–149

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

- She took a course in psychotherapy, developing her skills as a counsellor.
  - Psychoanalytical theory, developed by Freud, has been the subject of much controversy.
- Psychology magazines \_\_\_\_\_ out of the library must be returned within one week.
  - There were photographers everywhere, \_\_\_\_\_ photographs and blocking the court entrance.
- The people \_\_\_\_\_ the real decisions are not the profilers.
  - The decision to arrest, \_\_\_\_\_ by the senior detective and profiler, was correct.
- A serial killer was at large, \_\_\_\_\_ panic in the city.
  - The jury believed that the death was an accident \_\_\_\_\_ by the illness of the driver.

9 In this article, 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 such as *Seven* with Morgan Freeman and Brad Pitt and *The Bone Collector* with Denzel Washington and Angelina Jolie. The classic one has to be *The Silence of the Lambs*. This 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 is 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 is written by Patricia Cornwell. These novels feature Benson Wesley, a criminal profiler who works for the FBI.



## SPEAKING

10 Work in small groups and discuss the following topics.

- books you have read or films you have seen that involve profiling or serial killers
- famous criminals or crimes from your country

## WRITING

11 **Summarising** Underline the key points in the article and write a short summary (between 150 and 180 words) about psychological profiling.



### MEET THE EXPERT

Watch an interview with Dr Jack Lewis, a neuroscientist, about the field of neuroscience.

Turn to page 154 for video activities.



## SITUATION

Professor Tamara Bright is a well-known psychologist. She is the presenter of a weekly radio phone-in programme called *What's on your mind*. She invites readers to phone or email her about their personal or professional problems and offers practical advice to deal with them.

**1 Work with a partner. Read the situation and discuss the questions.**

- Do you ever listen to radio phone-in programmes? Why?/Why not?
- Professor Bright advises people of all ages. What problems do you think each age group below might wish to discuss with her?
  - people under twenty
  - people aged twenty-forty
  - people aged forty+
- Why are radio phone-ins and advice columns in magazines so popular?
- Do you think phone-ins and advice columns help people to lead happier lives?
- What experience and personal qualities do you think Professor Bright should have to do her job well?

**2 10.3 Listen to Professor Bright 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, they were very happy and they had a lot of money. But now she is planning to divorce him.

**Summary B**

Michelle's husband has always been a big spender. He has so many debts that they may have to sell their house. At times, Michelle has considered leaving her husband, even though she loves him.

**Summary C**

Michelle's husband owes a lot of money because he has many gambling debts, which worries his wife. Earlier in the marriage they were happy, but now Michelle wants to leave him.



**3 Work with a partner and discuss the problem. What advice would you give Michelle if you were Professor Bright?**

**4 10.4 Listen to the advice that Professor Bright gives to Michelle. Which of her ideas did you think of?**

**KEY LANGUAGE**

**GIVING AND REACTING TO ADVICE**

**5a Listen again to the second part of the phone-in when Professor Bright gives Michelle several pieces of advice and she reacts to them. Complete the sentences below.**

- OK, first of all, you \_\_\_\_\_ to someone about the debts you have.
- Yes, that \_\_\_\_\_.
- Now, you \_\_\_\_\_ your local Citizens Advice Centre ...
- Well, I like the idea, but I don't think \_\_\_\_\_.
- Well, you know, it \_\_\_\_\_ to have a separate bank account.
- I don't think so. What's \_\_\_\_\_ that?
- There's \_\_\_\_\_ he'd agree to it.
- Well, if \_\_\_\_\_, I'd look at some of the sites offering help.
- Also, it \_\_\_\_\_ a finance company.
- That \_\_\_\_\_ a good idea to me.
- Well, it's \_\_\_\_\_ do something about his overspending, Michelle.
- I've got one final bit of advice. You \_\_\_\_\_ getting some counselling yourself.



**5b** Check your answers in Audio script 10.4 on page 179.

**5c** Look at the phrases in the box and decide whether each phrase is strong, neutral or tentative (not very strong).

#### GIVING ADVICE

I'd advise you to ...  
I think you need to ...  
Why don't you ... ?  
You could also ...  
You might consider ...  
If I were you, I'd ...  
It's vital that ...  
It's essential that ...  
It might be a good idea to ...  
It'd be advisable to ...  
It might be worth ...

#### REACTING TO ADVICE

Yes, that could be helpful.  
OK, it's worth trying.  
I like the idea, but I don't think it'd work.  
I'm not sure, I could try it.  
What's the point of doing that?  
That sounds like a good idea to me.  
That's really good advice.  
Yes, I like that idea.

**6a** Choose four sentences from Exercise 5a that give advice. Use different phrases from the box to give the same advice.

**6b** Work with a partner. Listen to each other's sentences and comment on the language and intonation.

### TASK

#### AN ADVICE PHONE-IN

**7a** You are going to do a role-play between Professor Bright and a caller who first writes to her, then phones her show.

