

On Point

Upper Intermediate English

Student's Book

+ AUDIOS and VIDEOS

Cathy and Louis Rogers



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On Point

On Point is a modern course with new and innovative topics, but it is also traditional in its approach. With a clear structure and careful progression, we're sure you will sense your progress as you enjoy working through the course.

Lessons A and B

Lessons A and B are the main lessons for grammar. Presented via listening or reading texts, all of the grammar is then analysed and practised before you produce it in an authentic situation. Lessons A and B also present relevant vocabulary for each topic and practise any necessary pronunciation points.

Lesson C

Lesson C is a chance to practise your reading skills with a longer text. Many of the texts are from real-world sources or based on things happening in the world. The grammar from the previous lessons is recycled and a new set of vocabulary is presented. The Workbook Lesson C focuses on extended listening to further practise this skill.

Lesson D

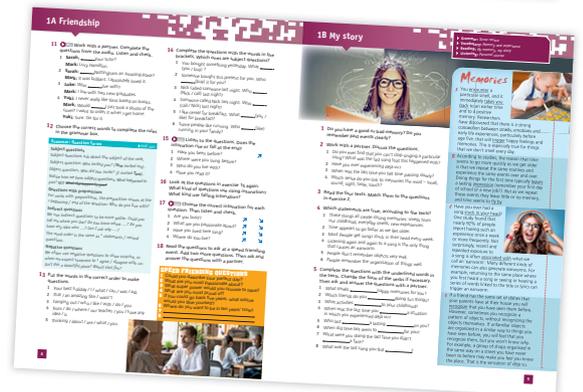
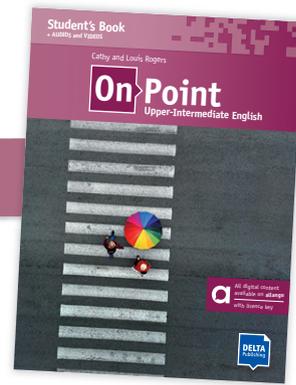
The last lesson in each unit is divided into two halves. The first page presents a set of phrases or a language point that is useful for a particular speaking context. The second page follows a guided approach to help improve your writing skills.

Video Pages

After every two units there is a two-page video lesson related to one of the themes from the previous lessons. The structure of these lessons allows further listening and reading practice. There is also a short review of the main language points covered in the previous two units.

Appendix

The back of the book contains an extended Grammar Reference for you to learn further details of each grammar point. There is also an Irregular Verb list to help you remember these tricky forms as well as pair work speaking files for some of the lessons.



