

# Level 1 & 2 Mini Story Transcripts

## Introduction

These are text transcripts for all the Level 1 & 2 Mini-Stories.

What about level 3? Well, Level 3 is the advanced level. I want you to focus **ONLY** on listening at that level. Once you reach level 3, you need to focus all of your attention on listening.

Sometimes you won't understand everything-- that is OK. Just keep listening-- listen to each Mini-Story many times. Relax. Enjoy. You will improve.

How To Use These Text Transcripts (for level 1& 2 Mini-Stories):

### 1. First, try to only listen

Don't use these text transcripts first. Try to listen to the mini-stories without the text. If you understand them, you don't need the text-- just continue to listen.

### 2. Use these text transcripts **only when you don't understand something**

If you don't understand part of a Mini-Story, read the text. This will help you identify vocabulary you might not understand from just listening. Use a dictionary, if necessary, to find unknown words.

### 3. Read and Listen at the same time, a few times

Once you know all of the words and phrases in a Mini-Story, you can listen and read at the same time. Do this a few times only

### 4. Just Listen again

As soon as possible, focus on just listening-- without reading. These text transcripts are only a supplement. **DO NOT FOCUS ON READING-- FOCUS ON LISTENING!** Most of your time should be spent only listening to the Mini-Stories (and answering the questions). These text transcripts can help you, but don't use them too much :)

# 1. A Day For The Dead MS

Welcome to the mini story for Day of the Dead. In the mini story I will do 3 things. I will make a statement. For example, "I arrived in Guatemala." When you hear a statement, a sentence, you just say, "Ah," or, "Oh." You need to say that. Show that you understand this is not a question. A statement is not a question, so when you hear a statement say, "Ah." For example, "I arrive in Guatemala." "Ah."

The second thing I will do is ask a question you know the answer to. For example, "Where do I arrive?" I will stop. You say the answer. You must say the answer to every question. I say, "I arrive in Guatemala. Where did I arrive?" You say, "Guatemala." Easy.

And No. 3, I might ask a question you don't know the answer to. If you don't know the answer just guess. Say any answer, but you must answer every question. Use your pause button if necessary. Let's begin. Here we go.

I arrived in Guatemala on the Day of the Dead, November 1st. Did I arrive in Guatemala? Yes. Yes, I arrived in Guatemala. Where did I arrive? Guatemala, right. I arrived in Guatemala.

I arrived in Guatemala on the Day of the Dead, November 1st. Who arrived in Guatemala on the Day of the Dead? Well, me – AJ. I arrived in Guatemala on the Day of the Dead, November 1st. Did I arrive in Guatemala on November 3rd? No, no. I didn't arrive in Guatemala on November 3rd; I arrived in Guatemala on November 1st.

What day did I arrive in Guatemala? November 1st. I arrived in Guatemala on November 1st. Where did I arrive on November 1st? Guatemala. I arrived in Guatemala on November 1st.

I arrived in Guatemala on the Day of the Dead, November 1st. I was curious about this holiday so I went to the cemetery to see what was happening. Was I angry about this holiday? No, no. I wasn't angry about this holiday.

Was I sad about this holiday? No, no. I wasn't sad about this holiday. I was curious about this holiday. Who was curious about this holiday? Well, I was – AJ. I was curious about this holiday.

What was I curious about? The holiday. I was curious about the holiday. Which holiday was I curious about? Which holiday was I curious about? The Day of the Dead. I was curious about the Day of the Dead.

Was I curious about the Day of the Dead or was I curious about Christmas? No. I was curious about the Day of the Dead of course. I was curious about the Day of the Dead so I went to the cemetery to see what was happening. Where did I go? To the cemetery.

I went to the cemetery. Did I go to the cemetery or did I go to the airport? Easy. I went to the cemetery. Who went to the cemetery? Well, me – AJ. I went to the cemetery. Where did I go? To the cemetery, right. I went to the cemetery. When did I go to the cemetery?

November 1st, the Day of the Dead. I went to the cemetery on the Day of the Dead, November 1st.

Why did I go to the cemetery? Well, to see what was happening. I went to the cemetery to see what was happening. Who went to the cemetery to see what was happening? Me – AJ – went to the cemetery to see what was happening.

Where was the cemetery? In Guatemala. The cemetery was in Guatemala. What is the Day of the Dead? A holiday. The Day of the Dead is a holiday.

When is the Day of the Dead? November 1st. The Day of the Dead was and is November 1st, so I went to the cemetery on the Day of the Dead to see what was happening. What I found was quite interesting. Was it boring? No, no. It wasn't boring.

Was it interesting? Yes, yes. It was interesting. The cemetery was interesting. How did I feel about the cemetery? I felt it was interesting or I thought it was interesting.

Was it boring or was it interesting? It was interesting. Of course it was interesting. What was interesting? The cemetery. The cemetery was interesting.

When was the cemetery interesting? It was interesting on the Day of the Dead, November 1st. The atmosphere in the cemetery was like a party. Was the atmosphere very sad? No, no. The atmosphere was not sad.

The atmosphere was like a party. The atmosphere was very happy. Was the atmosphere sad or happy? The atmosphere was happy. The atmosphere was like a party.

What was like a party? The atmosphere. The atmosphere in the cemetery was like a party. Where was the atmosphere like a party? In the cemetery – the cemetery. The atmosphere was like a party in the cemetery.

Was the atmosphere like a party at my house? No, no. Not at my house. The atmosphere was like a party at the cemetery. The atmosphere was not like a party in my house. So the atmosphere was like a party. There were people everywhere.

Families were sitting around the graves of their dead ancestors. Where were the families sitting? Around the graves. They were sitting around the graves. Who was sitting around the graves? The families. The families were sitting around the graves.

Were they sitting around the trees? No. They weren't sitting around the trees. They were sitting around the graves. So where were they sitting? Around the graves. Families were sitting around the graves of their dead ancestors.

Were they sitting around the graves of their dead ancestors? Yes, yes. They were sitting around the graves of their dead ancestors. Were they sitting around the graves of their friends? No, not really. They were sitting around the graves of their dead ancestors.

Who was sitting around the graves? That's right. Families were sitting around the graves. Whose graves were they sitting around? Whose graves were they sitting around? Yes. Their dead ancestors' – their ancestors' – their ancestors' graves.

They were sitting around the graves of their dead ancestors. Were they sitting around the graves of their dead ancestors or the graves of their friends? Ancestors, right? They were sitting around the graves of their dead ancestors.

They cleaned the graves and added fresh flowers. Who cleaned the graves? That's right. The families. What did they add? They added fresh flowers.

Did they add food? No, no. They didn't add food. Did they add money? No, no. They didn't add money. They added fresh flowers.

What did they clean? They cleaned the graves. Whose graves did they clean? Their ancestors'. They cleaned their ancestors' graves. Where did they add flowers? Where? They added flowers to the graves.

That's right. They cleaned the graves and added fresh flowers. Good. I walked through the cemetery and admired the beauty of all the colorful flowers. Where did I walk? Through the cemetery. I walked through the cemetery. Did I walk through the park? No. I didn't walk through the park. I walked through the cemetery. Where did I walk? Through the cemetery.

Who walked through the cemetery? I did – AJ. I walked through the cemetery. Did I walk through the cemetery or did I walk through the park? I walked through the cemetery. That's right, and I admired the beauty of all the colorful flowers.

Did I admire the beauty of the trees? No, no. I didn't admire the beauty of the trees. Did I admire the beauty of the children? No. I didn't admire the beauty of the children.

What did I admire? The flowers. Yeah. I admired the beauty of all the colorful flowers. Who admired the beauty of all the colorful flowers? That's right. AJ – me – admired the beauty of all the colorful flowers.

Where were the flowers? On the graves in the cemetery. The flowers were on the graves in the cemetery. Were the flowers in the park? No. They weren't in the park. Were the flowers in my house? No. They weren't in my house. Where were the flowers? The flowers were on the graves in the cemetery.

Where did I walk? I walked through the cemetery. When did I walk through the cemetery? Ah. November 1st, the Day of the Dead. November 1st, the Day of the Dead, I walked through the cemetery.

What was the cemetery like? Like a party. It was like a party. The cemetery was like a party. Was I curious about this holiday? Yes. I was curious about this holiday.

Which holiday was I curious about? Yeah. The Day of the Dead. I was curious about the Day of the Dead so I walked through the cemetery. There was also color in the sky because many kids were flying kites.

Where was the color? In the sky. That's right. In the sky. Why was there color in the sky?

Because kids were flying kites – the kites. There was color in the sky because kids were flying kites.

Who were flying kites? Kids. Kids were flying kites. Was the sky colorful or was the sky gray? The sky was colorful.

What was colorful? They sky. The sky was colorful. Why was the sky colorful? Because kids were flying kites.

What were the kids flying? Kites. That's right. The kids were flying kites. Where were they flying kites? In the cemetery. The kids were flying kites in the cemetery.

Who was flying kites in the cemetery? Kids, children. Kids were flying kites in the cemetery. Some families were having a picnic next to the graves. We in the United States don't do this, so some families were having a picnic next to the graves. They ate, they drank, and they chatted together. Did they eat? Yes. They ate. Who ate? Families, right? Of course. Families ate.

What did they eat? They ate Guatemalan food – food from Guatemala. The families ate Guatemalan food. Did they eat American food? No, no. They didn't eat American food.

They ate Guatemalan food. Where did they eat Guatemalan food? In the cemetery. They ate food in the cemetery. They ate Guatemalan food in the cemetery.

They also drank in the cemetery. Did they drink water in the cemetery? No, no. What did they drink in the cemetery? They drank beer. Who drank beer? The families. The families drank beer.

What did they eat? Guatemalan food. They ate Guatemalan food and drank beer. Did they drink beer or did they drink water? They drank beer.

Where did they drink beer? They drank beer in the cemetery. When did they drink beer? Ah. November 1st, the Day of the Dead they drank beer. When did they eat? They ate on November 1st, the Day of the Dead.

Did they chat together? Yes. They chatted together. Who chatted together? The families, of course. The families chatted together. When did they chat together? Yes. November 1st, the Day of the Dead. And people laughed and smiled.

In the United States, cemeteries are always somber. Are cemeteries happy in the United States? No, no, no. Never. Cemeteries aren't happy in the United States. Cemeteries are always somber, sad, and serious.

Are cemeteries serious in the United States? Yes. Yes, they are. In the United States, cemeteries are always somber. They are always serious. In the United States, are cemeteries somber or are cemeteries happy?

Somber. Cemeteries are always somber in the United States. Was the cemetery somber in Guatemala? No, no. It wasn't somber in Guatemala. The cemetery wasn't somber in Guatemala, but in the United States cemeteries are always somber.

Are cemeteries always somber in Guatemala or in the United States? In the United States cemeteries are always somber. Where are cemeteries always somber? The United States. That's right. In the United States cemeteries are always somber.

Are they happy? No, no. They are always somber. Cemeteries in the United States are always somber – very, very somber. We certainly never have festivals or parties next to graves.

Do we have parties next to graves? No, we don't. We don't have parties next to graves. Do we ever have parties next to graves? No. We never have parties next to graves.

Do we ever have parties in restaurants? Yes, yes. We have parties in restaurants but we never have parties next to graves. Do we ever have parties in houses? Yes, yes. We do. We have parties in houses but we never have parties next to graves.

Do we ever have parties next to graves? No, never. We never have parties next to graves. Where do we never have parties? Next to graves. We never have parties next to graves.

Do we ever? No, never. We never have parties next to graves – not ever; never. We don't laugh or play music or fly kites in cemeteries either. Do we laugh in cemeteries usually? No, we don't. We don't laugh in cemeteries.

Where don't we laugh? In cemeteries. That's right. I found that I preferred the Guatemalan approach. Did I find that I preferred the American approach or did I find that I preferred the Guatemalan approach? The Guatemalan approach.

I found that I preferred the Guatemalan approach. Did I find that I preferred the American approach? No, I didn't. I didn't find that I preferred the American approach. I found that I preferred the Guatemalan approach.

Which approach did I prefer? I preferred the Guatemalan approach. Did I prefer the American approach? No. Who preferred the Guatemalan approach? Me – AJ. I preferred the Guatemalan approach.

I found that I preferred the Guatemalan approach. I liked the way they remembered and celebrated those who had passed away. Did they celebrate those who were alive? No, no. They didn't celebrate those who were alive. They celebrated those who had passed away.

Did they celebrate those who had passed away or those who had become rich? They celebrated those who had passed away. Who celebrated those who had passed away? Guatemalans, right? Guatemalans celebrated those who had passed away.

When did they celebrate those who had passed away? On the Day of the Dead, November 1st. On the Day of the Dead, November 1st, they celebrated those who had passed away. Who celebrated? The Guatemalans. Guatemalan families celebrated.

Who did they celebrate? They celebrated those who had passed away. I liked that they acknowledged death instead of denying it the way Americans do. Who liked that they acknowledged death?

Me – AJ. Me – AJ. I liked that they acknowledged death.

Did they acknowledge money or did they acknowledge death? They acknowledged death. What did they acknowledge? Death. They acknowledged death. Who acknowledged death? Guatemalans, right? Guatemalans acknowledged death.

Did they acknowledge death or did they acknowledge money? They acknowledged death instead of denying it. Who denies death? Americans. Americans deny death. Do Guatemalans deny death? No, no. Not Guatemalans.

Guatemalans don't deny death. Americans deny death. Do I like that Americans deny death? No, I don't. I don't like it. I don't like that Americans deny death but I like that there is life as well as death in Guatemalan cemeteries. I liked that.

Did I like their cemeteries? Yes. I liked their cemeteries. What did I like? Their cemeteries – Guatemalan cemeteries. I liked Guatemalan cemeteries.

Did I like Guatemalan cemeteries or did I like Guatemalan restaurants? I liked Guatemalan cemeteries. Whose cemeteries did I like? Guatemalans', right? Guatemalans' cemeteries. I liked the Guatemalans' cemeteries – Guatemalans' cemeteries.

Whose cemeteries did I like? The Guatemalans' cemeteries. I liked the Guatemalans' cemeteries. Guatemalans call it the Day of the Dead but it is also a day to appreciate life. That is all for this mini story.

This was a very slow and soft mini story, so this mini story is good for beginning-level learners. For intermediate learners, for advanced learners I use mini stories that are much faster and more difficult, but this mini story is for beginners. See you next time. Bye-bye.



