

# On Point

Advanced English

## Student's Book

+ AUDIOS and VIDEOS

Louis and Cathy 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 are also pair work speaking tasks for some of the lessons.



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# 1 The mind

- ▶ Reading: *Our amazing brain*
- ▶ Vocabulary: *Memories*
- ▶ Listening: *Memories*
- ▶ Grammar: *Tense review (active and passive)*



## 1A Memory

### 1 Work with a partner. Discuss the questions.

- 1 Which happy or fun events from the past can you remember the most clearly?
- 2 What are your favourite memories from childhood?
- 3 Why do you think you remember some things more clearly than others?

### 2 Read the text. What helps us remember things?

### 3 Which statements are true, according to the text? Which is not mentioned?

- 1 Our short-term memory can't retain information for very long.
- 2 Shutting your eyes allows your brain to concentrate on remembering something.
- 3 We remember things more clearly as we get older.
- 4 Forgetting something for a short time can help you remember it later.
- 5 Sounds and sights are often connected with early memories.
- 6 Memories of witnesses are generally reliable in criminal investigations.

## Our amazing brain

Our brains have an amazing capacity to store information, from fond childhood memories to thousands of facts, but it isn't always easy to access everything that is in there. Read these facts and tips about memory.

### Forget it first

Research suggests that forgetting something can actually help us to remember it better. Making an effort to recollect an event, for example by reminiscing with friends, helps make vague memories clearer and stronger.

### Smells

Researchers have found that smells, but not other senses, can quickly take you back to a time or place. Our early memories are often connected to smells and noticing the same smell again can quickly bring back memories of early childhood.

### Close your eyes

You may only have a hazy recollection of certain events, but if you close your eyes, you will recall the details more vividly. Closing your eyes removes distractions and allows you to cast your mind back and focus on the task of remembering.

### Short-term

We can hold between five and nine things in our short-term memory, but they actually only stay there for 20 to 30 seconds. Anything we don't actively choose to commit to memory is quickly forgotten.

### False memories

Have you ever been sure that you distinctly remember an event, only to later find out it never actually happened? False memories are actually incredibly common and are one of the reasons why witness statements given to the police are frequently inaccurate.

### Power nap

Do you have a test coming up? If so, remember to add in naps to your study schedule. In one study, researchers found that people who took a 40 minute nap remembered 25% more than those who didn't nap.



4 Look at the underlined words and phrases in the article.



- Find verbs and phrases with these meanings:  
 a to remember something (x 2)  
 b to make an effort to remember something  
 c to talk about memories  
 d to help you remember something (x 2)
- Find adjectives and adverbs which describe:  
 a a strong memory (x 2)  
 b a weak memory (x 2)  
 c a happy memory  
 d a memory from childhood

5 Work in groups and discuss the questions.

- What smells take you back to your childhood?
- What events do you enjoy reminiscing about with friends?
- What events in your life do you recall the most vividly?
- Cast your mind back to different friends you have had throughout your life.
  - Who do you have only a vague recollection of?
  - What do you remember about them?
  - Who do you remember distinctly?
  - What do you recall about them?

6 **001** Listen to three conversations about memories. Match each conversation to two photos. There are two photos you don't need.

- Conversation 1 .....
- Conversation 2 .....
- Conversation 3 .....

7 **001** Listen again and choose the correct words to complete the sentences.

- Conversation 1
- Emma always felt *excited* / *exhausted* around the campfire in the evening.
  - Alan is *hesitant to take* / *enthusiastic about taking* the kids camping now.

- Conversation 2
- Liam has *vivid* / *hazy* memories of his time with the family.
  - Liam is *determined to find* / *pessimistic about finding* the restaurant he went to.

- Conversation 3
- Matty is *keen* / *not keen* to go to the reunion.
  - Leah *isn't surprised* / *is horrified* that Matty wants to go back to Ayia Napa.

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

- That smell takes me back!
- While our parents were sitting around talking, eating and sunbathing we would just be free to go wherever we wanted.
- I've found a couple that look amazing.
- Maybe for this summer, but next year they'll be five and seven.
- The fire was used to keep warm and for toasting marshmallows.
- It was the first time I had ever eaten a pizza from a log-fired oven.
- What are you looking for?