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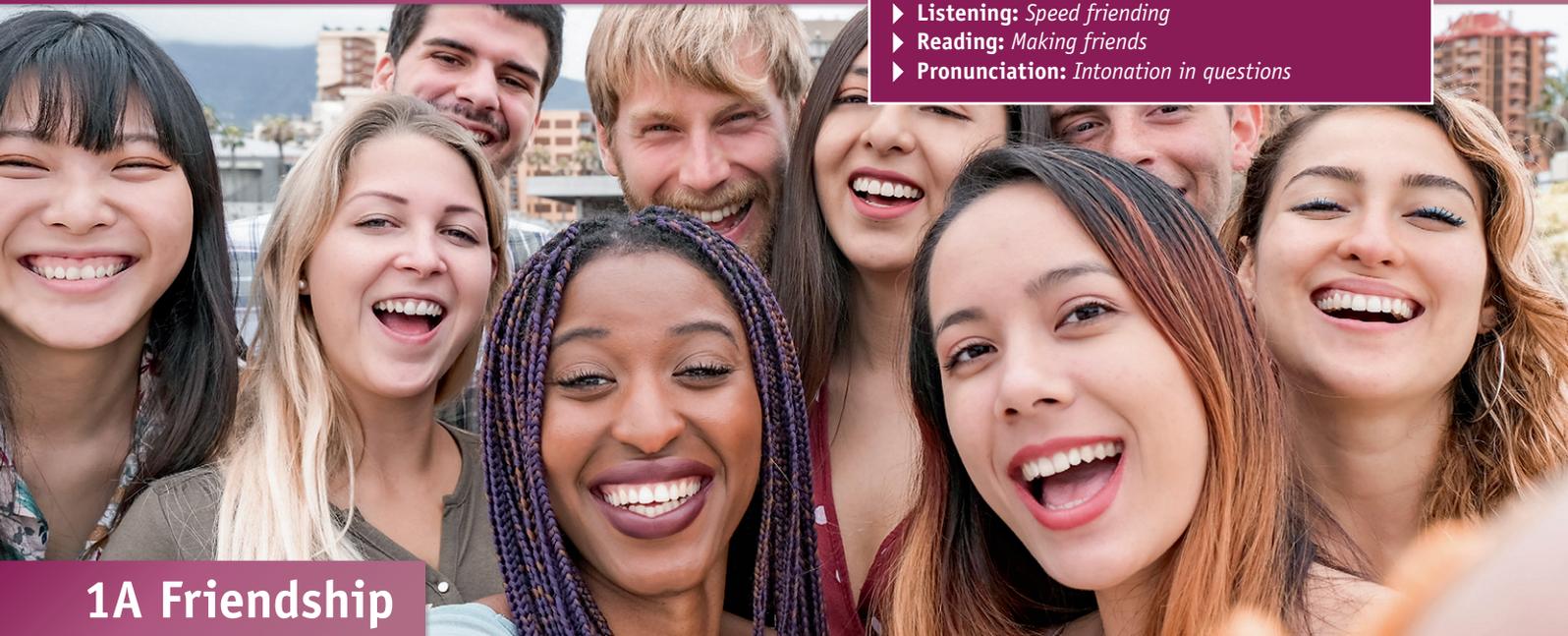
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1 Personality

- ▶ Grammar: Question forms
- ▶ Vocabulary: Friendship
- ▶ Listening: Speed friending
- ▶ Reading: Making friends
- ▶ Pronunciation: Intonation in questions



1A Friendship

- 1 Work with a partner. Tell them about two friends you have known for a long time:
 - 1 How long have you known each friend?
 - 2 How often do you see them and what do you like doing together?
 - 3 Why has your friendship lasted so long?
- 2 Read the article. Which is the most important thing for making friendships stronger?

having shared interests spending time together
having serious discussions
- 3 Read the article again and answer the questions.
 - 1 What had the people in the survey recently done?
 - 2 Which group of people needs more time to make good friends?
 - 3 What mistake might college students make?
 - 4 What should you talk about to make a friendship stronger?
 - 5 What happens to friends who go shopping or join groups together?
 - 6 In the study, how much more time did people spend with friends they were close to?

How Long Does It Take to Make a Friend?

You might hit it off with someone new, but how long does it take to move past “getting to know someone” and calling that person a friend? Jeffrey A. Hall from the University of Kansas studied college students and working adults who had just moved to a new city. So, according to Hall, what activities bring us closer to potential friends, and how many hours does it take for someone to become a friend?

TIME OF LIFE

Unsurprisingly, the study showed that the more time people spent together, the closer they became. However, it's worth noting that it took a lot longer for working adults to make good friends than it did students. Why is this? Hall believes that student life, e.g. living in shared accommodation, helps people make connections faster. Hall also argues that it is possible that college students think their friendships are deeper than they really are.

TALK TOGETHER

However, it seems that developing a friendship also depends on the things that you do together. Talking, for example, can be hit or miss when it comes to forming a friendship. Certain types of talking help to make friendships stronger e.g. catching up about your lives, joking, having serious conversations and showing love, attention and affection. However, small talk about topics such as current affairs, pets, sports, movies, or music didn't help make friendships any stronger and actually made people become more distant over time.

SHARED ACTIVITIES

Shared activities don't always make us feel close either. According to the study, having shared interests such as exercising, partying, shopping and joining teams or groups, doesn't make people feel closer. Nor does spending time together at work or school, places you have to be anyway. Some activities, however, were more common in closer friendships: relaxing and hanging out and (for working adults) watching movies and playing video games.