# 1. A Kiss MS-A

Welcome to the mini story for A Kiss. In this lesson I will ask many questions. You must answer every question. Answer every question. Pause your computer or pause your iPod, answer the question, then play again. It's very important – very important. Answer every question.

Let's start A Kiss. Carlos bought a new car. Did Carlos buy a new car? Yes. Yes, of course. He bought a new car.

Did Carlos buy an old car? No. Carlos didn't buy an old car. Carlos bought a new car. Did Carlos buy an old car or a new car? A new car. Carlos bought a new car.

Who bought a new car? Carlos, right? Carlos bought a new car. What did Carlos buy? A new car. Carlos bought a new car. Was the car expensive or was the car cheap?

Ah. It was expensive. Carlos bought a very expensive car. Did Carlos buy an expensive bicycle? No, no. He didn't. He didn't buy an expensive bicycle.

What did he buy? He bought an expensive car. Was the car small? No, no. It wasn't small. He bought a huge car – very, very big car. How big was the car? It was huge.

It was huge. Was it a huge bicycle? No, no. It wasn't a huge bicycle. It was a huge car. Who bought the huge car? Carlos. Carlos bought the huge car.

What color was the car? Was it yellow? No. What color was the car? Blue. It was blue. It was a huge, blue, fast car.

While driving down the street Carlos saw a girl on a bicycle. What did he see while driving down the street? He saw a girl on a bicycle while driving down the street. While driving down the street, did Carlos see a dog? No. No, he didn't.

While driving down the street Carlos saw a girl. While driving down the street did Carlos see a girl in a car? No, no. She wasn't in a car – not in a car. While driving down the street Carlos saw a girl on a bicycle.

When did Carlos see a girl on a bicycle? While driving down the street, right? While driving down the street Carlos saw a girl on a bicycle. Who saw a girl on a bicycle while he was driving down the street? Carlos, right? Carlos saw a girl on a bicycle while he was driving down the street.

Where was Carlos driving? Driving down the street – down the street. Carlos was driving down the street. Where was the girl? On a bicycle, right? The girl was on a bicycle, so while driving down the street Carlos saw a girl on a bicycle.

She had long, blonde hair and was beautiful. What did she look like? Look like means was she ugly, was she beautiful, was her hair black, brown. Look like means how does she look – her hair, her face – so what did she look like? Well, she had long, blonde hair and she was beautiful.

What did she look like? She had long, blonde hair and she was beautiful. Did she look beautiful?



Yes, yes. She looked beautiful. Did she look ugly or did she look beautiful? She looked beautiful. Who looked beautiful? Ah, the girl, right? The girl on the bicycle. The girl on the bicycle looked beautiful. Carlos yelled to her.

What did he yell? He yelled, "What's up!" Who yelled, "What's up!?" Carlos. Carlos yelled, "What's up!" Did the girl yell, "What's up!?" No. The girl didn't yell, "What's up!"

Carlos yelled, "What's up!" Who did Carlos yell to? Ah, the girl. Carlos yelled to the girl. Did Carlos yell to a boy? No. He didn't yell to a boy. Carlos yelled to a girl.

Which girl did Carlos yell to? Which girl did Carlos yell to? Ah, the girl on the bicycle, right? He yelled to the girl on a bicycle.

What did he yell to the girl on a bicycle? He yelled, "What's up!" After he yelled, "What's up!" did the girl ignore him? Yes. Yes, she did. She ignored him.

Who ignored Carlos? The girl. The girl on the bicycle. Did Carlos ignore her? No, no. Carlos didn't ignore her. Carlos yelled to her. She ignored him.

Did she listen to Carlos? No, she didn't listen to Carlos. She ignored him. Did she look at Carlos? No, she didn't. She ignored him.

Carlos yelled again. "How's it going?" What did he yell? "How's it going?" Did he yell, "How's it going?" to the girl or to his mother? Well, of course he yelled, "How's it going?" to the girl.

Did he yell, "How's it going?" or did he whisper, "How's it going?" Whisper means talk very quietly; opposite of yell, so we have yell and whisper. I am whispering. Did Carlos whisper or did he yell, "How's it going?" He yelled.

Carlos yelled, "How's it going?" He didn't whisper, "How's it going?" He yelled, "How's it going?" After he yelled, "How's it going?" did the girl stop? No, she didn't. The girl didn't stop. The girl kept going. Did the girl keep going? Yes. The girl kept going. Did she continue going? Yes. She continued, right? She kept going.

Who kept going? The girl. The girl kept going. He yelled again, "Hey! Why won't you talk to me? I want to go to dinner with you. I'll take you to an expensive restaurant."

Where did he want to take her? To an expensive restaurant. He wanted to take her to an expensive restaurant. This is the end of mini story A. Listen to this many times and then go to mini story B.  
[End of Audio]

# 1. A Kiss MS-B

Hello. Welcome to mini story B. Let's continue.

Carlos asked the girl, "Why won't you talk to me?" Would the girl talk to him? In the past, before, would she talk to him? No, no. She wouldn't – she would not – talk to him.

Who would not talk to Carlos? The girl, right? The beautiful girl. The beautiful girl wouldn't talk to Carlos. Would the beautiful girl talk to Carlos? No. No, she wouldn't. She wouldn't talk to Carlos. The beautiful girl wouldn't talk to Carlos. Carlos wanted to go to dinner with her and he yelled, "I'll take you to an expensive restaurant." What kind of restaurant did Carlos want to take the girl to? What kind? An expensive restaurant. He wanted to take her to an expensive restaurant.

He said – this is future now – "I'll take you – I will, I'll, I'll – I'll take you to an expensive restaurant." Did he want to take her to a cheap restaurant? No, not to a cheap restaurant. He wanted to take her to an expensive restaurant.

Finally the girl turned. She got off her bike and she looked at him. She said, "I don't want to go to dinner." Did she want to go to dinner? No. What did she want? Ah, she wanted his car – his car. She wanted his car. Who wanted Carlos's car? The girl. The beautiful girl wanted Carlos's car. Did she want Carlos's bicycle? No, no. She wanted his car.

She wanted Carlos's car. Whose car did she want? She wanted Carlos's car. Did she want Carlos's car or Carlos's truck? She wanted Carlos's car.

She said, "If you give me your car I will give you a surprise." Ah, what did she say? She said, "If you give me your car I will give you a surprise." What did Carlos say? He said, "Okay!"

Who said, "Okay"? Carlos. Who did Carlos talk to – talk to? The beautiful girl. Carlos said, "Okay," to the beautiful girl. Carlos talked to the beautiful girl. He said, "Okay."

After he said, "Okay," what did he do? He jumped out of his car. Whose car did he jump out of? His car, right? His own car. He jumped out of his car and said, "Okay!"

Then he gave her the keys and said, "Here are they keys." What did he give her? The keys, right? The keys to his car. Who gave the keys to the beautiful girl? Carlos. Carlos gave the keys to the beautiful girl.

Who did Carlos give his keys to? To the beautiful girl. He gave his keys to the beautiful girl. What did he give to her? His keys.

Did he give his house keys to the girl? No, not his house keys. Did he give his car keys to the girl? Yes, that's right. He gave his car keys to the girl.

Which keys did he give to the girl? Car keys, right? He gave the car keys to the girl – not his house keys, not other keys. He gave only the car keys. Which keys did he give? That's right. The car keys.

He said, "Here are the keys." The beautiful blonde took the keys. What did she take? The keys. That's right. She took the keys.

Who took the keys? The beautiful blonde girl. Who took the keys? The beautiful blonde girl. What kind of girl was she? She was a beautiful blonde girl.

What kind of keys did she take? Ah, car keys, right? She took car keys. Who took the car keys? The beautiful girl. She took the car keys and then she kissed Carlos on the cheek.

Who did she kiss on the cheek? Carlos. She kissed Carlos on the cheek. Where did she kiss Carlos? On the cheek. She kissed Carlos on the cheek.

Did she kiss Carlos on the nose? No, she didn't kiss Carlos on the nose. She kissed Carlos on the cheek. Who kissed Carlos on the cheek? The beautiful girl. The beautiful girl kissed Carlos on the cheek.

What did she do? She kissed Carlos. When did she kiss Carlos on the cheek? When did she kiss Carlos on the cheek? After she took the keys.

After she took the keys she kissed Carlos on the cheek. Did she kiss Carlos before she took the keys? No. She didn't kiss Carlos before she took the keys. She kissed Carlos after she took the keys. After she took the keys and after she kissed Carlos, what did she do? Jumped in the car. After she kissed Carlos she jumped in the car. Did she jump onto her bicycle? No. She didn't jump onto her bicycle. She jumped into the car. Did she jump into the car or did she jump onto her bicycle? She jumped into the car.

Whose car did she jump into? Carlos' – Carlos'. That 's – Carlos's – means it's his car. It's possessive. His car. Whose car is it? It's Carlos', so she jumped into Carlos' car.

Did she jump into AJ's car or Carlos' car? She jumped into Carlos' car. What did she do? She jumped into Carlos' car and then she drove away. Did she walk away? No, no. She didn't walk away.

Did she run away? No. She didn't run away. She drove away. Who drove away? The beautiful girl.

When did she drive away? She drove away after she jumped into the car – after she jumped into the car. Carlos stood on the sidewalk. He had no car and he had no girl. He said, "That's it? Just a kiss on the cheek?"

Did Carlos get more? No, no, no. He said, "That's it," nothing more. Who said, "That's it?" Carlos. He said, "That's it? Just a kiss on the cheek?" Nothing more for Carlos.

He stood on the sidewalk. Did he sit on the sidewalk? No, he didn't sit on the sidewalk. He stood on the sidewalk. Where did Carlos stand? Carlos stood on the sidewalk.

Did he stand on the street or did he stand on the sidewalk? Well, he stood on the sidewalk. Carlos

stood on the sidewalk. Was he happy when he stood on the sidewalk? No, no. He wasn't happy. He had no car and no girl. He wasn't happy when he stood on the sidewalk. What did he say? He said, "That's it? Just a kiss on the cheek?" He got on her bike and rode home.

Did he ride to work? No, no. He didn't ride to work. He rode home. Did he ride to his friend's house? No, he didn't ride to his friend's house. He rode home.

Where did he ride? Well, he rode home. Who rode home? Carlos. Carlos rode home. On what did he ride home? On what did he ride home? On her bike, right? He rode home on her bike. What did he ride home on? On her bike. He rode home on her bike. What did he ride home on? He rode home on her bike.

Did he ride home in a car or did he ride home on a bike? On a bike. He rode home on a bike. Okay. That's it for mini story B.

[End of Audio]

# 1. Bubba's Food MS-A

Hello. Welcome to mini story A for Bubba's Food. In this lesson listen and answer every question. Use your pause button and answer the question. Then play again. You can answer with just one word or two words. It's okay.

Short answers are okay. Okay. Let's start. Let's begin.

Sarah Smith, who lives in San Francisco, went shopping for cat food. Did Sarah, who lives in San Francisco, go shopping for dog food? No, no. Sarah, who lives in San Francisco, didn't go shopping for dog food. Sarah, who lives in San Francisco, went shopping for cat food. Sara went shopping for cat food.

Did Sarah, who lives in San Francisco, go shopping for dog food or cat food? Well, cat food of course, right? Sarah, who lives in San Francisco, went shopping for cat food. Did John, who lives in San Francisco, go shopping for cat food? No, not John. Not John. John, who lives in San Francisco, didn't go shopping for cat food.

Sarah, who lives in San Francisco, went shopping for cat food. Sarah is 30 years old. How old is Sarah? Well, she's 30. Sarah is 30 years old. Where does Sarah live? She lives in San Francisco at 3037 Market Street.

Her address is 3037 Market Street. What is her address? Is it 3039 Market Street or 3037 Market Street? Yes. She lives at 3037 Market Street. She has lived there since 1990.

Has Sarah lived there since 1980? No. No, not since 1980. Has she lived there since 1975? No. She hasn't lived there since 1975. She has lived there since 1990. Sarah has lived there since 1990.

Who has lived there since 1990? Ah, Sarah, right? Sarah has lived there since 1990. She has lived there since when? Since 1990. Sarah has lived there since 1990.

Is Sarah married? Yes. Sarah is married. Who is she married to? Who is she married to? Ah, John. She's married to John.

Is Sarah married to Bill? No. She's not married to Bill. Is she married to Jim? No. She's not married to Jim. Is she married to Jim or is she married to John? Well, she's married to John.

Who is she married to? She's married to John. Who is married to John? Ah, Nancy [mistake, not Nancy-- Sarah], right? [Sarah] is married to John. She has been married to him for 7 years.

Have they been married for 7 years or 10 years? Well, they have been married for 7 years. Who has been married for 7 years? Sarah and John. Sarah and John have been married for 7 years. Have they been married for 20 years? No. They have been married for 7 years.

Do they have children? Yes, they do. They have 2 children and also 1 very big cat. How old is their son, Bob? Well, their son Bob is 5 years old. Is Bob 10 years old? No. How old is Bob? Bob is 5

years old.

Their daughter is 3. Who is their daughter? Ah, Nancy. Nancy is their daughter. Her name is Nancy. Is their daughter Bubba? No, no, no. Their daughter (girl) is Nancy.

Who is Bubba? Ah, Bubba is their cat. Bubba is their cat. How old is Bubba? Bubba is 2. Bubba is 2 years old.

Is Bubba a big cat or a little cat? Bubba is a big cat. Bubba is a huge cat – super big, very, very big. Bubba is huge. Is Nancy huge? No. Nancy isn't huge.

Is Bob huge? No. Bob isn't huge. Is Sarah huge? No. Sarah isn't huge. Who is huge? Ah, Bubba. Bubba is huge.

Is Bubba a normal cat? No. He's a huge cat – super huge cat. Bubba isn't normal. Bubba is huge. How much does Bubba weigh? He weighs 258 pounds.

Does he weigh 290 pounds? No. Does he weigh 20 pounds? No. How much does he weigh? He weighs 258 pounds. Bubba weighs 258 pounds and he's hungry, so at 9:00 a.m. Sarah got into her car.

Past – 9:00 a.m. maybe yesterday, maybe last year, but at 9:00 a.m. Sarah got into her car. Did she get into her truck or did she get into her car? Well, she got into her car. Who got into her car? Sarah. Sarah got into her car.

Did John get into his car? No. No, he didn't. Sarah got into her car. After she got into her car, where did Sarah drive? Where did Sarah drive? She drove to the pet store.