- |                    |                 |
|--------------------|-----------------|
| Present Simple     | Past Continuous |
| Present Continuous | Past Perfect    |
| Present Perfect    | Will            |
| Past Simple        |                 |



# 1A Memory

- 9 Complete 1–7 in the grammar box with the tenses in exercise 8. Which examples from exercise 8 are in the passive?

## Grammar: Tense review (active and passive) ▶ PAGE 116

We use the:

- 1 ..... for facts and routines.
- 2 ..... for activities happening now.
- 3 ..... for past actions that are still happening, the recent past and experiences.
- 4 ..... for past actions that are completed.
- 5 ..... for actions in progress in the past.
- 6 ..... for something that happened before something else in the past.
- 7 ..... for the general future, promises and immediate decisions.

We form the passive with the verb *be* + Past Participle.

	Simple	Continuous
Present	<i>is used</i>	(a) .....
Past	(b) .....	(c) .....
Present Perfect	(d) .....	---
Past perfect	(e) .....	---
Will	(f) .....	---

- 10 Complete the passive forms a–f in the grammar box with the correct form of the verb *use*.

- 11 Where possible, change the verbs from the Simple to the Continuous form, or from the Continuous to the Simple form. What is the change in meaning? Why is the change sometimes not possible?

- 1 What do you do? *What are you doing?*
- 2 I've tried to phone her.
- 3 That room is used as a bedroom.
- 4 Everyone is late.
- 5 Everyone's very friendly to me.
- 6 Harriet always flirts with Nigel.
- 7 I'm seeing John later.
- 8 The train leaves at 9:15.

- 12 Compare the pairs of sentences. What are the differences in meaning?

- 1 a They've been together for a year.  
b They were together for a year.
- 2 a I come from Madrid.  
b I've come from Madrid.
- 3 a Did you ever meet my grandmother?  
b Have you ever met my grandmother?

- 13 Complete the text with the correct active or passive form of the verbs in brackets.

## That takes me back



'I <sup>1</sup> ..... (walk) to work this morning when I <sup>2</sup> ..... (smell) freshly cut grass. It instantly <sup>3</sup> ..... (take) me back to the school field with my friends. I instantly <sup>4</sup> ..... (remember) all the fun things we <sup>5</sup> ..... (do) together, all those years ago.'

<sup>6</sup> ..... (ever / have) that feeling of being carried back to a particular moment? Apparently, one of the main triggers for this feeling <sup>7</sup> ..... (be) a smell. That's because we <sup>8</sup> ..... (connect) smells very strongly to memories. Whenever I smell fresh chocolate brownies, I <sup>9</sup> ..... (take) back to my grandmother's kitchen. This strong connection between smell and memory <sup>10</sup> ..... (know) as the Proust Effect. There <sup>11</sup> ..... (be) very few studies into this connection, but people who <sup>12</sup> ..... (study) the effect think it is because smells, emotions and memories are strongly linked in the brain.

In one study, participants <sup>13</sup> ..... (ask) to watch a video of road accidents or other traumatic events. While participants <sup>14</sup> ..... (watch) this, other stimuli – music, smells and images <sup>15</sup> ..... (present) in the background. A week later, the participants <sup>16</sup> ..... (invite) back and presented with one of the background stimuli. The participants who <sup>17</sup> ..... (can) remember the most detail were those who were presented with the smell. They <sup>18</sup> ..... (remember) far more detail than the people who <sup>19</sup> ..... (show) an image or those who <sup>20</sup> ..... (listen) to music.

- 14 Work in groups. Tell each other about:

- what you wanted to be when you were growing up.
- friends you had as a child.
- your first experiences of work or university.
- holidays you had and festivals and parties you went to as a young adult.

# 1B Future memories

- ▶ **Listening:** *Future trends*
- ▶ **Vocabulary:** *Trends*
- ▶ **Reading:** *Memories predict the future*
- ▶ **Grammar:** *Future forms*



## 1 Work with a partner. Discuss the questions.

- 1 Which things do you think it is easy or difficult to predict? Why?

the weather economic trends fashion trends  
changes to technology world events

- 2 Why do you think some people are better at predicting the future than others?