4 Match the underlined words in the article to the meanings. 

- 1 the feeling of being part of a group
- 2 spending time with people in a relaxed way
- 3 less close to someone
- 4 get on well with someone immediately
- 5 stronger and more meaningful
- 6 talking to a friend and finding out what they have been doing
- 7 a feeling of liking someone

5 Work in groups and discuss the questions.

- 1 Who was the last person you hit it off with straightaway?
- 2 Which friends have you become distant from? When do you hope to catch up with them?
- 3 Which friends do you have a deep connection with? What do you like to do when you hang out together?

The last person I hit it off with was ...

I've become distant from ...



TIME TOGETHER

Overall, it seems that time is the most important thing which helps develop strong friendships and a feeling of belonging to a group. Hall found that it takes about 50 hours to move from being acquaintances to casual friends, but over 200 hours to be considered a close friend. However, most people's time is limited, so time spent with one potential friend is time you can't spend with another. Typically, during the study, people doubled the amount of time they spent with the people they liked and halved the time they spent with people they were not as close to. So, ultimately, developing friendships is about choosing who you like and then making the effort to spend more time with them.

6 Read the advert. Work in pairs and discuss the questions.

- 1 What is speed friending?
- 2 What other event is it similar to?
- 3 Who is the event good for?

SPEED Friending

Can you make a BFF (Best Friend Forever) in just five minutes? That's what this new craze from the US aims to help people do. Like speed dating, it involves talking to strangers for just a few minutes before moving on to the next person. At the end of the night, you swap numbers with anyone who interested you. Speed friending allows you to quickly identify other people with common interests. These events are great whether you are shy, new to the area or just want to expand your friendship group.



7 Work with a partner. What subjects would you talk about at a speed friending event? What topics would you avoid? Why?

sport family politics current affairs TV
literature gossip education

8  001 Mark is at a speed friending event. Listen to his conversations with Sarah, Luke and Yuki. What topics from exercise 7 do they talk about?

Sarah

Luke

Yuki

9  001 Listen again. Are the sentences True or False?

Mark and Sarah

- 1 Neither of them has tried speed friending before.
- 2 They both studied accounting.
- 3 They were both taught by Lucy Hamilton.

Mark and Luke

- 4 Luke has met a few people that he likes.
- 5 They both like living on their own.
- 6 They are both training for a triathlon.

Mark and Yuki

- 7 They have both read *Machines Like Me*.
- 8 They both dislike films based on books.

10 Work with a partner. Which people do you think Mark swaps numbers with? Why?

1A Friendship

11 002 Work with a partner. Complete the questions from the audio. Listen and check.

- 1 **Sarah:** your tutor?
Mark: Lucy Hamilton.
- 2 **Sarah:** Nottingham an amazing place?
Mark: It was brilliant. I absolutely loved it.
- 3 **Luke:** Who live with?
Mark: I live with two new graduates.
- 4 **Mark:** Would I just took a photo of the cover? I want to order it when I get home.
Yuki: Sure. Go for it.

12 Choose the correct words to complete the rules in the grammar box.

Grammar: Question forms

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Subject questions

Subject questions ask about the subject of the verb.

Subject question: *Who invited you?* (**Tom** invited me)

Object question: *Who did you invite?* (I invited **Tom**)

Notice how we form subject questions: *What happened to you?* NOT *What did happen to you?*

Questions with prepositions

For verbs with prepositions, the preposition comes at the ¹ *beginning / end* of the question: *Who do you live with?*

Indirect questions

We use indirect questions to be more polite. *Could you tell me where you live? Would you mind if ... Do you have any idea who ...? Can I ask why ...?*

The word order is the same as ² *statements / normal questions*.