Sarah got into her car and drove to the pet store. Why? Why did Sarah get into her car and drive to the pet store? Ah, to buy cat food. To buy cat food for Bubba. Who got into her car and who drove to the pet store? Sarah of course.

Sarah got into her car and drove to the pet store. How many bags of cat food did she buy? 68. She bought 68 bags of cat food. Who bought 68 bags of cat food? Sarah. Sarah bought 68 bags of cat food.

Where did she buy 68 bags of cat food? At the pet store. At the pet store. She bought 68 bags of cat food at the pet store. Did she buy 68 bags of cat food at the grocery store or at the pet store? At the pet store. She bought 68 bags of cat food at the pet store.

How much did she pay? She paid \$10.00 each plus tax. Did she pay \$5.00 for each bag or \$10.00 for each bag? She paid \$5.00 – \$5.00 for each bag. Did she get a good deal? Yes. She got a good deal.

She got a good price. What was the normal price? The normal price was \$15.00 – \$15.00. Was \$15.00 the regular, normal price? Yes. \$15.00 was the regular price.

Did Sarah pay \$15.00 for each bag? No, no. She didn't pay \$15.00. No. She didn't pay the regular price, so did she get a good deal? Yes. She got a good deal.

She paid only \$10.00 each. She got a good deal. Did John get a good deal? No. No, not John. Sarah got a good deal.

Okay. That is all for mini story A.

[End of Audio]



# 1. Bubba's Food MS-B

Welcome to mini story B for Bubba's Food. Let's continue. Who paid \$10.00 for a bag of cat food? Sarah, right? Sarah paid \$10.00 for each bag of cat food. How many bags did she buy? Well, she bought 68 bags, right, 68. Sarah bought 68 bags of cat food for \$10.00 each. Did she get a good deal? Yes, yes she got a good deal. Sarah got a good deal. What was the regular price for each bag? Well the regular price was \$15.00. She paid \$10.00. So she got a good deal. What was the total bill? What was the total? Ah, \$680.00. The total was \$680.00. Did each bag cost \$680.00? No, no, no, no, no not each bag. Each bag cost \$10.00 plus tax. The total was \$680.00. Each bag was \$10.00. Was each bag \$10.00 or \$680.00? Each bag was \$10.00, 10. Was the total \$10.00 or \$680.00? The total was \$680.00.

How did Sarah pay? Did she pay with cash or by credit card? Ah, she paid by credit card. Did she pay with cash? No, she didn't pay with cash. Right. She didn't pay with dollars. She paid by credit card. Who paid by credit card? Sarah. Sarah paid by credit card. Where did she pay by credit card? Huh, at the pet store. Right. She paid by credit card at the pet store. Did Sarah pay by credit card for cat food or for dog food? Ahh, cat food. She paid by credit card for cat food.

On her way home, Sarah stopped at a convenience store to buy milk. On her way home did she stop at a grocery store? No, no, no, no, no not a grocery store. On her way home she stopped at a convenience store. On her way home did Sarah stop at a grocery store or at a convenience store? Ah, at a convenience store. On her way home Sarah stopped at a convenience store.

On her way home did Sarah stop at a convenience store to buy cat food? No, no, no, no not at the convenience store. On her way home she didn't stop at a convenience store to buy cat food. What did she buy at the convenience store? Ah, milk, milk. Right. On her way home Sarah stopped at a convenience store to buy milk.

On her way to work did Sarah stop at a convenience store? No, no, no not on her way to work, on her way home. On her way home Sarah stopped at a convenience store. Was Sarah going to work or was Sarah going home? Ah, she was going home. On her way home Sarah stopped at a convenience store. She was going home when she stopped at a convenience store to buy milk.

Why did she buy milk? Ah, because Bubba loves milk. Does Sarah love milk? No, who loves milk? Bubba. Bubba loves milk. How much was one gallon of milk? Well, \$3.00. Right. One gallon of milk was \$3.00. Did Sarah buy one gallon? No, she didn't buy one gallon. Did she buy 50 gallons? No, Sarah didn't buy 50 gallons. How many gallons did she buy? She bought 30 gallons.

How many gallons of water did Sarah buy? Oh, none. None, zero. She didn't buy water. Sarah bought 30 gallons of milk. She didn't buy water. How much did Sarah pay? Well, she gave the man \$100.00 and got back \$10.00. What was her total? Her total was \$90.00. Right. The total was \$90.00. How much change did she get back? She got \$10.00 back. Right. \$10.00. Did Sarah get \$15.00 back in change? No, no she didn't get \$15.00 back in change.

Did John get \$10.00 back in change? No, not John. John didn't get \$10.00 back in change. Who got \$10.00 back in change? Sarah or John? Sarah, right? Sarah got \$10.00 back in change. Did Sarah pay \$10.00? No, no, no she paid \$100.00. She got \$10.00 back, returned in change. How

much change did she get back? \$10.00. She got \$10.00 back in change.

When did Sarah get home? She got home at 11:00 a.m. Did John get home at 11:00 a.m.? No, no John was already home. Not John, Sarah. Sarah got home at 11:00 a.m. Did she get home at night or in the morning? Ah, she got home in the morning, a.m., in the morning. Sarah got home at 11:00 in the morning, a.m.

Was Bubba happy when Sarah got home? Yes, Bubba was happy when Sarah got home. What was Bubba doing when Sarah got home? Bubba was waiting at the door. Was John waiting at the door? No, no. Was Bob waiting at the door when Sarah got home? No, no, no, no. When Sarah got home was Nancy waiting at the door? Noooo. Who was waiting at the door when Sarah got home? Bubba. Bubba was waiting at the door. When was Bubba waiting at the door? Ah, when Sarah got home. 11:00 a.m., right? Bubba was waiting at the door when Sarah got home at 11:00 a.m. So 11:00 a.m. 11:00 in the morning.

Was Bubba tired? No, he wasn't tired. Was Bubba hungry? Yes, Bubba was very hungry. What did Bubba want? Ah, Bubba wanted the cat food. Right. Bubba was very, very hungry. Was Sarah hungry or was Bubba hungry? Bubba was hungry. When was Bubba hungry? Huh, at 11:00 a.m. Right. Or when Sarah got home. He was hungry when Sarah got home at 11:00 a.m.

Okay, that is all for mini story B. Listen to this story. Answer each question. Use your pause button and listen many, many, many times. Okay, see you next time.

# 1. Bubba's Food MS-C

Okay, welcome to mini story C for Bubba's Food. In this lesson I will ask more questions about the story. I will ask questions you know. Questions from the story text and I will ask some questions you don't know. If you don't know the answer, guess. Guess. Try to think of an answer. Say something. Anything. Okay, answer all the questions. Let's start. Let's begin.

Okay. Where was Sarah from? Ah, she was from San Francisco. San Francisco. Sarah lived in San Francisco. Was Sarah married? Yeah, Sarah was married. Of course, she was married. Who was she married to? Yeah, that's right. She was married to John.

Where did they get married? Hmm. Where did Sarah and John get married? Did they get married in San Francisco or did they get married in India? In India of course. They got married in India. Who got married in India? Sarah and John got... When did they get married in India? Ah, seven years ago. Seven years ago they got married in India. Did they get married in China? No, they didn't. They got married in India. How many people came to their wedding? How many people came to India when they got married? Ahh, 20,000. Twenty thousand people came to India when they got married. Wow. How many people came to India when they got married? 20,000. That's right. Twenty thousand people came to India when they got married. And when did they get married? Seven years ago. Where did they get married? In India. Who got married in India? Sarah and John.

How much did they pay when they got married? Hmm. How much did they pay when they got married? Did they pay \$50,000? No, no, no they didn't. Did they pay \$100,000? No, no they didn't. They paid only \$2.00 when they got married. How much did they pay when they got married? Well, \$2.00. They paid only \$2.00 when they got married. Who paid only \$2.00 when they got married? Sarah and John. Where did they get married? In India. How many people came to India when they got married? Ah, 20,000, right. Twenty thousand came to India when they got married. And how much did they pay when they got married? Only \$2.00. Only \$2.00.

Why did they pay only \$2.00 when they got married in India seven years ago? Ah, they paid only \$2.00 because they got a great deal in India. Did they get a great deal for their marriage when they got married? Yeah, they got a great deal when they got married. They paid only \$2.00 when they got married. It was a great deal. Right. Very cheap. After they got married they came home to San Francisco.

When did they get Bubba? Hmm, when did they get Bubba? Ah, they got Bubba one year ago. Did they get Bubba two years ago or one year ago? They got Bubba two years ago? How old is Bubba? Ah, Bubba is two. Right. Bubba is two years old. When did they get Bubba? They got Bubba one year ago. When they got Bubba was he huge? No, no he wasn't. When they got Bubba he wasn't huge. When they got Bubba he was very small. Was he small when they got him or was he huge when they got him? He was small. Right. One year ago Bubba was small.

One year ago how much did Bubba weigh? Ah, Bubba weighed one pound. One year ago Bubba weighed only one pound. And now how much does Bubba weigh now? Ah, now Bubba weighs 258 pounds. Did he weigh 258 pounds one year ago? No, he didn't. He didn't weigh 258 pounds one year ago. How much did he weigh one year ago? Ah, only one pound. One year ago he weighed

only one pound. Now he weighs 258 pounds. Wow.

Why is Bubba huge now? Ah, why? Ah, because Sarah feeds him one bag of cat food every hour. Oh, right. He eats one bag of cat food every hour. Does Bubba eat two bags of cat food every hour? No, no, no not two bags. Bubba eats one bag of cat food every hour. Does he eat one bag of cat food every ten minutes? No, not every ten minutes. Does he eat one bag of cat food every 50 minutes? No, not every 50 minutes. Does he eat one bag of cat food every 60 minutes? Yes, exactly. He eats one bag of cat food every 60 minutes, every hour. How many bags of cat food does Bubba eat every hour? One, right. He eats one bag of cat food every hour. Who eats one bag of cat food every hour? Bubba or Sarah? Umm, ha, ha, of course Bubba. Bubba eats one bag of cat food every hour.

Does Bubba like milk? Ohhh, yes. Bubba loooves milk. He also drinks one gallon of milk every hour. Does he drink two gallons of milk per hour? No, no, no not two gallons of milk per hour. Does he drink five gallons of water per hour? No, he doesn't drink five gallons of water per hour. Does he drink one gallon of water per hour, every hour? No, no, no not water, not water. He drinks one gallon of milk per hour. Does Bubba drink one gallon of milk per hour, every hour? Yes, yes he does.

Does he eat one bag of cat food every hour, per hour? Yes. Per hour what does Bubba eat and drink? Ah, per hour he eats one bag of cat food and drinks one gallon of milk. Right. One bag of cat food, one gallon of milk per hour. Per means every. Every hour, per hour is same, same meaning. So per hour Bubba eats one bag of cat food and per hour Bubba drinks one gallon of milk.

Is this expensive for Sarah or is it cheap for Sarah? Ah, expensive, expensive. Right. A lot of money. Right. She pays a lot of money for Bubba's food and milk. It is expensive, expensive.

How much does she pay for each bag of cat food? Ah, \$10.00 for each bag. And how much does she pay for each gallon of milk? Ah, she pays \$3.00 for each gallon of milk. Is her total cheap or expensive? It's expensive, very expensive.

So now is Bubba huge or is Bubba small? Bubba is huge and Bubba is happy.

Okay, that's all for mini story C.

# 1. Changed MS-A

Hello. Welcome to mini story A. Mini story A for Changed. In this mini story I will ask questions you know. Okay. Questions about the letter that you know. Let's start.

There is a woman. Where does she live? Where did she live? Let's practice past. Where did this woman live? Well she lived in Phoenix. Alright. She lived in Phoenix. Did she live in Phoenix, Texas? No, Phoenix isn't in Texas. Did she live in Phoenix, Arizona? Yes she did. She lived in Phoenix, Arizona.

Who lived in Phoenix, Arizona? Ah, Grace. Alright. Her name is Grace. Grace lived in Phoenix, Arizona. Did she live in Phoenix, Arizona or Tucson, Arizona? Well, she lived in Phoenix, Arizona. Grace lived in Phoenix, Arizona.

Did Grace have a problem? Did Grace have a problem? Yes, she had a problem. Did she have a problem with her children? No, no. She didn't have a problem with her children. Did she have a problem with her mom? No. She didn't have a problem with her mom. Did she have a problem with her husband? Yes, she had a problem with her husband.

What problem did she have with her husband? Ahh, no affection. Alright. He didn't show her any affection. Did he show her affection? No, he didn't. He didn't show her any affection. Did he show her a little affection? No, he didn't. He didn't show her any affection. Did he show her a lot of affection? No, no, none, zero. He didn't show her any affection. Who didn't show her any affection? Ah, her husband, yeah. Her husband didn't show her any affection. Did she want her husband to show her affection? Of course, of course she did. Yes. Definitely, yes. She wanted her husband to show her affection.

Was she happy about her husband? No, she wasn't happy. Was she sad about her husband? Yeah, yeah. She was sad about her husband. Why was she sad about her husband? Ahh, because he didn't show her any affection. She was sad because he didn't show her any affection.

She saw him through cancer and diabetes. Did she see him through cancer? Yes, she saw him through cancer. Did she see him through a heart attack? No, no, no. Not a heart attack. She didn't see him through a heart attack. She saw him through cancer and diabetes. Did he have cancer and diabetes in the past? Yes, yes he did. In the past he had cancer and diabetes. Did she see him through cancer and diabetes? Yes, yes she did.

Did she stay with him when he was sick? That's right. Yes, she did. She stayed with him when he was sick. Did she leave him when he was sick? Nooo, she didn't leave him when he was sick. She stayed with him when he was sick. When he was sick did she stay or did she leave? Ahh, she stayed. Right. She's a great wife. She stayed with him when he was sick.

How long have they been married? Hmm, ahh, 39 years. Right. She said, "39 years." They have been married 39 years. Have they been married 37 years? Nooo, they haven't been married 37 years. Have they been married 37 years or have they been married 39 years? That's right 39. They have been married 39 years. Have they been married 39 years? Yes, exactly. They have been married 39 years.

When did they get married? Hmm. When did they get married? They got married 39 years ago. Did they get married 38 years ago? Noo, no, no, no not 38. They got married 39 years ago. They got married 39 years ago. Are they still married now? Yes, they are still married. They are married now. Okay.