## 2 002 Listen to the start of a radio programme on future trends. Complete the sentences with the correct words.

- 1 Steve Ballmer forecast that the ..... would never be a success.
- 2 Good forecasters have particular ..... traits.
- 3 Good forecasters are humble and often ..... their own ability.
- 4 Good forecasters are ..... and happy to consider various options.
- 5 Good forecasters want to increase their .....
- 6 A good forecaster is not bothered by admitting they are ..... and changing their mind.

## 3 003 Listen to the second part of the radio programme. According to the speakers, are the sentences True or False?

- 1 High Streets have been declining for years.
- 2 High Streets are likely to become more varied.
- 3 A mixture of office work and working from home will be normal in the future.
- 4 People are likely to continue to move out of big cities in large numbers.
- 5 The shift to green energy will happen everywhere at the same time.
- 6 The main problem with driverless cars is safety.
- 7 We will never make contact with aliens.

## Future TRENDS

- 1 Well, I think the High Street as we currently know it is going to become .....
- 2 ..... that we'll see more growth in independent stores.
- 3 For many, ..... working five days a week in the office .....
- 4 The trend to move to the countryside ..... continue, although probably at a slower pace.
- 5 The burning of fossil fuels will .....
- 6 In wealthier countries the move to green energy ..... in the next decade.
- 7 Once we solve the safety issues, there will ..... driverless cars.
- 8 People always think we ..... make contact with aliens at some point.

## 4 004 Complete the predictions about future trends with the phrases in the box. Listen and check.

will gather pace become a thing of the past  
are bound to a distant memory  
the days of ... are over may well there are signs  
be an explosion in

## 5 Work with a partner. Discuss the questions.

- 1 Which predictions in exercise 4 do you agree with? Why?
- 2 Which predictions in exercise 4 are based on evidence from the past?
- 3 Why might the past help us predict the future?

# 1B Future memories

- 6 Work with a partner and predict the following things.
  - 1 What will tomorrow be like for you?
  - 2 What will you do for your next holiday?
  - 3 What will you be doing in ten years' time?
- 7 Which prediction in exercise 6 was easiest to make and why? What did you base your prediction on?
- 8 Read the article. Does it mention any of the ideas you discussed in exercise 7?

- 9 Do these opinions match the ideas in the text? Write YES, NO or NOT GIVEN.
  - 1 Future predictions are impossible without personal experience of the events.
  - 2 Preparing for interview questions isn't very effective.
  - 3 We can use shared cultural experience to predict the distant future.
  - 4 Life scripts are universal across the world.
  - 5 We use similar parts of our brain for remembering experiences and being creative.
  - 6 Our own cultural experiences may prevent us from seeing some future possibilities.
- 10 Work in pairs. In what ways is your life following the traditional life script of your culture? In what ways is it different?

*People in my culture often go to university, but I decided to leave school and start work.*



For example, people who have never worked in an office before can easily envisage what their first day might be like. They can picture what their colleagues <sup>b</sup> will be wearing, what people will say in meetings and what the office might look like. We are able to do this because nearly all of us will have been to an office or seen one depicted on TV. Our predictions are based on this knowledge and shared experience. Think about other situations, such as a job interview. Nearly everyone will prepare for the interview by thinking about things such as: Who is going to be there? What questions <sup>c</sup> are they going to ask? What topics are they going to discuss? We can predict these because of our knowledge or experience.

Nearly every prediction we make about our future is based on our own memory and experience. This is easy to understand in everyday life. When we do the same thing day after day, say at work or school, it's actually pretty easy to predict what tomorrow <sup>a</sup> will be like. Surprisingly, though, our memory also helps us predict what experiences we have never had or events we have never been to before will be like.



- 11** Read the grammar box. Match the underlined sentences in the article (a–e) to the verb forms in the box. (1–5)

**Grammar: Future forms**

▶ PAGE 117

We use *be going to* to make predictions based on current evidence.

1 .....

We use *will* to make general predictions.

2 .....

We use the Future Perfect Simple to talk about something that will be finished by a certain point in the future.

3 .....

We use the Future Continuous to talk about an action or situation that will be in progress at a point in the future.

4 .....

We use the Future Perfect Continuous to talk about an action or situation that will continue up to a point in the future and will still be in progress then.

5 .....

- 12** Complete the second sentence so that it has the same meaning as the first. Use the word in brackets and a future form.