Negative questions

We often use negative questions to show surprise, or when we expect someone to ³ *agree / disagree* with us: *Isn't this a beautiful place? Wasn't that fun?*

13 Put the words in the correct order to make questions.

- 1 your best holiday / I / what / can / was / ask
- 2 that / an amazing film / wasn't
- 3 hanging out / who / like / with / do / you
- 4 from / do / where / our teacher / you / have any idea / is
- 5 thinking / about / are / what / you

14 Complete the questions with the words in the brackets. Which ones are subject questions?

- 1 You bought something yesterday. What (you / buy) ?
- 2 Someone bought this present for you. Who (buy) it for you?
- 3 Nick called someone last night. Who (Nick / call) last night?
- 4 Someone called Nick last night. Who (call / Nick) last night?
- 5 I like cereal for breakfast. What (you / like) for breakfast?
- 6 Some people like running. Who (like) running in your family?

15 003 Listen to the questions. Does the intonation rise or fall at the end?

- 1 Have you been before? ↗
- 2 Where were you living before?
- 3 Who do you live with?
- 4 Have you read it?

16 Look at the questions in exercise 15 again. What kind of questions use rising intonation? What kind use falling intonation?

17 004 Choose the correct intonation for each question. Then listen and check.

- | | | |
|----------------------------------|---|---|
| 1 Are you busy? | ↗ | ↘ |
| 2 What are you passionate about? | ↗ | ↘ |
| 3 Have you lived here long? | ↗ | ↘ |
| 4 Where do you live? | ↗ | ↘ |

18 Read the questions to ask at a speed friending event. Add two more questions. Then ask and answer the questions with a partner.

SPEED FRIENDING QUESTIONS

- 1 Could you describe your perfect day?
- 2 What are you most passionate about?
- 3 What super power would you choose to have?
- 4 What are you most proud of?
- 5 If you could go back five years, what advice would you give yourself?
- 6 Where do you want to be in ten years' time?
- 7
- 8



1B My story

- ▶ **Grammar:** Tense review
- ▶ **Vocabulary:** Memory and experience
- ▶ **Reading:** My memory, my story
- ▶ **Listening:** Personal stories



- 1 Do you have a good or bad memory? Do you remember past events clearly?
- 2 Work with a partner. Discuss the questions.
 - 1 Do you ever find that you can't stop singing a particular song? What was the last song that this happened with?
 - 2 Have you ever experienced déjà vu?
 - 3 When was the last time you felt time passing quickly?
 - 4 Which sense do you link to memories the most – smell, sound, sight, taste, touch?
- 3 Read the four texts. Match them to the questions in exercise 2.
- 4 Which statements are true, according to the texts?
 - 1 These things all create strong memories: smells from our childhood, everyday smells, new experiences.
 - 2 Time appears to go faster as we get older.
 - 3 Most people get songs stuck in their head every week.
 - 4 Listening again and again to a song is the only thing that causes an earworm.
 - 5 People don't remember objects very well.
 - 6 People remember the organisation of things well.
- 5 Complete the questions with the underlined words in the texts. Change the form of the verbs if necessary. Then ask and answer the questions with a partner. 
 - 1 What smells happy memories for you?
 - 2 Which friends do you having fun?
 - 3 What activities to your childhood?
 - 4 When was the last time you a situation in which you experienced déjà vu?
 - 5 Who last a lasting on you?
 - 6 When did time last seem to for you?
 - 7 What were you doing the last time you didn't a face?
 - 8 What was the last song you got

Memories

A You encounter a particular smell, and it immediately takes you back to an earlier time and to a positive memory. Researchers have discovered that there is a strong connection between smells, emotions and early life experiences, particularly before the age of five, that will trigger happy feelings and memories. This is especially true for things that we don't smell every day.



B According to studies, the reason that time seems to go more quickly as we get older is that we repeat the same routines and experience the same events over and over. Doing things for the first time typically leaves a lasting impression (remember your first day of school or a new job?). But as we repeat those events they leave little or no memory, and time seems to fly by.

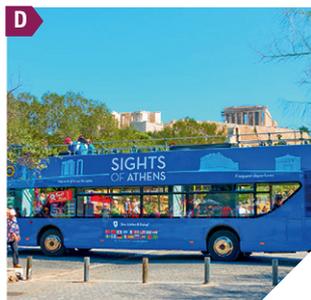
C Have you ever had a song stuck in your head? One study found that nearly 92% of people report having such an experience once a week or more frequently. Not surprisingly, recent and repeated exposure to a song is often associated with what we call an 'earworm'. Many different kinds of memories can also generate earworms. For example, returning to the same place where you first heard a song or seeing or hearing a series of words linked to the title or lyrics can trigger an earworm.