**Student A:** choose one of the problems below. Make notes on your problem so you are ready to talk about it.

**Student B:** choose one of the problems on page 159. Make notes on your problem so you are ready to talk about it.

**7b** Role-play the situation.

**Student A:** you are the caller. Describe your problem to Professor Bright, and respond to the professor's advice.

**Student B:** you are Professor Bright. Listen to your caller's problem and give him/her advice.

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

**8** Now work in groups. Discuss which problem was the most interesting and which was the most difficult to solve.

To: Professor Bright

Subject: Favouritism

Dear Professor Bright,  
I'm 20, my brother Paul's 22. My problem is my mother. Since I was very young, she's always preferred Paul to me. In her eyes, Paul can do no wrong. As I grew up, I got tired of hearing her say, 'Why can't you be more like your brother?'

OK, Paul's practical, thoughtful – the perfect son in many ways. He's very good at repairing things around the house. That really impresses my mother. I'm different. I'm a bit of a dreamer. I know I probably misbehaved a lot when I was younger to get my mother's attention. But can you blame me? Nowadays, I get annoyed that she doesn't treat us equally. For example, Paul can borrow my mother's car whenever he likes, but if I ask, she generally says 'no'. I could give you a lot of other examples like that.

My mother's favouritism has had a very bad effect on me. I've no self-confidence at all. At times, I feel I'm a loser, and that I'll never get anywhere in life. Lucy, my younger sister, says I'm imagining things, but she's my only sister and gets plenty of attention from my mother. Lucy simply doesn't understand. What advice can you give me?

To: Professor Bright

Subject: Unhappy student

Dear Professor Bright,  
My name's Adam. I'm a university student studying Oriental languages. For about six months now, I've had a girlfriend, May. She's Asian, studying for a Masters in Engineering. I love her a lot and I think she loves me. Actually I'm sure she loves me. But she's tried to end our relationship twice before, and yesterday she sent me a note saying it's all over.

I feel so upset. I can't do anything at the moment. I can't study, I can't sleep. Sometimes, I think I'm going crazy. It's all because of her parents. They're far away, and they don't want her to have a boyfriend, and certainly not an Englishman. They're proud of her being at university and want her to do really well. They don't want any distractions! But also I think they're afraid that she might end up marrying an Englishman, and then they won't see her very often.

May loves her parents. She respects them and doesn't want to upset them. They have a strong influence on her. Her family is very important to her. I'm certain they've told her to stay away from me and focus on her studies. What can I do?



## STUDY SKILLS

## WRITING A BIBLIOGRAPHY, REFERENCING



**1** Why do you need to provide references when writing academic essays or articles?



**2** Work with a partner. Discuss whether you think each statement is correct or incorrect.

- 1 Facts which are common knowledge do not need to be referenced.
- 2 An idea of your own based on reading different sources must be referenced.
- 3 Primary data, for example, information gathered from interviews or questionnaires, does not have to be referenced.
- 4 Written work looks more professional if you provide references.
- 5 Ideas which have been very loosely paraphrased need no reference.
- 6 References enable readers to know which are your ideas and which come from other sources.
- 7 Ideas that have been adapted do not need a reference to the original author.
- 8 Readers are more likely to accept your ideas if you reference the source.
- 9 A graph or chart taken from an internet source does not need a reference.
- 10 Quotations from a book or journal must have quotation marks and references.



**3** Read about the Harvard System of Referencing, and look at the extracts from a bibliography below. Find the four 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. (1973) Birth order, family size, and intelligence, *Science*, vol. 182, pp. 1096–1101.
- 3 Zajonc, R. B. & Mullally, P. R. 1997 Birth order: Reconciling conflicting effects, *American Psychologist*, vol. 52(7), pp. 685–699.
- 4 Zajonc, R. B. (2001) Birth order debate resolved?, *American Psychologist*, vol. 56(6–7), pp. 522–523.
- 5 Harris, J. R. (2006) *No Two Alike: Human Nature and Human Individuality*, New York: W.W. Norton.
- 6 Leman, K. (1985) *The Birth Order Book: Why You Are the Way You Are*, [Online], Available at: [www.drleman.com](http://www.drleman.com), [14 April 2008].
- 7 Michalski, R. L. & Shackelford, T.K. (2002) *Personality and Individual Differences*, [Online], Available at: [www.sciencedirect.com](http://www.sciencedirect.com).
- 8 Eysenck, M. & Keane, M. (2010). 6th edition, *Cognitive Psychology*, Psychology Press.
- 9 Prinz, J. (2012) *Beyond Human Nature: How Culture and Experience Shape our Lives*, London: Allen Lane.

## ●●● Providing References using the Harvard System

## Bibliographies

A list of references must be presented in alphabetical order by surname of the author(s), or by title, if there is no author. Harvard has no one true style of punctuation so the most important thing is to choose one style of punctuation and use it consistently throughout your work.

## For a book, the order is:

Author's surname, initial(s). (date of publication in brackets) title in italics, edition, place of publication: publisher.

## For a first edition:

Moody, S.A. (2007) *Principles of Developmental Genetics*, New York: Elsevier Academic Press.

## For a 4th edition:

Desmond, P.W. (2005) *The Child-centred Approach*, 4th edition, Cambridge: Independent Publications.