- Sam does her Christmas shopping in October. It's now November, so I imagine ..... already. (done)
- My wife turns 40 next week. My wife ..... next week. (old)
- The government will increase taxes soon. The government ..... soon. (is)
- We started dating two years ago tomorrow. By tomorrow ..... two years. (dating)
- He's going to finish repairing the car by five o'clock. He will ..... five o'clock. (finished)

- 13** Write sentences making predictions about the topics in the box. Use the five different future forms from this lesson.

this Saturday your career your home  
your family transport

- 14** Work with a partner. Take turns to tell your partner your predictions. Ask questions to find out more about your partner's predictions.

The distant future is often much harder for us to imagine. Think about the classic interview question: "Where do you see yourself in five years?" When we're asked to make these kinds of predictions, we typically rely on the shared experiences of the society we live in and the social norms of a typical lifestyle, which may be specific to our culture. For example, people in our culture may share typical experiences of starting education, leaving home, graduating from university, starting a career, getting promoted, getting married, buying a flat, becoming parents, retiring, becoming a grandparent. So, when we're asked this question in an interview, we reach for this life script and answer something like this: 'I <sup>d</sup> will have been working here for five years and I <sup>e</sup> will have been promoted to head of the department.' In our mind, experience in a company and promotion go hand in hand.

This connection between memory, shared experiences and predicting the future is in fact so strong that we even use it to predict the future of others. Professor of Psychology Daniel Schacter's research has shown that memory and imagination involve nearly identical parts of the brain. Imagine we see a child of a wealthy couple getting out of a car. We could all feel fairly confident about predicting their future. How do we do this? We use the same imaginative process and cultural understanding we have about the lives and future of wealthy people.

The ability to imagine future events gives people a huge advantage in life. It helps our survival, as we can predict future dangers. But at the same time, it can also limit us. Our future predictions are limited to our individual life experience and the life script of the culture we live in, which can vary from country to country. These are the only tools that we have to help us predict the future, so we perhaps fail to see opportunities that fall outside our own experience or culture.



# Total recall

## Early memories

If you ask Jill Price to remember any day of her life, she can come up with an answer in a heartbeat. What was she doing on August 29, 1980? “It was a Friday, I went to Palm Springs with my friends, twins, Nina and Michelle, and their family for Labour Day weekend,” she says. Price was 14 years and eight months old. What about the third time she drove a car? “The third time I drove a car was January 10, 1981. Saturday.” She was 15 years and two weeks old.

Price was born on December 30, 1965 in New York City. Her first clear memories start from around the age of 18 months. Back then, she lived with her parents in an apartment in Manhattan. When she was seven years old, her father was offered a job in Los Angeles. By July 1, 1974, when Jill was eight and a half, they were living in a rented house in Los Angeles. That was the day, she says, her “brain snapped”.

She had always had a talent for remembering. She had also always dreaded change. Knowing that after they left New Jersey, nothing could ever be the same, Price tried to commit to memory the world she was being ripped away from. She made lists, took pictures, kept every artefact, every past note and ticket stub. If this was a conscious effort to train her memory, it worked, perhaps better than she ever imagined.

## Phenomenal minds

Price was the first person ever to be diagnosed with what is now known as Highly Superior Autobiographical Memory, or HSAM, a condition she shares with around 60 other known people. Now 51, Price remembers the day of the week for every date since 1980; she remembers what she was doing, who she was with, where she was on each of these days.

“Most have called it a gift, but I call it a burden. I run my entire life through my head every day and it drives me crazy!”

One day she sent an email to a Dr James McGaugh at University of California, asking for help. McGaugh explained that he worked at a research institute and not a clinic, and that he'd be happy to direct her to somewhere she could find help. Price quickly replied. “Whenever I see a date flash on the television (or anywhere else for that matter), I automatically go back to that day and remember where I was, what I was doing, what day it fell on, and on and on and on and on. It is non-stop, uncontrollable and totally exhausting ... Most have called it a gift, but I call it a burden. I run my entire life through my head every day and it drives me crazy!” McGaugh was intrigued, so he invited her to his office to talk.