Who are they seeing? Hmm. They are seeing a therapist. Are they seeing a doctor? No, they're not seeing a doctor. Are they seeing a therapist? Yes, they are seeing a therapist. Are they meeting with a therapist or are they meeting with a doctor? Well, they are meeting with a therapist. Right. They are seeing a therapist. They are meeting with a therapist.

How long have they been meeting with a therapist? Ahh, for a year and a half. Who have they been seeing for a year and a half? They have been seeing a therapist for a year and a half. Have they been meeting with a doctor for a year and a half? Nope, not a doctor. Have they been meeting with a therapist for a year and a half? Yes. Who has been meeting with a therapist for a year and a half? Well Grace and her husband. The husband and wife have been meeting with a therapist for a year and a half.

Does the husband – did the husband compliment Grace? No, he didn't compliment her anymore. Who didn't compliment Grace anymore? Well, her husband. Right. Her husband didn't compliment her anymore. Did she want her husband to compliment her? Yes, of course, definitely. She wanted her husband to compliment her, but he didn't compliment her anymore.

Was Grace happy or was Grace sad because her husband didn't compliment her anymore? Oooh, yeah, sad of course. She was sad. She was sad because her husband didn't compliment her anymore.

Was her husband having an affair? Ummm. No, no. He wasn't having an affair. Well, he said, "He wasn't having an affair." Who wasn't having an affair? Umm. Grace's husband. Grace's husband wasn't having an affair. Did he swear that he wasn't having an affair? Yes, that's right. He swore, swore, past tense, he swore he wasn't having an affair. Did he promise he wasn't having an affair? Yes, he promised he wasn't having an affair. What did he promise? Um. He promised he wasn't having an affair. Who did he promise? Oooh. He promised Grace. Right. He promised Grace that he wasn't having an affair.

Okay, that is all of mini story A. Listen to it many, many times. Listen to it every day. Do this for two weeks or more. And of course answer every question. Okay. Bye, bye.



# 1. Changed MS-B

Okay. Welcome to mini story B for Changed. In this mini story I will ask questions you know and I will also ask questions you don't know. If you don't know the answer you must guess. You must guess. Okay. Let's start.

What was the woman's name? Ah, that's easy. Her name was Grace. Right. Grace. The woman's name was Grace. What was her husband's name? Was it Buford or Tom? Her husband's name was Buford. Of course, her husband's name was Buford. What was her name? Hmm. Her name was Grace. And what was his name? His name was Buford.

Okay, Buford and Grace had been married 39 years. But they had a problem. What was their problem? Ahh, no affection. Right. No more affection. Their problem was that there was no affection from Buford. Who didn't show affection? Ah, Buford. Buford didn't show affection. What didn't Buford do? Hmm. Buford didn't show affection. When didn't Buford show affection? Well, never. Never. Did he show affection in the morning? Noo, he didn't show affection in the morning. Did he show affection at night? No, he didn't show affection at night. Did he show affection in the afternoon? No, he didn't. Buford never showed affection to Grace.

Where did they live? Well, they lived in Phoenix, Arizona. Did he show affection to Grace in Phoenix? Noo, he didn't. Did he show affection to Grace in San Francisco? Nope. No, not in San Francisco. He never showed affection to Grace.

How many children did they have? They had four children. Did they have two children? No, they had four children.

Were they seeing a therapist? Yes, they were seeing a therapist. What was the therapist's name? The therapist's name was Dr. Phil. Was the therapist's name Dr. Phil? Yes, the therapist's name was Dr. Phil. Who was the therapist? The therapist was Dr. Phil.

What did the therapist tell Buford and Grace? Ahhh, Dr. Phil told Buford and Grace to go to a nude beach. Hmm. Nude N U D E, nude means no clothes. No clothes. Not wearing clothes. No shirts. No pants. Nothing. Nude. Nude, no clothes. And a beach B E A C H. Right. Beach has sand and sun and water. Right. Next to the ocean. Next to the ocean. So a nude beach is a beach where people do not wear clothes. No clothes. Ahh. So Dr. Phil told them to go to a nude beach. Where did Dr. Phil tell them to go? He told them to go to a nude beach. Who did Dr. Phil tell to go to a nude beach? Ahhh, Grace and Buford. He told Grace and Buford to go to a nude beach.

When did he want them to go? Ahh. He wanted them to go on New Year's Day. New Year's Day. Okay. It's January 1st. January number 1. Right. January 1st. He wanted them to go to a nude beach on January 1st. Which nude beach did he want them to go to? Hmm. Did he want them to go to a Los Angeles nude beach or to an Alaska nude beach? Of course, Alaska. Alaska. You know, very cold. Is Alaska hot or is Alaska cold? Alaska is very cold. Alright, next to Canada. It's very cold. Did he want them to go to a nude beach in Alaska? Yes he did. Dr. Phil wanted them to go to a nude beach in Alaska. Hmm. When did Dr. Phil want them to go to a nude beach in Alaska? Ahhh, New Year's Day, January 1st. Dr. Phil wanted them to go to a nude beach in Alaska on January 1st.



Who did Dr. Phil want to go to Alaska, to a nude beach on January 1st? Ahhh, Buford and Grace. He wanted Buford and Grace to go to a nude beach in Alaska on January 1st. Do they wear clothes at a nude beach? No, no, no one wears clothes at a nude beach or on a nude beach. Do people wear shirts on a nude beach? Nooo, no, no, no. Do people wear pants on a nude beach? Noooo. Do people wear socks on a nude beach? S O X sox. Noooooooo. Do people wear underwear, underwear, do people wear underwear on a nude beach? Noooo. People do not wear underwear on a nude beach. Are people naked N A K E D? Are people naked on a nude beach? Yes, yes they are. They are naked. They have no clothes.

Why did Dr. Phil want them to go to a nude beach in Alaska on January 1st? Why? Obviously because it's very, very cold. Because it's very cold. Why does, why did, I'm sorry. Why did Dr. Phil want them to be cold? Why did Dr. Phil want them to be cold on a nude beach? Ahhh, obviously so they would hug each other. Ahhhh, very obvious, obviously. So they would hug each other. If they were cold then they would hug each other. Right. If they are cold then they will hug each other. Dr. Phil wanted them to go to a nude beach in Alaska on January 1st because they would be cold and then they would hug each other. Ahhhhhhh, interesting.

Did Dr. Phil want them to hug each other? Yes, yes he did. Did Dr. Phil want them to hug each other in Alaska? Yes, he did. Where did Dr. Phil want them to hug? In Alaska. He wanted them to hug each other in Alaska. Who did he want to hug each other in Alaska on January 1st? Who? Ah. Buford and Grace. Dr. Phil wanted Buford and Grace to hug each other on a nude beach in Alaska on January 1st.

Did this help Buford and Grace? Yeess, it did. It helped Buford and Grace. Did it solve their problem? Solve S O L V E, solve. Did it solve their problem? Yeess, yes, they hugged each other on the nude beach in Alaska on January 1st. Yeeaah. They hugged each other.

Are they happy now? Now. Right. Are they happy now? Yeess, now they are happy. Now Buford and Grace are happy again.

Okay, that's all. Listen to this mini story several times, many, many times. Answer all the questions. Okay. See ya next time. Bye, bye.

# 1. Drag MS-A

Okay, welcome to mini-story A for Drag. In this mini-story, I will ask questions you know. Look at the text. You can find the answers. Let's start.

Mom is a drag on the family business. Who is a drag on the family business? Mom, right? The mom is a drag on the family business. Is the dad a drag on the family business? Noooooo, not the dad. The dad isn't a drag on the family business.

The mom is a drag on the family business. Is the mom a drag, or is the dad a drag? Right, the mom – the mom is a drag on the family business. The dad isn't a drag on the family business. Who is a drag on the family business? That's right, the mom. The mom is a drag on the family business.

When was the mom a drag on the family business? Well, the mom was a drag on the family business for many years. For many years, right? Starting 20 years ago. Starting 20 years ago until now.

All right. When did the daughters buy the business? Hum, 20 years ago. The daughters bought the business 20 years ago. Who did they buy the business from? Ah, their mother. They bought the business from their mother.

Did they buy the business from George Bush? Noooooo, they didn't buy the business from George Bush. They bought the business from their mother. Did they buy the business from their father? Noooooo, they didn't buy the business from their father. They bought the business from their mother.

How long ago did they buy the business? Ahhhhh, 20 years ago, right? Twenty years ago they bought the business from their mother. All right. Very good.

Do they love their mother? Of course they love their mother. Do they respect their mother? Yes, of course they respect their mother. Does their mother respect them? Yes, their mother respects them.

Do they all respect each other? That's right. They all respect each other. Mom respects them. They respect mom. All right.

When will they finish paying off the business? Ahhhhh, in two years. In two years, they will finish paying off the business. Who will finish paying off the business? Ah, the sisters or the daughters will finish paying off the business.

When will the daughters finish paying off the business? In two years. Who will finish paying off the business in two years? The daughters or sisters will finish paying off the business in two years.

Will the father finish paying off the business in two years? No, no, not the father. The father will not finish paying off the business in two years. The daughters will finish paying off the business in two years; but the daughters have a problem.

Mom, who is 77, still gets money. Who still gets money from the daughters? Mom, right, mom still gets money from the daughters. Does mom still get money from her daughters? That's right, mom still gets money from her daughters.

Does mom get a salary from her daughters? Yeah, that's right. She gets a salary, maybe per hour, from her daughters. Does mom get a salary, or does mom work for free? Ah, mom gets a salary. She doesn't work for free. Mom gets a salary. She still gets a salary.

Does mom also get money for the business? That's right. Mom also gets money to pay for the business. Who pays mom money for the business? Well, the daughters pay mom money for the business. Who pays mom a salary? Ah, the daughters again. The daughters pay mom a salary, and the daughters pay money for the business.

How old is the mom? Ah, she is 77. Is the mom very young? No, not really. The mom is 77. She's not very young. Is she old? Well, not too old, but yeah, she is a little old. She is 77.

Okay, does mom do a lot of work? No, she doesn't do a lot of work. Does she do personal work on the clock? Yes, she does. She does personal work on the clock. Does mom read on the clock? She does. Mom reads on the clock. She reads during work time.

Does mom write letters on the clock? Yes, she does. Mom writes letters on the clock during work time. Who writes letters on the clock? Well, mom. The mom writes letters on the clock.

Do the daughters pay mom to write letters? Well, they do pay her to write letters; but they don't want to. Does mom write letters on the clock, or does mom work very hard on the clock? Mom writes letters on the clock. She doesn't work very hard on the clock.

Is mom's salary expensive for the daughters? Yes, mom's salary is expensive for the daughters. Whose salary is expensive for the daughters? Mom's – mom's salary is expensive for the daughters.

What is expensive for the daughters? Ah, mom's salary, right? Mom's salary is expensive for the daughters. Is dad's salary expensive for the daughters? No, no, dad's salary isn't expensive for the daughters. Mom's salary is expensive for the daughters. Is mom's salary expensive for the daughters or cheap for the daughters? Well, her salary is expensive for the daughters. It's not cheap for the daughters.

Are business expenses going up or going down? Business expenses are going up. Are business expenses going up fast? Yes, yes, business expenses are going up fast. Are business expenses going through the roof? Yes, business expenses are going through the roof. They are going up very fast.

What is going up very fast? Business expenses. Business expenses are going up very fast. Whose business expenses are going up very fast? Ah, the daughters', right? The daughters' business expenses are going up very fast.

Are Bill Gates' business expenses going up very fast? Noooooo, no, not Bill Gates'. Bill Gates'

business expenses aren't going up very fast. The daughters' business expenses are going up very fast.

Why are the daughters' business expenses going up very fast? Why? Ah, because they must pay their mom two times. They must pay her a salary; and, also, they must pay her for the business. So why are their expenses going up fast? Because they must pay their mom two times.

Are their expenses going down? No, they're not. Their expenses are not going down. They are going up. Do the daughters like this situation? No, they don't. The daughters don't like this situation.

Okay, that is all for mini-story A. Listen to it many times. Listen to it every day. Listen to it for two weeks or more.

# 1. Drag MS-B

Hello, welcome to mini-story B for Drag. In this mini-story lesson, I will ask two kinds of questions. I will ask information you know, and I will ask information you don't know. If you don't know, guess. Let's get started.

Twenty years ago, the sisters or daughters bought a business from their mother. Did they buy a business from their mother? Yes, they did. Who bought a business from their mother? Well, the daughters.

What were their names? Hmmmmm, were their names Sam and Olivia? Yes, that's right. The daughters' names were Sam and Olivia. What did Sam and Olivia buy? Oh, they bought a business.

When did they buy a business? Ahhhhh, 20 years ago, they bought a business. Where did they buy a business? Hmmmmm, where did they buy a business? Did they buy a business in California? Noooooo. Did they buy a business in Texas? Noooooo. Did they buy a business in Canada? Yes, that's right. They bought a business in Canada.

What kind of business did they buy? Did they buy a farm? Noooooo, no, no, no. Did they buy a papermaking business? No, no, they didn't. They didn't buy a papermaking business. Did they buy a dog cleaning business? Yes, that's right. They bought a dog cleaning business from their mother.

When did they buy a dog cleaning business from their mother? Ah, well, you know, 20 years ago, they bought a dog cleaning business from their mother. Where did they buy the dog cleaning business? In Canada. They bought the dog cleaning business from their mother in Canada.

How did they buy the business? Ah, how did they buy the business? They bought the business with gold, G O L D, gold. They bought the business with gold from their mother in Canada.

What kind of business did they buy with gold? They bought a dog cleaning business with gold from their mother. Did they buy a cat cleaning business from their mother or a dog cleaning business from their mother? Ah, they bought a dog cleaning business from their mother.

Okay, how much gold did they pay to buy the dog cleaning business? Did they pay ten pounds of gold every year? Noooooo, they didn't pay ten pounds of gold every year. Did they pay 500 pounds of gold every year? Well, almost. They paid 505 pounds of gold every year.

Who did they pay 505 pounds of gold to? Ah, to their mother, right? They paid 505 pounds of gold every year to their mother. Okay, how many times did they pay their mother? Well, they paid their mother every year. Every year, they paid their mother 505 pounds of gold.

Every year, did they pay their mother 506 pounds of gold? Noooooo, every year, they paid their mother 505 pounds of gold. Why did they pay their mother 505 pounds of gold every year? Well, because they bought her business. What kind of business did they buy? A dog cleaning business. They bought a dog cleaning business.