D If a friend has the same set of dishes that your parents have at their house you will recognize that you have seen them before. However, sometimes you recognize a pattern of objects, without recognizing the objects themselves. If unfamiliar objects are organized in a similar way to things you have seen before, you will feel that you recognize them, but you won't know why. For example, a group of shops organised in the same way on a street you have never been to before may make you feel you know the place. That is the sensation of déjà vu.

1B My story

6 **005** Listen to four people talking about memories. Match each person to the event or situation they talk about.



7 **005** Listen again and answer the questions.

- Where was Luke standing when he had the feeling of *déjà vu*?
- What memories did the smells trigger for Ana?
- What new experiences has Georgie had this year?
- When did Pavel's earworm start?

8 Look at the extracts from the listening. Match the underlined verb forms to the tenses.

"On our first day in Athens, we ¹got off a bus, and suddenly I ²was standing in front of a restaurant and shop, and I was sure that I ³had been there before. I knew that I hadn't been there, of course, but it was a powerful experience."

"I ⁴had that experience the other day when I ⁵was walking along the beach."

"Before this year started, I ⁶had never climbed a mountain. I had never skydived. I had never eaten Indian food. I won't be skydiving again – it was far too frightening but I ⁷love Indian food now! I ⁸have had so much more fun this year."

"It's driving me crazy! It started when I heard it on the radio and it ¹⁰hasn't gone away!"

- | | |
|-------------------------|----------------------------|
| a Present Simple | d Present Continuous |
| b Present Perfect | e Past Simple |
| c Past Continuous | f Past Perfect |

9 Complete the grammar box with the tenses in exercise 8.

Grammar: Tense review

▶ PAGE 116

- = for facts and routines
- = for activities happening now / around now, or future arrangements
- = for actions that started in the past and are still happening now; for past experiences and recent events
- = for past actions that are completed
- = for actions in progress in the past
- = for something that happened before something else in the past

10 Choose the correct verb forms to complete the sentences.

- I *live / have lived* here for about a year now.
- I *am running / was running* through the park when I started to feel ill.
- The smell of the sea *is always triggering / has always triggered* memories of my childhood.
- It was three in the morning before I left the party. The time *has flown / had flown* by.
- He is one of the strangest people I *have ever encountered / had ever encountered*.
- I *study / am studying* Law at Leeds next year.
- I *don't work / am not working* at the moment.
- Have you known / Do you know* them for long?
- Time *flies / is flying* by when you're having fun!
- What time *do we meet / are we meeting* tomorrow?

11 Work with a partner. Discuss the questions.

- Do you think you could remember all the details of your life for a book or movie? Which actor would play you in a movie of your life? Why?
- You remember being very excited on your first day at school. Your mum remembers you were crying. Who do you think is right? Why?



12 Choose the answer you think is most likely in each sentence. Read the text and check your answers.

- 1 Events that happen when someone is between the ages of 0 and 10 / 10 and 30 / 30 and 50 form the strongest memories.
- 2 Our earliest memory *is always the same / changes through life*.
- 3 We always keep our life story the same / constantly re-write our life story.



My memory,
my STORY

As teenagers, many of us imagine we will go on to achieve extraordinary things, from rock superstardom to discovering cures for diseases. As we grow into young adults, these dreams change to memories about our experience of growing up. These memories then evolve into the 'stories' that create our identity for years to come.