To test Price's memory, McGaugh used a book with brief accounts of the biggest news stories since 1974. Only someone with amazing powers of recall might be able to answer questions about so many facts. McGaugh asked Price, “When did the Iranian hostage crisis begin?” After a brief pause, she answered, “November 4, 1979.” “No, that's not right,” he said. “It was November 5.” “It was November 4,” she said. He checked another source: Price was right; the book was wrong. The rest of Price's responses came just as quickly, confidently, and for the most part, correctly.



Over time, it became clear that Price's autobiographical memory was potentially unprecedented. But when it came to remembering details that did not relate to her personally, Price proved no better than average. Price's memory is as selective as yours or mine, storing the things that she finds important – she is just a good deal better at retaining and retrieving those memories.

## Perfecting our memories

So, what can the average person learn about memory from people like Price? Well, they tend to use systems for sorting memories chronologically or categorically. Significantly, research shows that people with average memories are bad at organizing events by time – we don't know whether that thing happened two weeks ago or two months ago. Also, people with HSAM enjoy replaying their memories in their minds, challenging themselves to remember days and events. Every time they access that memory, it is easier because they have done it before – repetition is one of the surest ways to memorise information. The researchers also noted that they exhibited obsessive behaviours. Price has a



**1 Work with a partner. Discuss the questions.**

- How good (from 1–10) do you think your memory is?
- Can you remember what you were doing exactly one month ago, one year ago or five years ago?
- How well do you remember facts for an exam? What techniques do you use to help you remember?

**2 Read the article about someone who remembers every detail of their life. Put the topics in the order they are mentioned.**

- Jill Price's contact with a university researcher
- when Price's mind changed
- testing Price's memory
- the probable explanation for why Price's HSAM developed
- committing her early years to memory

storage space jammed with a neatly organised collection of personal artefacts that she couldn't let go of – dolls and toys, dozens of Beanie Babies, tapes of songs she recorded off the radio.

But none of these findings fully explains what enables these people to remember so much. Plenty of people rehearse their memories and don't have HSAM, and plenty of people with OCD (the need to repeat certain actions constantly) don't have the ability to recall their memories in such detail. For both Price and others, there is a specific point in their lives that they feel triggered their ability to remember things with extraordinary clarity. For Price, it was her family's unexpected move to the west coast, which was a traumatic experience for her. Before that, she already had strong memories, but after it, her ability to remember was transformed.

Every memory researcher describes our memories as the things that define us; they are us. The thought of losing our memories and forgetting who we are is terrifying. It hurts to think of all the wonderful, thrilling, important, terrible, devastating things we might forget. But people with HSAM do remember. Besides the scientific questions HSAM raises, then, there is a different kind of question: would you want a memory like that, if you could have it?

**3 Read the article again. Answer the questions.**

- Why does the author mention Price's memory of August 29, 1980?
- What do you think Price means when she says her 'brain snapped'?
- Why do you think Price tried to commit her life to memory when she left New York?
- Why do you think Price wrote to Dr James McGaugh for help?
- Why does the author mention the Iranian hostage crisis?
- Why do you think Price only remembers details that relate to her personally?
- Why does the author mention Price's collection of old dolls and toys?
- Why does the author end the article with a question?

**4 Work with a partner. Discuss the question at the end of the article. Explain your reasons.****5 Complete the questions with the correct form of the underlined words and phrases in the article.**

- What techniques do you use to ..... information ..... for an exam?
- Can you ..... two or three ways to improve your memory?
- What sounds, smells or sights are special to you because they ..... to childhood memories?
- Someone who has a ..... memory chooses to remember only certain things. Do you know anyone like that?
- Are you any good at ..... lots of facts in your long-term memory?
- ..... is a good way of remembering new words. How often do you have to repeat a word to remember it?
- How many times would you ..... a speech or presentation before you felt confident to deliver it?

**6 Work with a partner. Ask and answer the questions in exercise 5.****7 Work in groups. Discuss the questions.**

- Which place from your past would you like to revisit now? Why? How would you feel if it looked completely different?
- What do you do when you want to remember a past event? Look at a photo? Speak to someone who was there? Read your diary?

## Speaking

- 1 Work with a partner. Discuss the questions.
  - 1 What successes have you achieved in life?
  - 2 What challenges have you faced?
- 2 Look at the three situations in the photos. What challenges might someone face in each of these situations?
- 3 ▶005 Listen to three people talking about their experiences. Did they mention any of the ideas you discussed?