Did the mom continue to help with the dog cleaning business? Yes, the mom continued to help with the dog cleaning business. Who did she continue to help? Well, she continued to help Sam and Olivia, her daughters. Did she continue to help Sam and Olivia? Yeah, she continued to help Sam and Olivia.

Where did she help them? Well, she helped them at the business, right? At work. Where was the business? In Canada, right. She helped them at the business in Canada.

How did the mom help Sam and Olivia? Hmmmmm, how did she help them? Did she wash the dogs? Did she clean? Did she wash the dogs? No, no, she didn't wash the dogs. Why didn't she help wash the dogs? Well, because she was too old. She was too old to wash the dogs.

Was she too old to use the computer? No, she wasn't too old to use the computer. She was too old to wash the dogs. Was she too old to wash all of the dogs? No, no, she wasn't too old to wash all of the dogs.

Which dogs was she too old to wash? Ah, was she too old to wash the big dogs or the little dogs? Oh, she was too old to wash the little dogs. Yeah, she was too old to wash the little dogs.

Hmmmmm, why? Why was she too old to wash the little dogs? Oh, because they are fast. The little dogs are very fast. The little dogs are very fast, so mom was too old to wash the little dogs. Mom only washed the big dogs.

Why did she only wash the big dogs? Well, obviously, because they were slow. The big dogs were very slow, but the little dogs were too fast. Mom only washed the big dogs.

How many big dogs did she wash every day? Did she wash one big dog every day? Five-hundred big dogs every day? Noooooo, she washed half a big dog every day. Who washed only half a big dog every day? Mom, the mom. What did the mom wash every day? The mom washed half a big dog every day.

When did she wash half a dog every day? Oh, well, at midnight. At midnight. Only at midnight, she washed a big dog every day. Actually, every night. Where did she wash half a big dog? Oh, in Canada, right? At the business in Canada.

How did she wash half a big dog? Hmmmmm, well, she washed half a big dog with a toothbrush. You know, brush your teeth? (Noise) She washed half a big dog with a toothbrush, T O O T H B R U S H. She washed half a big dog every night at midnight with a toothbrush.

Why did she use a toothbrush? Oh, she used a toothbrush because her hands were very small. Mom's hands were very small. That's why she used a toothbrush. Who used a toothbrush because her hands were small? The mom used a toothbrush because her hands were small.

What did the mom use to wash half a big dog? She used a toothbrush to wash half a big dog. When did she use a toothbrush? At midnight. At midnight, she used a toothbrush. What did she use the toothbrush for? Ah, she used the toothbrush to wash half a big dog.

Okay, very good. Now we understand more of the story. Listen to this mini-story many, many times. Listen every day. Answer all the questions. Use your pause button. Listen to this story every day for two weeks, maybe three weeks, maybe ten weeks; but listen every day until you understand everything.

Okay, see you next time, bye-bye.



# 1. Intimacy MS-A

Hello, welcome to mini-story A for Intimacy. In mini-story A, I will ask questions about the article, about the letter. I will only ask questions you know. In mini-story A, you will know the answers. In mini-story B, you will need to guess; but this mini-story, no guessing. Okay, let's go. Are you ready?

The woman has a husband. Who was her husband? What was his name? Who was her husband? (Gasp) Well, look at the text. His name was James. Right? James. What was his name? His name was James.

Was James her husband? Yes, James was her husband. Was she the woman? Was she in her 30s? Was she in her 30s? Noooooo, no, she wasn't in her 30s. She was in her 20s.

Was James in his 20s? Yes, yes, James was in his 20s. The woman was in her 20s. Were they both in their 20s? Yes, they were both in their 20s. How old were they? Well, they were in their 20s. Right? How old were they? They were in their 20s.

Did the woman have a problem? Yes, yes, she had a problem. Did she have a problem with money? No, she didn't have a problem with money. Did she have a problem with James? Yeahhhhhh, she had a problem with James.

What kind of problem did she have with James? Well, she had a sex problem, right? She had a problem with their sex life. A sex problem. Did she have a sex problem with Bill? No, no, not Bill. Did she have a sex problem with Fred? No, no, she didn't have a sex problem with Fred.

Who did she have a sex problem with? With James. She a sex problem with James. Did James think they had a problem? Noooooo, no, he didn't. James thought everything was fine. Right? As far as he was concerned, there was no problem.

Did she think everything was fine? No, no, the woman thought there was a problem. Did James think there was a problem? No, James didn't think there was a problem. What did James think? Well, James thought everything was fine.

Was James satisfied? Was he happy? Yeah, James was satisfied. James was happy. Was the woman satisfied? Noooooo, the woman was not satisfied.

Did she think this problem was strange? Yes, yes, she thought the problem was strange. She thought the problem was odd. Why did she think the problem was odd? Hmmmmm, well, because she wanted more sex than him. The woman wanted more sex than the man.

I don't know. Maybe this is not normal. She thinks – she thought it was not normal. She thought this was an odd problem. Was James healthy? Yes, James was healthy. He was a healthy man. He was a healthy male.

Did the woman work in an office? No, she didn't. She didn't work in an office. Did she work with the public? Yes, yes, she worked with the public. Did she work with the public, or did she work in an office? No, she worked with the public. Good.

Was the woman beautiful? Yes, the woman was beautiful. How do we know the woman was beautiful? Hmmmmmm, difficult question. How do we know the woman was beautiful? Ha, we know because many people told her.

Many people said she was beautiful. Many people told her she was beautiful. Right? She got many remarks saying she was beautiful. Did she get remarks many times? Yes, yes, she got remarks many times about being beautiful. Did she get only one remark? No, no, no, she got many remarks. She got frequent remarks.

Were these remarks bad or good? Well, the remarks were very good. Right? They said she was beautiful. The remarks were very good.

Did she want James to be more intimate? Yes, that is right. She wanted James to be more intimate. Did she want him to be more distant? No, no, not more far away,.. more close. She wanted him to be closer. Right, his emotions, his feelings... closer.

Did she want to have sex more with James? Yesssss, yes, she wanted to have sex more with James. Did she tell him she wanted to have sex more with him? Yes, she did. She told him she wanted to have sex more.

How did she tell him? Ah, how did she tell him? She wrote a letter. She wrote a letter telling him she wanted more sex with him. Did she write only one letter? No, no, she wrote more than one letter. She wrote more than one letter trying to communicate with him.

Was the woman frustrated? Frustrated, frustrated means upset. Yes, she was frustrated. She said, "I am at a total loss." Right? "I don't know what to do." "I'm at a total loss. I am frustrated."

Why was the woman frustrated? Well, she was frustrated because James was not intimate with her. Did she want advice from Abby? Yes, she wanted advice from Abby. What did she want from James? Well, she wanted to be more close to James. She wanted to be more intimate with James. She wanted to have more sex with James.

Did she want help, or was she satisfied? Well, she wanted help, right? She was not satisfied. She wanted help. Did she have enough intimacy from James? No, she did not have enough intimacy. She was short on intimacy.

Was she short on money? No, she was not short on money. What was she short on? She was short on intimacy. She was short on closeness. Maybe short on touching or short on sex,.... but she was short on intimacy.

Was James short on intimacy? No, no, James was okay. James was fine. Did James have a problem, or did the woman have a problem? Well, the woman had a problem. James didn't have a problem.

Was the woman at a total loss, or was James at a total loss? The woman was at a total loss. She didn't know what to do. Who was at a total loss? The woman. The woman was at a total loss.

Why was she at a total loss? Ah, because she wanted more intimacy; but she didn't know how to get more intimacy from James.

Okay, that is all of mini-story A. Please listen to this mini-story many times. Answer every question every time. You can use your pause button. If necessary, use your pause button; but answer every question; and listen to this many times.

Okay. See you next time.

# 1. Intimacy MS-B

Hello, welcome to mini-story B for Intimacy. In this mini-story, I will ask questions. Some questions you will know the answer. Just answer correctly. One word is okay, usually. Some questions you won't know the answer. If you don't know the answer, guess. You can guess anything. Okay, let's get started. Remember, answer every question.

Okay, in the letter, the woman says, "My husband, James, and I have been married only three years." What was the woman's name? Hmmmmm, was it Anna? Was it Alice? Was it Fredericka? Hmmmmm, her name was Alice or Anna or Fredericka? Well, her name was Anna. Anna was her name.

Or in America, we say Anna. Anna. Little bit different pronunciation. So Anna was the woman's name. Who was Anna married to? Anna was married to James. Was Anna happy with James? Noooooo, she was not happy with James.

Why was she not happy with James? Ah, because not enough sex from James, right? They did not have enough sex for her. She was not happy. Why did they not have enough sex for Anna? Oh, because Anna had a disease. She was sick. She had a special disease.

Why did Anna need to have a lot of sex for her disease? Well, Anna's special disease could only be cured by having sex every day. Could her disease be cured by medicine? Noooooo, Anna's disease could not be cured by medicine. Could her disease be cured by food? Noooooo, her disease could not be cured by food.

How could her disease be cured? Ah, her disease could only be cured by having sex every day. Was Anna young? Yes, Anna was young. She was in her 20s. Was James old? No, James was not old. He was also in his 20s.

Why did James not want to have sex with Anna? Oh, James also had a medical problem. He was also sick. What was James' medical problem? Oh, poor James was impotent. Impotent means cannot have sex. No power. It means no sexual power.

James had no sexual power. Ahhhhh, poor James. When did James have no sexual power? Ah, James had no sexual power at night. He had no sexual power only at night.

When did Anna want to have sex with James? Well, of course, she wanted to have sex with James at night. Who did she want to have sex with at night? She wanted to have sex with James at night.

Did she want to have sex with James during the day? During the day. Noooooo, she didn't want to have sex with James during the day. She wanted to have sex with James every night.

Why didn't Anna want to have sex during the day? Well, because she was working during the day. Right? She worked with the public every day. Did she work on Saturdays? Yes, she worked on Saturdays. Did she work on Sundays? Yes, she worked on Sundays. Did she work every day? Yes, she worked every day.

Did she want to have sex during the day? No, she did not want to have sex during the day. When did Anna want to have sex? She wanted to have sex during the night or at night.

Could James have sex at night? No, poor James, he couldn't have sex at night. Why couldn't James have sex at night? Well, he couldn't have sex at night, because he had a disease. He had no sexual power at night.

Was this a problem? Yes, it was a problem. Why was it a problem? Ah, because Anna wanted sex only at night. Why did Anna want sex every night? Because she had a disease.

Would sex help the disease? Yes, sex would help the disease. Was Anna frustrated by this situation? Was she frustrated by this situation? Yes, Anna was very frustrated by this situation.

Was she at a total loss? Yes, she was at a total loss. Why was she at a total loss? Because she needed to have sex every night, but James couldn't have sex at night. He had no power at night.

Did Anna turn to her sister for advice? No, no, she didn't turn to her sister for advice. She didn't ask her sister for advice. Did she turn to her mother for advice? No, she didn't turn to her mother for advice.

Who did she turn to for advice? Actually, she turned to George Bush for advice. What did she ask George Bush? She asked George Bush, "How can I solve my sexual problem with my husband?"

Did she ask George Bush how to solve her problem with James? Yes, she asked George Bush how to solve her problem with James. Could George Bush help her? Noooooo, George Bush couldn't help her. Why couldn't George Bush help her? Well, because George Bush also has no sexual power.

Does George Bush have sexual power? Noooooo, George Bush has no sexual power. Could George Bush help Anna? Noooooo, he couldn't help Anna. Could George Bush help James? Noooooo, he couldn't help James. Why couldn't George Bush help James? Ah, because George Bush also had no sexual power.

Did Anna solve her problem? No, she didn't. How can Anna solve her problem? Can she take medicine to solve her problem? No, she can't. She can't. Can she have sex with James at night to solve her problem and be cured? No, she can't. James has no power at night.

So what must Anna do? Well, obviously, Anna needs to get a night job. Anna needs to change her job. If Anna changes her job, will she solve the problem? Yes, yes, of course. If Anna changes her job, she will solve the problem. If Anna gets a night job, she will solve the problem.

Who will solve the problem if she gets a night job? Well, Anna. Anna will solve the problem if she gets a night job. If she gets a night job, can she have sex with James during the day? Yes, yes, if she gets a night job, she can have sex with James during the day.

Does James have sexual power during the day? Yes, he has sexual power during the day; but he doesn't have sexual power at night. So what must Anna do? She must get a night job.

Okay, that is all of mini-story B. Please listen to this mini-story many, many times. Every time, try to answer the questions. Use your pause button to answer the questions. Listen to this story every day, one time, two times, five times every day for two weeks or more. Answer, answer, answer all the questions.

Okay, see you next time. Bye-bye.

# 1. Secret Love MS-A

Hello. Welcome to the first mini story for Secret Love. In this lesson I will ask you many questions about the letter. In this lesson I will only ask questions that you know. You can look at the letter and answer the questions. You must answer every question out loud. You must say the answer so you can hear it, not only in your head, but say the answers so you can hear them with your mouth. Say them.

If necessary if you need to, use your pause button. You can pause, answer the question, then push play again. Then pause again and continue. Answer all the questions.

Okay. Let's begin. Woman hesitates to reveal secret love. Did the woman hesitate? Yes, she hesitated. That's right. She stopped. She did not do it. Did the woman hesitate or did the woman reveal her love? Well, the woman hesitated. She hesitated. Did she reveal her secret love? No. She did not reveal her secret love. She hesitated.

Did the man hesitate? No. The woman hesitated, not a man. The woman hesitated. Did the man reveal his secret love? No, no, no. The man didn't reveal a secret love, and the woman also didn't reveal secret love. Who hesitated? Well, the woman hesitated, right? The woman hesitated. What did she hesitate to do? Ah, she hesitated to reveal her secret love. She hesitated to reveal her love. Did she hesitate to reveal her love for a colleague? Yes, that's right. She hesitated to reveal her love for a colleague. Did she love her boss? No, no. She didn't love her boss. Did she love her colleague? Yes, yes, she did. She loved her colleague. She loved her coworker.

Was her colleague a woman? No. Her colleague was a man. Who loved the colleague? Well, the woman. The woman loved her colleague. The woman loved the colleague. Did she reveal her love? No, she did not. She didn't reveal her love. Was her love secret? Yes. Her love was secret. Had the woman been married? No. She hadn't been married. She had never been married. Was the woman single? Yes. The woman was single. Had she been married? No, no. She hadn't been married. She had never been married.