First memories

However, it takes a long time for these memories to become fixed. If you ask a 20-year-old to tell you their most important memory, then ask them the same question just six months later, they will give you a different answer each time. Even when asked, "What is your first memory?" only ten per cent of 20-year-olds repeated the same memory six months later. That's because our life story is still developing at that age. When we are older, the events that we remember the most clearly

13 Read the text again and choose the correct words to complete the sentences.

- 1 Our life stories are more realistic as
a teenagers b young adults
- 2 Only people in their twenties repeat the same stories if you ask twice for their first memory.
a one in five b one in ten
c one in twenty
- 3 We have most new experiences as
a children b teenagers c adults
- 4 We often change our life story to
a understand our decisions
b make it sound better

14 Work with a partner and discuss the questions.

- 1 What did you want to be when you were a child?
- 2 What's your first memory?
- 3 Think about two of your 'firsts' during adolescence. Tell your partner about them.
- 4 Think about your life now. How is it different to how you imagined it as a child?

are the ones that happened between the ages of ten and thirty. That's because adolescence is full of 'firsts' – the first kiss, first job, first day at university – and these memories eventually become fixed.

Rewriting memories

No matter what our life story is, we continually rewrite it. During periods of change, memories we had forgotten become more important. For example, someone who is thinking of going to medical school may look back on their earlier life and think, "Why have I made this decision?" They try to link it with an experience they can remember, so that their story makes sense. Our present goals encourage us to change the way we think about past events, to give them more importance.

Looking back

Often, as people reach the end of their lives, they look back on their life story. If they don't like the story that they see, they experience regrets, especially as it is now too late for them to create a new story.

- 1** Read the statements. For each one, rate yourself from strongly disagree (1) to strongly agree (5). Compare your answers with a partner. Give reasons for your scores.

STRONGLY DISAGREE

STRONGLY AGREE

- 1 I am often bored.
- 2 I quickly lose interest in tasks that I start.
- 3 Success is based on survival of the fittest; I'm not concerned about the losers.
- 4 I make a point of not trying to hurt others in pursuit of my goals.
- 5 People who are stupid enough to get ripped off usually deserve it.
- 6 Cheating is not justified because it is unfair to others.

- 2** Read the text. Where are the statements in exercise 1 taken from? What are they used to measure?

- 3** Read the text again and answer the questions.

- 1 What proportion of each of the following three groups score high on the psychopath scale?
a) people in general b) prisoners c) CEOs
- 2 What points in time is someone high on the psychopath scale not concerned about?
- 3 What have lots of us done for fun?
- 4 Should we be worried that some of the people around us are psychopaths? Why? / Why not?
- 5 Why can psychopathic characteristics help a surgeon?
- 6 What characteristics are connected to politicians, business leaders and emergency workers?
- 7 Why do people high on the psychopathy scale focus on their looks?
- 8 Which type of person is especially good at reading others?
- 9 Why are people high on the psychopathy scale good at conversations?
- 10 Why don't people high on the psychopathy scale get as stressed as other people?
- 11 Why are CEOs often high on the psychopathy scale?

- 4** Read the text again. Find examples of positive benefits of having psychopathic characteristics. Do you think you have any of the characteristics? Why?



- 5** Match the underlined words and phrases in the text to the meanings.



- 1 giving a lot of attention to one thing
- 2 very keen to do something
- 3 showing no kindness, love or emotion
- 4 become frightened and not able to think clearly
- 5 remaining quiet and not stressed in a difficult situation
- 6 limiting or ruling someone's actions
- 7 not pausing or stopping
- 8 not caring when someone else is suffering

- 6** Complete the statements with the correct form of the words and phrases from exercise 5.

- 1 I am to please people and make people happy.
- 2 I am and often don't show my emotions.
- 3 I try to people to get them to do what I want.
- 4 I am to what people think of me. I do what makes me happy.
- 5 I can no matter how difficult the situation.
- 6 When I am working, I can stay very on the task.
- 7 I if things go wrong, and I can't think or make decisions.
- 8 I make difficult decisions

- 7** Rewrite any sentences in exercise 6 that are not true for you. Compare your new sentences with a partner. Give reasons for any changes you made.

Extreme personalities

Defining a psychopath

The word psychopath often makes us think of images of prison, horror movies and extreme violence and crime. In fact, one in four people in prison would be defined as a psychopath. So, let's take a look at the dictionary definition of the word:

psychopath (noun) [C] a person with no feelings for other people. They do not think about the future and they do not feel bad about anything they have done in the past.