Starting a family



Starting a business



Taking a course

- 4 ▶005 Listen again and answer the questions.
  - 1 Why was having a child a shock to Louise?
  - 2 What were the primary school years like for Louise?
  - 3 How did Louise's mother help her?
  - 4 How did Adam feel about his job?
  - 5 How long did it take Adam to make money from his business?
  - 6 Who does Adam credit with helping him be successful?
  - 7 How did Vicky do in her mock exams?
  - 8 What did most of the teachers want to do?
  - 9 Who does Vicky credit with her success?

- 5 ▶006 Complete the *Key Language* box with the words in the box. Then listen and check.

difficult down to indebted overcome owe  
persevered pride proud sense of achievement

### KEY LANGUAGE Success and challenges

#### Achievements

- 1 One accomplishment that makes me really ..... is ...
- 2 Another thing I take great ..... in ...
- 3 It gives me a huge .....

#### Influences

- 4 Much of my success is ..... .
- 5 I ..... a lot to ...
- 6 I will forever be ..... to ...

#### Challenges

- 7 One obstacle I had to ..... was ...
- 8 One absurdly / particularly ..... period was when ...
- 9 I ..... despite all these challenges / barriers ...

- 6 Think about an achievement that you are proud of. Make notes.

- What is the achievement?
- What people or things influenced you and helped you?
- What challenges did you face and how did you overcome them?



### YOUR TURN

- 7 Work with a partner. Talk about your achievements. Use phrases from the *Key Language* box. Ask questions to find out more about your partner's achievements.

## Writing

- 1 Have you ever written a reference for a colleague or friend? What information in the box would you include in a reference?

how you know the person their family situation  
 how long you have known them  
 their work skills their positive qualities  
 their current salary a recommendation

- 2 Read the reference below.

- Underline the skills and qualities that Kevin believes Ella has.
- Circle the examples he gives which show her skills and qualities.

To whom it may concern,

I am writing to recommend Ella Chadwick for the position of Community Support Officer. Ella has lived in Dorset her whole life and I have known her since she was in college.

Ella's commitment to the local community is outstanding, as is evidenced by her involvement in youth projects across the area. Ella is an accomplished leader with excellent organizational skills, as can be seen by her founding of the local youth club. For these reasons, I feel she would be a valuable addition to the Community Support team.

In addition to her relevant experience, Ella frequently demonstrates a number of characteristics that I believe will help her thrive in this role. I have found Ella to be dependable, courteous and hardworking. Ella has a flair for engaging with groups of young people on a personal level as she demonstrated in her role at local youth clubs. She is also skilled at online and social media communication with this age group. In addition, she is proficient in Urdu, which also helps her to engage with parts of the local community.

I am confident Ella would be a valuable addition to your team, and I have no hesitation in recommending her for this role.

Yours faithfully,  
 Kevin Mason

- 3 Add nouns and adjectives from the reference to the table below.

Positive skills and qualities	
Nouns	Adjectives
commitment	outstanding

- 4 Complete the *Key Language* box with the words in the box. Then check your answers in the reference in exercise 2.

accomplished confident evidenced flair  
 hesitation proficient recommend  
 seen since skilled

### KEY LANGUAGE References

#### Introduction

- I am writing to ..... (Ella Chadwick) ...
- I have known (her) for / ..... ..

#### Describing skills and qualities

- He/She is an ..... (leader)...
- He/She is ..... in ...
- He/She is ..... at ...
- He/She has a ..... for ...

#### Giving examples which show skills and qualities

- (her commitment), as is ..... by ...
- ... as can be ..... by her ...

#### Making recommendations

- I am ..... that he/she ...
- I have no ..... in recommending ...

- 5 Look at the facts about Carlos. Write sentences about him using phrases from the *Key Language* box.

Skill or quality	Example
<sup>1</sup> flair for design	work on the company's advertising campaign
<sup>2</sup> excellent organizational skills	organized an international conference for the company
<sup>3</sup> proficient in web design	the new company website

### YOUR TURN

- 6 Write a reference for a friend. Use the points below to help you.

- Imagine a role they might apply for.
- Mention his/her skills and qualities. Give an example for each one.
- Make a recommendation.
- Use adjectives and nouns from exercise 3, and use phrases from the *Key Language* box.