How old was the woman? Hmm. The woman was in her 30s, maybe 31, maybe 35, maybe 38. In her 30s – ah, in her early 30s, so 31, 32, 34. She was in her 30s. She fell in love with a wonderful man. Was the man wonderful? Yes, yes. He was wonderful. Was the man terrible? No, the man was not terrible. What was the man like? Well, the man was wonderful. Did the woman love him? Yes, she loved him. Did she reveal her love? No. She didn't reveal her love. She didn't show it. Did she hesitate? Yes. She hesitated. Did she hesitate to reveal her love? Yes, she hesitated to reveal her love.

Who did she love? She loved her colleague. What kind of man was her colleague? Well, he was a wonderful man, right. He was a wonderful man. Was he aware of her feelings? No. He wasn't. He wasn't aware of her feelings. Was he unaware of her feelings? Yes. That's right. He was unaware of her feelings. Who was unaware of her feelings? Well, her colleague was unaware of her feelings. And she was afraid of telling him out of fear of rejection. Was she afraid of rejection? Yes. She was afraid of rejection. Was she afraid of snakes? [Hissing sound] No. She was not afraid of snakes. What was she afraid of? Well, she was afraid of rejection. Was she afraid he would say no? That's right, yes. She was afraid of rejection.



And she had additional concerns. She had additional concerns. Did she have more worries? Yes. She had more worries. Was the woman worried? Yes, she was very worried. Why was she worried? Hmm. Well, he was 15 years her senior. Was he 15 years older than her? That's right. He was 15 years older than her. Was she 15 years older than him? No, no, no. She was not older than him. He was 15 years older than her. He was 15 years older.

Was he richer than her? Yeah, that's right. He was richer than her. Was the woman rich? No. The woman wasn't rich. Was her colleague rich? Yes, yes. Her colleague was rich. She wasn't rich, but her colleague was rich. Did they have the same religion? No, no they didn't. Did they have similar values? Yes, yes they did. They had similar values. Who had similar values? Well, the woman and her colleague had similar values. Did they have similar religions? No, they didn't. They had different religions.

Did she want a deeper relationship with him? Yes, of course! Yes. She wanted a deeper relationship with him. Who wanted a deeper relationship with her colleague? Well, the woman, right? The woman wanted a deeper relationship with her colleague, with the man. Did she reveal what she wanted? No. She didn't reveal what she wanted. Did she hesitate? Yes. That's right. She hesitated. She did not tell him. She hesitated. She waited.

What did the woman want? Well, she wanted a deeper relationship with the man. Was she longing for the man? Yes, she was longing for him. She really wanted him. She wanted a deeper relationship with him. What was she longing for? Well, she was longing for the man. She was longing for a deeper relationship with the man.

Did she live in New York? No. Did she live in San Francisco? No. Where did she live? She lived in Chicago. She lived in Chicago. Who lived in Chicago? Well, the woman, right? The woman lived in Chicago.

Okay. That is all of mini story A. Listen to this many times. Answer all the questions. Then go to mini story B. We'll learn more secrets about this story. We'll find more information.

# 1. Secret Love MS-B

Hello. Welcome to mini story B for Secret Love. In this story I will ask questions that are not in the letter; not in the letter. You need to guess. You need to guess the answers. When I say a question, say an answer. Yell an answer. Guess the answer. Here we go.

There was a woman. Who was the woman? What was her name? Was her name Alice or was her name Christine? Well her name was Alice, Alice. What did Alice want? Alice wanted her colleague. What was her colleague's name? Was it Fred? Yes, yes, it was Fred. Who did Alice want? Alice wanted Fred. Did Alice hesitate to tell Fred? Yes, she hesitated to tell Fred about her love. Oh, no. When did Alice want Fred? Well, immediately of course, she wanted him now, immediately. But, she hesitated to reveal her feelings. Did she want Fred immediately, now? Yes, that's right, she wanted him immediately. Who did she want immediately? She wanted Fred immediately. Did she tell him immediately? No, no, she hesitated to tell Fred.

Where did she want him? Where did she want him? Well, she wanted him at the hospital, at the hospital. They worked at a hospital. Did she want him at her house? No, no, no. did she want him in New York? No, no, no. Where did she want him? She wanted him in the hospital or at the hospital. Was he a doctor? Yes, that's right, he was a doctor. So, she wanted him at the hospital. How did she want him? Hmm, how did she want him? Well she wanted him romantically, right? With romance. She wanted Fred romantically. Did she want Fred to be friends? She didn't want to be friends with Fred, no. She wanted Fred romantically. Did she tell Fred her feelings? No, she didn't. She didn't reveal her feelings. How much did she want Fred romantically? Oh, so much, she wanted Fred romantically; more than anything, more than anything. Where did she want Fred more than anything? Ah, she wanted Fred at the hospital more than anything. How did she want him? She wanted him romantically. Did she want him a little bit? No, she wanted him more than anything, a lot, a lot, a lot. Who did she want more than anything? Well of course, Dr. Fred. She wanted Dr. Fred more than anything. Where did she want Dr. Fred more than anything? At the hospital, right? Did she reveal her feelings to Dr. Fred? No, unfortunately, no. She didn't reveal her feelings to Dr. Fred.

How many times did she want Dr. Fred at the hospital? How many times? A million times, a million times she wanted Dr. Fred at the hospital. Every day, every hour, every minute she thought about him. She wanted him one million times every day. She always thought about him. Why did she want Dr. Fred? Why did Alice want Dr. Fred? Well of course because he's rich, right? He was rich. He had a high economic class. He was rich. Did she want him because he was wonderful? No, no, no. Did she want him because he was handsome, good looking? No, of course not. Did she want him because he was kind and sweet and nice? Of course not. Why did she want Dr. Fred romantically? Well, she wanted Dr. Fred romantically because he was rich. Where did she want him? She wanted him at the hospital. When did she want him? She wanted him immediately. Who did she want immediately because he was rich? She wanted Dr. Fred immediately because he was rich.

Did she have the same religion as Dr. Fred? No, she didn't. Alice didn't have the same religion. Did they have similar values? Yes, yes they did. What were their similar values? What were their similar values? Hmm, well of course they both valued money. The both liked money. Did Alice like money? Yes, of course. Did Fred like money? Yes, of course. Did they both like money? Yes, yes, yes. Did they both have similar values? Yes, they both had similar values, right? They both

liked money. So it's a perfect relationship right? Did she want a deeper relationship with him? Yes, yes. What kind of deeper relationship did she want? Well, she wanted to marry him. She wanted to marry him immediately. Where did she want to marry him immediately? At the hospital. She wanted to marry Dr. Fred at the hospital immediately. Who did she want to marry at the hospital? She wanted to marry Dr. Fred at the hospital. Did she long for Dr. Fred? Yes, she did. How many times every day did she long for Dr. Fred? Well, one million, right? One million times, she longed for Dr. Fred every day one million times. Did she, Alice, did Alice reveal her feelings to Dr. Fred? No, she didn't. Did she reveal her longing for Dr. Fred? No, she didn't. Did she tell him where she wanted to marry him? No, she didn't. Who loved Dr. Fred? Alice, Alice loved Dr. Fred.

How did Dr. Fred feel about Alice? How did Dr. Fred feel about Alice? Hmm, did he love Alice? No, no, no, no. Did he like Alice? No, no, no. He hated Alice. He hated Alice. Did Alice love Fred? Yes, of course Alice loved Fred. Did Dr. Fred love Alice? No, he hated Alice. When did he hate Alice? He hated Alice always, all the time, he always hated Alice. How much did he hate Alice? Oh, super a lot. He hated her a lot. He hated her all the time. Who did Dr. Fred hate? Well, he hated Alice. Why did he hate Alice? Well of course, Alice wanted his money. Alice wanted Dr. Fred's money so he hated Alice. Did he hate her a little bit? No, he hated her a lot. Did he always hate her? Yes, he always hated her. And why? Why did he always hate her a lot? Well Fred always hated her a lot because Alice wanted his money.

Okay, the end. Please listen to this many times every day, answer every question, pause, answer the question, the play, pause, answer the next question, then play. Okay, see you next time. Bye, bye.

## 2. Bad Choices MS

Welcome to the mini story for Bad Choices. Let's get started with the story.

David Beckham is a man who wants to have his cake and eat it too. He wants to be a famous movie star and a famous football player. So he moves to Hollywood. He hooks up with Tom Cruise. They hit it off immediately. David likes Tom, Tom likes David. Beckham says, "The bottom line is that I want to be a movie star just like you, Tom. Can you help me?" Tom says "Of course, my gut tells me you will be a big success in Hollywood." So Tom introduces Becks to a director who is very powerful. The director makes a movie with Beckham, but it's a terrible movie. Everybody hates it and they hate Beckham. The public feels a powerful animosity towards Beckham. They can't stand him. They yell at him. They throw things at him.

Beckham can't deal with the public's animosity. He is a guy who is very sensitive. He becomes scared. He feels this is a dire situation. Beckham is so scared he won't leave his house. He keeps the windows closed and the doors locked. He becomes paranoid and he won't leave the house even to play soccer. Finally, his team manager calls and says, "This is a situation which is unacceptable. You're fired!" Beckham cries, "No." He has no job and nobody can stand him.

Okay, let's go back to the top. This time with questions. David Beckham is a man who wants to have his cake and eat it too. Does Beckham want two things but really he can only have one? Yes, that's the exact meaning of to have his cake and eat it too. What does he want? What two things does he want? Well he wants to be a soccer player and a movie star. He wants both. But actually he must choose. He can only be one, either a movie star or a soccer player. He doesn't have enough time or talent or skill to do both. But he wants both. He wants to have his cake and eat it too.

Does Beckham want to have his cake and eat it too by being rich and good looking? Well no, actually, now. It's possible to be rich and good looking. That's okay, you can look good, you can be handsome and rich. You don't need to choose between those two things. So that's not the problem. He wants to have his cake and eat it too because he wants to be a famous soccer player and be a famous actor at the same time and this is not possible. He wants to have his cake and eat it too. He wants both things but he can only have one.

So he moves to Hollywood. He hooks up with Tom Cruise. Does he meet Tom Cruise? Yes he does, he meets Tom Cruise. Does he hook up with John Travolta? No, he doesn't hook up with John Travolta. Does he hook up with Julia Roberts? No, he doesn't hook up with Julia Roberts. Does he hook up with Tom Cruise? Yes, he does of course. Does he hook up with Julia Roberts or Tom Cruise? Well he hooks up with Tom Cruise. Does he hook up with The Spice Girls? Well in the past he hooked up with one of The Spice Girls, right? He hooked up with one of The Spice Girls. Now this is a different meaning of hooked up. Is he dating Tom Cruise? Well no he's not, no. He hooked up with Tom Cruise means he just met Tom Cruise. They met, they got together. But if he hooked up with one of The Spice Girls then that means yea, he's dating her, he's married to her now, etcetera.

So he hooked up with Tom Cruise and they hit it off immediately. Did Tom hate David? No, no, no,

they hit it off immediately. They liked each other immediately. Did Beckham hit it off with Tom? Yes he did. Beckham liked Tom. Did Tom hit it off with Beckham? Yea, Tom also liked Beckham. They hit it off, they both hit it off. Did Tom Cruise hit it off with Ronaldhino? No, no, no he didn't hit it off with Ronaldhino in fact he hates Ronaldhino. He hates him. He likes Beckham because Beckham is cool and he looks good. So he hit it off with David Beckham, he did not hit it off with Ronaldhino. Who did Beckham hit it off with? Well he hit it off with Tom Cruise.

Alright, so they liked each other and Beckham said, "The bottom line Tom is that I want to be a movie star just like you." What is Beckham's final point? His most important point? Well the most important thing he wants is to be a movie star just like Tom Cruise. That's the bottom line. Is the bottom line that Beckham wants money? No, no, that's not the bottom line. Money is not the most important thing for Beckham right now. What is the bottom line for David Beckham? The bottom line is he wants to be a famous movie star. That's his bottom line. That's his main point, his final point, his most important point. What is Tom Cruise's bottom line? Well maybe Tom Cruise's bottom line is Scientology, his religion. That's his bottom line; he wants to get David to join Scientology, to join his religion. That's Tom's secret bottom line. But Beckham's bottom line is that he wants to be a movie star. So he says, "The bottom line is that I want to be a movie star just like you." Tom Cruise says "Of course, my gut tells me you will be a big success in Hollywood."

Does Tom know definitely, 100% that Beckham will succeed? No, no, no, no. He doesn't know, not in his brain, not in his mind. His gut tells him that he will be a big success. He has a feeling, right? A feeling in his stomach. He has a deep feeling that Beckham will be successful, but he doesn't really know; he's not sure, he just has a strong feeling. His gut tells him that Beckham will be a big success in Hollywood. Does his gut tell him that Beckham will be a great soccer player in Los Angeles? No, no, his gut does not tell him he will be a great soccer player.

What does Tom's gut tell him? Tom's gut tells him that Beckham will be a big success in Hollywood as an actor. His gut doesn't tell him that he'll be a big success as a soccer player, maybe he won't be. But his gut tells him that he'll be a big success in Hollywood. Whose gut tells him that Beckham will succeed? Well Tom Cruise's gut tells him that Beckham will be a big success in Hollywood.

And so Tom introduces Beckham to a director who is very powerful. The director makes a movie with Beckham but it's a terrible movie; everybody hates it and they hate Beckham too. The public feels a powerful animosity towards Beckham. Does the public like David Beckham? No, they feel animosity towards him. Do they think Beckham is their enemy? Yes, that's right, they think David Beckham is their enemy. He is the enemy of goodness, he is the enemy of good quality, he is the enemy of honesty. He is their enemy. They feel a powerful animosity towards him. They feel animosity towards Beckham.

Who feels animosity towards Beckham? Well the public; the American public feels animosity towards Beckham. Does Tom Cruise feel animosity towards Beckham? No, no, no, Tom still likes David Beckham. Tom does not feel animosity towards Beckham. The public feels animosity towards Beckham. Does Beckham feel animosity towards the public? No, no, Beckham loves the public, he wants them to love him. The public feels animosity towards Beckham but Beckham does not feel animosity towards the public. So the public feels animosity towards Beckham.

They can't stand him. Do they love him? No, the opposite; they can't stand him, they hate him.