While this doesn't instantly make us think positively about someone, is there a time when it is useful to have someone in your life who is not afraid of the future or worried about the past?

The psychopath in all of us

First of all it is important to look at the concept from a scientific perspective, and it seems we are not all either a psychopath or not a psychopath. There is actually a psychopathy scale which assesses the psychopathic characteristics of individuals in general. As part of the scale, developed by Levenson and other psychologists, there are 29 statements that people rate themselves on, from 'strongly agree' to 'strongly disagree' with. These range from simple statements such as '*I am often bored*' and '*I quickly lose interest in tasks I start.*' to more complex ones like:

Success is based on survival of the fittest; I'm not concerned about the losers.

I make a point of not trying to hurt others in pursuit of my goals.

People who are stupid enough to get ripped off usually deserve it.

Cheating is not justified because it is unfair to others.

How would you rate yourself on these statements? Perhaps, not surprisingly, hardly anyone shows no psychopathic characteristics at all. Many of us have told lies, cheated or broken rules just for fun, and there are times when all of us have felt indifferent when someone else was having a hard time. Most people in your office, home or on the train are not likely to score dangerously high on this scale, but nearly everyone around you now will have psychopathic characteristics to a greater or lesser extent.

When you need a psychopath

Clearly, there are dangerous psychopaths, who are all hopefully given help or put in jail for the crimes they have committed. However, there are also many situations in life where psychopathic characteristics are useful to have. Take a surgeon in an operating theatre who doesn't panic, but is able to become cold, almost heartless and strongly focused on the task in hand. Removing the emotions in the room when saving a person's life and focusing only on the task they need to complete can help them work more effectively.

When we think about the personality characteristics of a psychopath, they also include things such as being charming, tough, not being scared, remaining calm under pressure and being very focused.

All of these characteristics we would often connect with successful politicians, business leaders, the police, the fire service and medical professionals. All these are arguably vital roles in society.

Benefits of having psychopathic characteristics

These personalities can be useful to society, but there are also benefits for the individuals themselves in having these personality characteristics.

Attractive appearance Most people dress for themselves and for convenience. People with psychopathic characteristics spend a lot of time trying to make themselves more attractive – buying expensive clothes, going to the gym and generally taking care of their appearance. Why? Because if you find them attractive, they have more chance of controlling you.

Reading others While these people often can't imagine things from some else's point of view, they are actually great at understanding people. Happiness, fear, anxiety – they can spot them all. This is especially true of female psychopaths.

Good at conversations Many ordinary people worry about what others think of them. They are especially worried that people will think negatively of them. As a result, in social situations most people are slightly worried or afraid. Not for people with strong psychopathy characteristics though – they don't care what you think of them. Consequently, they start conversations without hesitating. Everyone assumes they are open, eager and confident and therefore more interesting.

Stress People high on the scale also work better under stress. Most people's bodies release the stress related hormone corticotropin, which is part of what makes you feel stressed. Eventually, most people will start to have difficulties concentrating and even stop working completely. People high on the scale don't release stress hormones in the same way. So, they are able to be confident, they don't worry and they can focus on the good in a situation.

Success About one in every 100 people are actually psychopaths. When you look at CEOs of companies the number rises to one in 25. Arguably, because psychopaths get bored easily, they are always looking for new ways of doing things. Being full of new ideas, charming and attractive is a sure-fire way to rise quickly to the top in any organization.



1D Describe yourself

- ▶ **Speaking:** Describing qualities and skills
- ▶ **Writing:** A job application email



Speaking

- 1 Think about the job you have or a job you want. Work with a partner and tell them what makes someone good at this job.
- 2 **▶ 006** Listen to Leila talking to her friend Chris about a job she wants to apply for.
 - 1 What is the job?
 - 2 Why is Leila not sure about applying?
 - 3 What advice does Chris give her?
- 3 **▶ 006** Listen again. Are these sentences True or False?
 - 1 Leila has a good chance of promotion at work.
 - 2 Leila often needs to be told what to do at work.
 - 3 Leila is quite confident in her management skills.
 - 4 Leila thinks she is good at working with customers.
 - 5 Leila is always careful when checking details.
 - 6 Leila doesn't enjoy negotiating.
- 4 **▶ 007** Complete the phrases in the *Key Language* box with the words in the box. Then listen and check.