## For a paper in a journal, the order is:

Author's surname, initial(s), (year in brackets), title of the paper, full title 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.

Jones, P. (2008) *Peer Pressure*, [Online], Available at: [www.psychology.dossier/gov.html](http://www.psychology.dossier/gov.html), [7 February 2012].

## Citing references within a text

**When making references to an author's work in your text, their name is followed by the year of publication of their work.**

Firstborn children tend to have higher IQs because they receive more attention from their parents. This view is supported in the work of Marzollo (1990).

**When you are mentioning a particular part of a work, and making direct reference to this, a page reference should be included.**

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

## Web-based references

Electronic sources such as www pages, electronic databases and electronic journals are cited in the text in much the same way as traditional print sources, with the exception of page numbers. The author's name is followed by a publication date, but no page numbers are listed. If no publication date is available, and this might be the case for www pages, then where the date should go, insert (n.d.) which stands for 'no date'.

## WRITING SKILLS

## AN ADVANTAGES AND DISADVANTAGES ESSAY

**4** Complete the description of different types of essay with the words in the box.

formal   issue   objectively   paragraph   sides   unbiased

There are two main types of discursive essay: evidence-led and opinion-led. Evidence-led essay types include 'For and Against' and 'Advantages and Disadvantages'. In an evidence-led essay, you discuss a problem, controversy or <sup>1</sup>\_\_\_\_\_ in an <sup>2</sup>\_\_\_\_\_ way. You present all <sup>3</sup>\_\_\_\_\_ of the question <sup>4</sup>\_\_\_\_\_. The style of the essay is usually <sup>5</sup>\_\_\_\_\_ rather than informal. If you are asked to give an opinion, you do so at the end of the essay. In an opinion-led essay, you indicate your opinion of the topic in the first <sup>6</sup>\_\_\_\_\_ and restate it in the last one.





**5a** Read the essay title below. Work with a partner and 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?

**5b** Compare your ideas with other pairs.

**6** Read the first paragraph of the essay. Why, in the writer's opinion, is this topic worth writing about?



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 people are tending to marry at a later age than they did some years ago. This is an important area of discussion because some people think that being an only child is a big disadvantage in life. Others take a different view. This essay discusses the arguments and considers whether, on balance, it is truly an advantage to be the only child in a family.

**7** Read the rest of the essay. Compare your ideas from Exercise 5a with the writer's opinions.

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. They are also 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. It is said 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. Even though this is probably true, it is a fact that brothers and sisters often quarrel a lot. Only children may well have quieter and more peaceful childhoods.

A recent study of China's one-child policy supports the view that there are disadvantages to being an only child. The study was published in *Science* by Professor Lisa Cameron and colleagues from Australian universities. It investigated the impact of one-child families in China. The researchers compared the behaviour of Chinese people born before and after the one-child policy was adopted. Their results showed that children born after the one-child policy, in other words 'only children', had certain characteristics. They were less willing to take risks, less conscientious, less trustworthy and more pessimistic. According to Professor Cameron, the amount of contact that subjects had with other children, such as their peers, did not affect the results of the study. While this research seems to confirm that only children in China are at a disadvantage, this may not be the case in other countries. The results, therefore, are not conclusive.

**8a Complex sentences** Complex sentences contain conjunctions (e.g. *and*, *but*, *because*, *in spite of*) or relative pronouns (e.g. *that*, *who* or *which*). Which of the following sentences are complex sentences?

- Others take a different view. (paragraph 1)
- They are also more able to cope with feelings of loneliness. (paragraph 2)
- This will help a child with his or her homework, so that the child achieves above-average results. (paragraph 2)
- It is said that children who have siblings are less selfish. (paragraph 3)
- Even though this is probably true, it is a fact that brothers and sisters often quarrel a lot. (paragraph 3)
- Only children may well have quieter and more peaceful childhoods. (paragraph 3)
- While this research seems to confirm that only children in China have an advantage, this may not be the case in other countries. (paragraph 6)
- On the whole, the evidence seems to suggest that it is an advantage to be an only child. (paragraph 7)

**8b** Find three other examples in the essay of each type of complex sentence (with a conjunction or a relative pronoun) and underline them. Check your answers on page 167.

**9** Write four complex sentences containing a conjunction or a relative pronoun expressing opinions about the advantages and disadvantages of being an only child.

**10 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

On the whole, in spite of the research on only children in China, evidence seems to suggest that it is an advantage to be an only child. However, the key point, surely, is that a child has the love and support of his or her parents. This is the most important influence which will determine a child's development, happiness and future success in life.

**11a** Choose one of the essay topics and discuss it in pairs. To what extent do you agree with the writer's point of view?

- Women have the primary responsibility for bringing up children.
- Children have too much freedom nowadays.
- Today's world is not a safe place to bring up children.
- 'The desire to be accepted by their peers is perhaps the strongest motivating force during adolescence.' (Bruce A. Epstein)

**11b** Write a short essay on one of the topics, using the internet to look up some articles or ideas. Include some references in the text and a short bibliography.