Who can't the public stand? Well the public can't stand David Beckham. Can the public stand Tom Cruise? Yea, yea, they still like Tom Cruise, but they can't stand David Beckham. Can Beckham's wife stand him? Yes, yes, his wife can stand him, she still likes him, she still loves him, but the public can't stand David Beckham. They can't stand him. They don't like him. They hate him. They can't stand him so they yell at him and throw things at him. "You suck, yea." Beckham can't deal with the animosity. Can Beckham handle the animosity, the bad feeling? No he can't handle it. Can he survive it? No, he can't survive it. He feels horrible, he feels terrible. He wants to hide. He can't deal with the animosity. He can't handle it, he can't survive it. He can't keep trying when everybody yells at him.

Why can't he deal with the animosity? Well Beckham can't deal with the animosity because he's very sensitive. He's a guy who's very sensitive. So Beckham can't deal with the bad feelings. Beckham can't deal with the public's animosity. Can Beckham deal with his coach? Yea, yea, Beckham can deal with his soccer coach. If his soccer coach becomes angry Beckham can deal with it; he can deal with it, no problem. But he can't deal with the public's animosity. He can't deal with the public's hatred. Beckham can't deal with the public not liking him. He can deal with his coach, but he can't deal with the public's animosity. He is a guy who is very sensitive so he becomes scared.

He feels this is a dire situation. Does he think this is a dangerous and difficult and scary situation? Yes exactly, he feels this is a dire situation. Does he feel like it's a risky situation, possibly dangerous? Yes, that's right he feels it is a dire situation, a very, very risky situation. What is the dire situation? Well the dire situation is the public's animosity. They hate him, that's the dire situation. Does he have a dire situation with soccer, with football? No, no, no he's still good at playing soccer. He does not have a dire situation with soccer. That's not a dire situation. But his movie career has a dire situation. This is a dire situation. It's a dire situation that the public hates him.

Beckham is so scared, he won't leave his house. He keeps the windows closed and locked. He keeps his doors closed and locked. He becomes paranoid. Does Beckham think that everyone wants to hurt him? Yes, he's paranoid. He thinks everybody wants to hurt him. Does he think Tom Cruise wants to hurt him? Yes, he does. He thinks that even Tom Cruise wants to hurt him. He's paranoid. Does Tom really want to hurt him? No, no, Tom really does not want to hurt Beckham. Tom still likes Beckham, but Beckham's paranoid. Beckham thinks everybody wants to hurt him, even Tom Cruise, even his wife. He thinks everyone wants to hurt him and everyone hates him, he's paranoid. Is he paranoid about his wife? Yes he is. He thinks his wife also hates him. Is he paranoid about Tom Cruise? Yes, he thinks Tom Cruise wants to hate him also and wants to hurt him. Does he think that everyone in the world wants to hurt him? Yes he does. He's very, very paranoid. He thinks everyone in the world hates him and wants to hurt him. He is super paranoid. He is so paranoid that he won't leave his house. He won't even go to play soccer.

Finally, his team coach, his team manager calls and says, "Beckham, this is a situation which is unacceptable, you're fired!" Beckham loses his job and his movie career. He starts to cry, "Oh, no, everybody hates me." He has no job and nobody can stand him. Does anybody like Beckham now? No, not anymore. Finally nobody likes him. Finally nobody can stand him. Can Tom Cruise stand him finally, in the end? No, even Tom Cruise can't stand him in the end. Why can't Tom Cruise stand him anymore? Well because he's so paranoid right? He's always telling Tom, "You want to hurt me, you want to hurt me, you hate me." And so now even Tom cruise can't stand him. Can his

wife stand him anymore? No, even his wife can't stand him. Now she wants a divorce because Beckham is not famous anymore, nobody likes him. So his wife wants a divorce. She can't stand him, Tom Cruise can't stand him, his coach can't stand him, the public can't stand him, nobody likes him.

Okay this one is a little long so no time to pause. So what I would like you to do, go back, listen to each sentence then pause, then repeat the sentence, copy my pronunciation. Then listen to the next sentence, pause again, repeat my pronunciation, copy my pronunciation and then play one more sentence and then pause and again, copy my pronunciation. After you do that, finally, try to tell all of the story yourself. Okay, go on to the Point of View Mini Stories Next.



## 2. Bad Choices POV

Hello, welcome to the POV, Point of View Mini Stories for Bad Choices. Same story, different time. Let's start the first one with three years ago. We'll have to imagine this happened three years ago.

Three years ago David Beckham was a man who wanted to have his cake and eat it too. He wanted to be a famous movie star and a famous soccer player at the same time so he moved to Hollywood. He hooked up with Tom Cruise.

They hit it off immediately. Tom liked David; David liked Tom. Beckham said, "Tom, the bottom line is that I want to be a movie star just like you, can you help me?" Tom said, "Of course, my gut tells me you'll be a good success in Hollywood." So Tom introduced Beckham to a director who was very powerful. The director made a movie with Beckham, but it was a terrible movie. Everybody hated it and they hated Beckham. The public felt a powerful animosity towards Beckham. They couldn't stand him. They yelled at him and threw things at him. Beckham couldn't deal with the public's animosity. He was a guy who was very sensitive so he became scared. He felt this was a dire situation. Beckham was so scared he wouldn't leave his house. He kept the windows closed and the doors locked. He became paranoid and wouldn't even leave to play soccer. Finally, his team manager said, "This is a situation which is unacceptable, you're fired!" Beckham cried, he had no job and nobody could stand him.

Alright, let's change the time a little bit. This time we're gonna talk about the story but that Beckham always wanted to do these things, okay? So these have been happening for a while.

Beckham has always been a man who has wanted to eat have his cake and eat it too. He has always wanted to be a famous movie star and a famous football player. He has always wanted to move to Hollywood. He has always wanted to hook up with Tom Cruise and he has hoped they would hit it off immediately. David has always liked Tom Cruise; Tom has always liked David.

Well, one day, Beckham said, "Look Tom, the bottom line is that I want to be a movie star just like you, can you help me?" Tom said, "Of course, my gut tells me you'll be a good success in Hollywood." So Tom introduced Beckham to a director who was very powerful. The director made a movie with Beckham, but it was a terrible movie. Everybody hated it and they hated Beckham.

The public felt a powerful animosity towards Beckham. They couldn't stand him. They yelled at him and threw things at him. Beckham couldn't deal with the public's animosity. He was a guy who was very sensitive. He has always been a guy who was very sensitive. He felt this was a dire situation. Beckham was so scared he wouldn't leave his house. He kept the windows closed and the doors locked. He became paranoid and wouldn't even leave to play soccer. Finally, his team manager said, "This is a situation which is unacceptable, you're fired!" Beckham cried, he had no job and nobody could stand him.

Okay, you'll notice that I used the "perfect", the "have been", the had gone, that verb tense-- when I was talking about things that have always been true or that were true for a while in the past, maybe starting in the past until now or maybe over some time in the past; a range of time. And then when I talked about specific conversations, specific actions, I used the simple past. Alright, don't think about that too much, listening is how you'll improve your grammar; listening and practicing. Why is not a good question about grammar or language, don't ask why. If you want a PhD, a doctorate in linguistics you can ask why. If you want to be fluent, if you want to speak English easily and naturally don't ask why. Just learn it, just listen carefully, just do the lessons, you will improve, I promise.

Alright next, let's talk about the future and in fact maybe this is gonna be a true story, right? Let's think, what's going to happen to David Beckham when he comes to Hollywood. He's moving to Los Angeles, that's true. What's going to happen? Let's imagine. This is what I think is going to happen. So now, the future.

Next year David Beckham is moving to Los Angeles and he is a man who wants to have his cake and eat it too. I think he will want to be a famous movie star and a famous football player at the same time. That's why he's moving to Hollywood. He's gonna hook up with Tom Cruise-- they'll hit it off. David will like Tom; Tom will like David. Beckham will say to Tom, "The bottom line is that I want to be a movie star just like you, can you help me?" Tom will say, "Of course, my gut tells me you'll be a good success in Hollywood." Tom will introduce Beckham to a director who will be very powerful. The director will make a movie with Beckham but it's gonna be a terrible movie.

Everybody'll hate it and they'll hate Beckham too. The public will feel a powerful animosity towards Beckham. They won't be able to stand him. They'll yell at him and throw things at him. Beckham won't be able to deal with the public's animosity. He's a guy who is very sensitive so he'll be scared. He'll feel this is a dire situation. Beckham will be so scared he won't leave his house. He'll keep the windows closed and the doors locked. He'll become paranoid and he won't even leave to play soccer. Finally his team manager will call and say "This is a situation which is unacceptable, you're fired!" Beckham will cry. He'll have no job and nobody will be able to stand him.

Alright, did you notice in the future, when we're talking about the future we say "will be able to" instead of "can". Instead of "can stand him" I'll say "will be able to stand him" in the future. And you'll also in the future, you have to listen very carefully because in real speech, not text books, but real American English we add "I'll" to the subject, right? "Beckham'll do this, Beckham'll do that". Now in a textbook you'll see "Beckham will go to Los Angeles. But we say "Beckham'll", the 'll gives you the future. Beckham'll go to Los Angeles and in the text book you'll see "going to". Beckham is going to make a movie. But in real speech we say "gonna". Beckham's gonna. We don't say Beckham is going to, we say Beckham's gonna. Beckham's, apostrophe s, gonna. Beckham's gonna make a movie, Beckham's gonna. Beckham'll go, Beckham'll come, so we use is gonna and 'll for the future in real speech. That's how we actually say it when we speak. So, listen carefully for that. Listen very carefully when you hear those future versions.

Now please go back, listen to each version, pause after the version, tell it yourself, try to tell it yourself. If you can't its okay, relax, rewind, listen again, rewind, listen again everyday. It's not a race, relax, enjoy it. Okay, see ya next time.

## 2. Double Standard MS

Welcome to the mini story for Double Standard. Let's get started. There is a badass marine named Serin. He has an intimate relationship with Julia Roberts. They are very, very close.

Serin likes Julia but one day he decides she's just not what he's looking for. He breaks up with Julia. Julia feels betrayed. She says "how can you do this to me? Why are you hurting me? Please take me back."

But Serin won't budge. He says "no I don't want you Julia". Julia can't get past the break-up. Every day she follows Serin. Every day she calls him.

At first, Serin turns a blind eye to her behavior but finally he can't ignore it anymore. He yells at Julia and says "I won't bow to this pressure. I won't take you back. So leave me alone." Julia asks "do you have another girlfriend".

He says "yes I'm dating Hilary Clinton now. She's rich and very powerful." "Really? Wow, I like her. I'm going to vote for her", says Julia.

She says, "I still feel a little uneasy but if you're dating Hilary I guess it's okay". Julia smiles and walks away. As she leaves she yells, "so is Bill free for dating?"

Okay one more time this time with questions. There is a bad ass marine named Serin -- bad ass ooh that's slang. Bad ass means tough, very strong -- tough, very good at what he does. So very strong and tough. There's a bad ass marine named Serin.

A marine is a kind of soldier, a kind of fighter. He has an intimate relationship with Julia Roberts. Are Serin and Julia Roberts only friends, just friends? No-no-no. They have an intimate relationship.

It means they're very close not only friends, they are dating each other. They have an intimate relationship. Are they probably having sex? Yes, probably they are. They have an intimate relationship.

They are dating. They're very, very close. Serin and Julia Roberts have an intimate relationship. Does Serin have an intimate relationship with Cameron Diaz? No-no.

He does not have an intimate relationship with Cameron Diaz. He has an intimate relationship with Julia Roberts. They are very, very close. Serin likes Julia but one day he decides she's just not what he's looking for. Does Serin want Julia?

No, he doesn't. He decides she's not what he's looking for. She's not really what -- she's not really what he wants. So he decides she's just not what he's looking for. Is Hilary Clinton what he's looking for? Yes, Hilary Clinton is what he's looking for.

She's rich and powerful that's what he's looking for. Serin's looking for rich and powerful. Julia Roberts is not powerful enough so she's not what he's looking for. Is Cameron Diaz what Serin

is looking for? No, he doesn't want Cameron Diaz.

Cameron Diaz is not what he's looking for. What is Serin looking for? Serin is looking for a rich and powerful woman like Hilary Clinton so he breaks up with Julia. Julia feels betrayed. Does Julia feel he did something bad to her?

Yes, exactly she feels -- she feels he did something bad to her. They were close, she trusted him, and then he hurt her. Did Serin betray Cameron Diaz? No, he didn't betray Cameron Diaz. He never dated Cameron Diaz.

He never did anything bad to her. He did not betray Cameron Diaz. Did he betray Hilary Clinton? No, he did not. He did not hurt Hilary Clinton.

Did he betray Julia? Well, breaking up is not really betraying but Julia feels betrayed. She feels betrayed. Betrayed is the emotion e.d. feel betrayed. But really Serin did not betray her.

But anyway she says "how can you do this to me? Why are you hurting me? Please take me back". But Serin won't budge. Will Serin change his mind?

No, he won't budge. He won't change at all. Will he change a little bit? No, Serin will not change not even a little bit. He won't budge.

He won't change at all. Will Julia budge? No, she doesn't want to budge either. She wants him back one hundred percent. She doesn't want to change either.

So Julia won't budge and Serin won't budge. Serin says "no I don't want you Julia." But Julia says "yes I want you back." Neither one of them will budge. They won't budge.

Julia can't get passed the break-up. Can Julia forget the break-up? No she can't forget the break-up. She can't get past the break-up. Can Julia get past Mel Gibson?

Well, yeah she never dated Mel Gibson so she doesn't need to get past Mel Gibson. Who does she need to get past? Well, she needs to get past Serin. Serin is her ex-boyfriend. She needs to get past Serin.

Can she get past Serin? No-no. She can't get past him. She can get past Serin. She can't get past the break-up.

She's still upset. Is she still very sad about Serin and the break-up? Yes, that's right she's still very, very sad. She can't get past the break-up. So every day she follows Serin.

Every day she calls him on the phone. At first, Serin turns a blind eye to her behavior. In the beginning, does Serin get upset by her behavior? No-no. In the beginning, he turns a blind eye.

He ignores her. He pretends he doesn't see her. He pretends he's not bothered by her behavior. So he turns a blind eye to her behavior. Does Serin turn a blind eye to Cameron Diaz?

No, he doesn't ignore Cameron Diaz. Who does he turn a blind eye to? Well, he turns a blind

eye to Julia Roberts. In fact, he turns a blind eye to her behavior. He ignores her behavior.

Does Julia turn a blind eye to Serin? No-no. She doesn't ignore him. She does not turn a blind eye to Serin. Serin turns a blind eye to her behavior but she does not turn a blind eye to Serin.