detail flexible initiative listener pressure
relationships responsibility skills teams

KEY LANGUAGE Describing qualities & skills

- 1 I'm able to **take the**
- 2 I'm **cool under**
- 3 I'm a **good**
- 4 I have **an eye for**
- 5 I can **build good working**
- 6 I'm **excellent at leading**
- 7 I'm **very**
- 8 I have **strong negotiating**
- 9 I often **take** **for ...**



- 5 Rewrite the sentences using phrases from the *Key Language* box.

- 1 I can start tasks without a manager telling me to do them.

I'm able to take the initiative.

- 2 I'm good at listening to other people's suggestions.
- 3 I don't panic in tough situations.
- 4 I can work whenever and with whoever my manager wants.
- 5 I can easily spot small mistakes.
- 6 I'm good at getting on with others at work.
- 7 I often take charge of tasks.
- 8 I make a good boss.
- 9 I know how to get a good deal.

YOUR TURN

- 6 Imagine you are applying for a job. Decide what job you are applying for and plan your answers to the questions.
 - 1 What are your strengths and weaknesses?
 - 2 What skills and qualities do you have for this job?
 - 3 Why should we give you this job?
- 7 Work with a partner. Take turns to tell your partner what job you are applying for, then role play an interview. Your partner asks the questions in exercise 6.



Writing

- How would you answer these questions in an interview?
 - Where do you see yourself in five years' time?
 - What is your greatest achievement?
 - Can you give an example of a stressful situation and how you coped with it?
- Read the email. What job is Joseph applying for? What is his current job?
- Read the email again. Match the paragraphs to the functions.
 - Qualities and skills
 - Reason for writing
 - Further details
 - Experience



Subject: Assistant Communications Director – Joseph Yorke

Dear Sir or Madam,

^a I am writing regarding your job advertisement on JobSearch.com for an Assistant Communications Director. Your description of the responsibilities for the next Assistant Communications Director closely match my experience and abilities, so I am keen to submit my CV to you for your consideration.

^b In my position as a Communications Officer for Wave Limited, I have contributed articles to the company website, organized the editing and posting of articles from other contributors, managed our company's social media presence and written and sent out a weekly email newsletter to subscribers. Last year, I also implemented a strategy that grew the company's subscriber base by 40% within a few months.

^c I always actively try to learn new skills and gain valuable experience from every job that I do. I see myself as a top performing employee in a leading company. I am aware of some weaknesses that I can improve on, but I am ready to move to a position with more responsibility.

^d My CV is attached. If I can provide you with any further information on my background and qualifications, please let me know.

I look forward to hearing from you. Thank you for your consideration.

Yours faithfully,
Joseph Yorke

- Complete the phrases in the *Key Language* box with the words in the box. Check your answers in the email in exercise 3.

aware experience forward gain improve
learn myself position provide regarding

KEY LANGUAGE A job application email

Reason for writing

I am writing ¹.....

Describing experience

Your description of the responsibilities for ... closely match my ²..... and abilities.

In my ³..... as ..., I wrote/edited/managed/implemented, etc. ...

Describing qualities and skills

I always actively try to ⁴..... new skills and ⁵..... valuable experience.

I see ⁶..... as ...

I am ⁷..... of some weaknesses that I can ⁸..... on, but ...

Follow up and contact details

If I can ⁹..... you with any further information on my background and qualifications, please let me know.

I look ¹⁰..... to hearing from you.

- We use a range of verbs to describe our qualities, skills and experience. Underline the verbs in sections b and c of the email.
- Write sentences to describe your own experience. Use the verbs in the box or your own ideas.

contribute to implement improve learn
manage organize perform write

YOUR TURN

- Find an advertisement online for a job that interests you. Write an email applying for the job. Use the same paragraph plan as the email in exercise 3.