She keeps calling him. Finally, Serin can't ignore her anymore. He yells at Julia and says "I won't bow to this pressure." Will Serin do what Julia wants him to do? No -no, he won't.

He won't bow to the pressure. He will not change because of her pressure. Will he bow to Cameron Diaz' pressure? No, Cameron is not pressuring him. Cameron is just a friend.

She's not pressuring him. Julia is pressuring him. He won't bow to Julia's pressure. Will he date Julia again? No, he won't.

He won't bow to her pressure. He won't do what she wants. What does Julia want? Julia wants to date him again. So she's pressuring him "please date me again, please date me again, please date me again". Will he bow to this pressure?

No, he won't bow to this pressure. He says "I won't take you back. So leave me alone." Julia asks, "do you have another girlfriend". And he says, "yes I'm dating Hilary Clinton now".

She's rich and very powerful. Julia says "really. Wow, I like her. I'm going to vote for her. I still feel a little uneasy but if you're dating Hilary I guess I'm okay".

Does she feel a little uncomfortable about Hilary? Yes, that's right. She feels a little uneasy that he is dating Hilary. Is she very upset that Serin is dating Hilary? No-no-no.

She's not very upset she's just a little uneasy. She's uneasy. She's not very, very upset she's just uneasy. Why is Julia uneasy? Well, she's uneasy because Serin is dating a new girl.

But it's Hilary Clinton and she likes Hilary so she's only uneasy- not very upset. Is Serin uneasy? No, Serin's not uneasy. Serin is okay. He's dating Hilary and he's happy with Hilary.

So Serin is not uneasy about Hilary. Who is uneasy about Hilary? Well, Julia Roberts is a little uneasy about Hilary but just a little. It's not bad. And she says "well I'm going to vote for her so if you're dating Hilary it's okay."

Finally, she turns and walks away. When she's walking away Julia smiles and she yells to Serin, "so does this mean Bill Clinton is free for dating?"

Alright. Now one more time. This time I will pause after the key phrases. Please repeat the phrases after me but don't just repeat- copy my intonation. Copy my pronunciation. Try to speak exactly like me. Let's go.

There's a bad ass marine named Serin. [pause] There's a bad ass named Serin. [pause] He has an intimate relationship with Julia Roberts. [pause] He has an intimate relationship with Julia Roberts. [pause] They're very, very close.

Serin likes Julia but one day he decides she's just not what he's looking for. [pause] She's just not what he's looking for. [pause] He breaks up with Julia. Julia feels betrayed. [pause] Julia feels betrayed. [pause]

She says "how can you do this to me? Why are you hurting me? Please take me back". But Serin won't budge. [pause] But Serin won't budge. [pause]

He says "no I don't want you Julia." Julia can't get past the break-up. [pause] Julia can't get past the break-up. [pause] Every day she follows Serin. Every day she calls him.

At first, Serin turns a blind eye to her behavior. [pause] At first, Serin turns a blind eye to her behavior. [pause] But finally he can't ignore it anymore. He yells at Julia and says "I won't bow to this pressure." [pause] I won't bow to this pressure. [pause]

"I won't take you back so please leave me alone". Julia asks "do you have another girlfriend". And Serin says "yes I'm dating Hilary Clinton now. She's rich and very powerful". Julia says "really? Wow, I like her. I'm going to vote for her."

I still feel a little uneasy. [pause] I still feel a little uneasy. [pause] But if you're dating Hilary I guess it's okay. Julia smiles and walks away. As she leaves she yells "so is Bill Clinton free for dating?" [pause]

Alright. That is all of the mini story. Now pause and try to tell all of the story yourself. You don't need to remember every word but try to use the new phrases and the new words correctly; if you cannot just relax and listen again. Listen to this story every day for one week or two weeks and you will internalize the new phrases. You'll also internalize a lot of basic grammar and a lot of basic pronunciation by listening again, and again, and again.

Alright. See you next time. Bye-bye.



## 2. Double Standard POV

Same mini story but first starting with the phrase one year ago.

One year ago there was a bad ass marine named Serin. He had an intimate relationship with Julia Roberts. They were very, very close. Serin liked Julia but one day he decided she just wasn't what he was looking for.

So he broke up with her. Julia felt betrayed. She said "how can you do this to me? Why are you hurting me? Please take me back."

But Serin wouldn't budge. He said "no I don't want you Julia." Julia couldn't get past the break-up. Every day she followed Serin. Every day she called him.

At first, Serin turned a blind eye to her behavior. But finally he couldn't ignore it anymore. He yelled at Julia and said "I won't bow to this pressure. I won't take you back. So leave me alone." Julia asked "do you have another girlfriend."

And he said "yes I'm dating Hilary Clinton now. She's rich and very powerful." Julia said "really? Wow, I like her. I'm going to vote for her."

I still feel a little uneasy but if you're dating Hilary I guess it's okay." Julia smiled and walked away. As she left she yelled "so is Bill free for dating?"

Okay our next version is going to start with the phrase since 2004. Okay. Alright.

There's a bad ass marine named Serin. Since 2004 he has had an intimate relationship with Julia Roberts. They have been very, very close. Serin has liked Julia this whole time but one day he finally decided she just wasn't what he was looking for.

So he broke up with Julia. Julia felt betrayed. She said "how can you do this to me? Why are you hurting me? Please take me back."

But Serin wouldn't budge. He said "no I don't want you Julia." Julia couldn't get past the break-up. Every day she followed Serin. Every day she called him.

At first, Serin turned a blind eye to her behavior but finally he couldn't ignore it anymore. He yelled at Julia and said "I won't bow to this pressure. I won't take you back so leave me alone". Julia asked "do you have another girlfriend." And he said "yes I'm dating Hilary Clinton now. She's rich and very powerful. "

She said "really? Wow, I like her. I'm going to vote for her. I still feel a little uneasy but if you're dating Hilary I guess it's okay." Julia smiled and walked away. As she left she yelled "so is Bill free for dating?"

Alright. Our final version begins with the phrase "next year". Next year this is going to happen in the future. I'm imagining this. Here we go.

There's a bad ass marine named Serin. Next year he'll have an intimate relationship with Julia Roberts. They'll be very close. Serin will like Julia but one day he'll decide she's just not what he's looking for. He'll break-up with Julia.

Julia will feel betrayed. She'll say "how can you do this to me? Why are you hurting me? Please take me back." But Serin isn't going to budge.

He's going to say "no I don't want you Julia". Julia won't be able to get past the break-up. Every day she'll follow Serin. Every day she'll call him. At first, Serin will turn a blind eye to her behavior but finally he won't be able to ignore it anymore.

He'll yell at Julia and say "I won't bow to this pressure. I won't take you back. So leave me alone." Julia will ask "do you have another girlfriend". He'll say "yes I'm dating Hilary Clinton now.

She's rich and very powerful." Julia will say "really? Wow, I like her. I'm going to vote for her. I still feel a little uneasy but if you're dating Hilary I guess it's okay."

Julia will smile and walk away. As she leaves, she's going to yell "so is Bill free for dating?"

Alright. And that's our final version in the future. Please go back now listen to each version and then pause. Try to tell each version yourself out loud. You don't need to be perfect.

You don't need to remember every word. But try your best and try to use the correct form of the verbs. Sometimes the vocabulary changes a little bit- listen for that. If you can't do it, if it's too difficult, no problem-- just relax. Listen to these versions many, many times.

Every day listen to it one time, two times, three times. The next day again. The next day again. It takes some time, but if you do this every month, every day, for one month, two months, six months, one year you will get a more natural feeling for English grammar.

Okay. See ya next time. Bye-bye.

## 2. Greek Family MS

Welcome to the mini story lesson for Greek family. Let's do the basic story first. Here we go.

I'm walking down the street when a guy comes to me and says "hi can I chat with you for a moment?" He looks clean and very neat. I'm quite naïve so I think he's just friendly. I say "okay". The man asks me "how far would you go to save yourself."

I say "what do you mean?" He says "I'm talking about the Christian faith. I want you to convert to Christianity." "Actually, I'm a Buddhist" I say. "What about your relatives are they Buddhists too" he asks.

I tell him "no just me". He then tells me that I will go to hell if I don't convert. He says I am a bad person. He tells me all Buddhists will go to hell. Finally, he says that the Buddha and all Buddhists serve the devil. That's the straw that breaks the camel's back. I yell at him "go away... I refuse to listen to you anymore."

Okay. Let's go back to the top of our little story and this time with questions. Here we go again.

I'm walking down the street when a guy comes to me and says "hi can I chat with you for a moment?" He looks clean and very neat. I'm quite naïve so I think he's just friendly. Do I have a lot of life experience? Do I know about life on the street?

No-no-no, I don't. I'm very naïve, right? Kind of like a child. I don't really know that people might try to sell something to me or get something from me on the street. I think everybody's just very nice and friendly. I'm very naïve.

Are children usually naïve? Well, yes that's right- small children usually are naïve, right? They -- they're innocent. They don't know there are many bad people in the world or many people will lie. They're kind of naïve.

So I'm quite naïve. This man says "can I chat with you for a moment." I don't know him. He's a stranger. I'm walking on the street.

So this is naïve. Is the other man naïve? No-no, the other man's not naïve, right? He knows he has something. He wants to tell me about his religion.

He has a plan. He has life experience, right? He's not naïve. But I'm kind of naïve. I'm very innocent.

I don't think he's trying to sell me something. I just think oh he's a friendly guy. I'm quite naïve, very naïve like a child. So I think he's just friendly. I say "okay".

The man then asks me "how far would you go to save yourself." Does he want to know how much I would do or how hard I would try to save myself-- like save my soul, right? Yeah, that's exactly what he's asking. He wants to know how much would I do. Would I try very hard?

Would I do something that's very difficult? Would I change my life to save myself? He wants to know how far would I go to save myself. Does he want to know how far I would go to save money? No-no.

He doesn't care. He's not asking about me saving money. He doesn't know -- want to know what I would do to save money. He wants to know how far would I go to save myself, right? My soul.

He asks "how far would you go to save yourself." Does he want to know how far I would go to save my body? No, he's not talking about my body, my physical body. He doesn't want to know how far I would go to save my body. He wants to know how far I would go to save myself meaning my soul my spirit, right -- after I die.

He says "how far would you go to save yourself?" He's talking about my soul after I die. And I ask him "what do you mean I don't understand." Do I understand what he means when he says how far would you go? No, I don't obviously.

No, I don't understand what he means by "how far would you go to save yourself." I'm a little confused by that. So he says "I'm talking about the Christian faith". Is he talking about his religion? Yes, exactly right.

He's talking about the Christian faith. He's talking about the Christian religion. Is he talking about the Buddhist faith? No-no, he's not talking about the Buddhist faith. He's not talking about the Buddhist religion.

He's talking about the Christian faith. Is he talking about the Jewish faith? No, he's not talking about the Jewish faith. Is he talking about the Islamic faith? No, he's not talking about the Islamic faith?

Is he talking about the Hindu faith? No, he's not talking about the Hindu faith. What faith is he talking about? Well, he's talking about the Christian faith. And what does he want me to do?

Well, he says "I want you to convert to Christianity." Does he want me to change my religion? Yes, he does. He wants me to change to Christianity from my old religion to Christianity. He says "I want you to convert to Christianity."

Does he want me to convert to Islam? No-no. He's not Muslim. He does not want me to convert to Islam. He wants me to convert to Christianity. Who does he want to convert to Christianity?

Well, he wants me A.J. to convert to Christianity. Does he want to convert to Buddhism? No-no. He does not want to become a Buddhist. No, he wants me to convert to Christianity.

He does not want to convert to Buddhism. And I say to him "actually I am a Buddhist" I say. And he asks me "what about your relatives are they Buddhists too?" Does he want to know if my friends are Buddhists? No-no.

He wants to know if my family is Buddhists, right? He says "what about your relatives are they Buddhists too". Is he asking about my family's religion? Yes, exactly right. He's asking about my family's religion.

He says "what about your relatives are they also Buddhists." So he wants to know about my mom and my dad but especially he wants to know about all of my family. So relatives usually means all the family-- grandparents, uncles, aunts, cousins. He wants to know if my relatives are also Buddhists. Are my relatives Buddhists?

No-no. My relatives are not Buddhists. In fact, some of them are Christian some of them- no religion. So my relatives are not Buddhists, only me. Are my relatives Christian?

Some of my relatives are Christian, not all of them some of them are. Are my relatives Buddhists? No, they're not. They're not Buddhists. My relatives are not Buddhists.

So I say to him "no just me only me." He then tells me that I will go to hell if I don't convert. If I don't convert to Christianity does he think I will go to hell- I will burn and -- after I die. Yes, exactly. He thinks if I don't change to Christianity, if I don't convert to Christianity then I will go to hell after I die.

Then he says I'm a bad person. He tells me all Buddhists will go to hell. Finally, he says that the Buddha and all Buddhists serve the devil. That's the straw that breaks the camel's back. Does that make me angry?

Well, yes -- yes, it's the last straw. It's the final straw that breaks that camel's back. It means he said many things to me- bad things. He's insulting me. He says "oh you're a bad person."

"If you don't convert you'll go to hell", right? More bad things. I'm patient. But finally the last thing he says is "all Buddhists serve the devil." That's the straw that breaks the camel's back.

That's the final bad insult. And I become angry and I yell at him "go away". What is the straw that breaks the camel's back? Well, it's him saying all Buddhists serve the devil. That's the final bad thing that makes me lose control, lose my temper.

So he says all Buddhists serve the devil. That's the straw that breaks the camel's back. When he asks me "are your relatives also Buddhists" is that the last straw? Is that the straw that breaks the camel's back? No-no-no.

No, I'm patient. After he says that, it's no problem. Okay so what is the straw that breaks the camel's back? Well, it's when he says "all Buddhists serve the devil." That's the straw that breaks the camel's back.

It's the final insult. Then I get angry and I yell at him "go away. I refuse to listen to you anymore." Will I listen to him again? No-no.

I refuse to listen to him anymore. I will never listen to him again. I refuse. I say "no I won't do it. No, I will never listen to you again. "

I refuse to listen to him anymore. Do I refuse to listen to all Christians? No-no-no. I don't mind all Christians it's just this one guy. I refuse to listen to him ever again.

I will never listen to him again. I refuse to listen to him, only to him. I refuse to listen to him. Do I refuse to watch television again? No, I don't refuse to watch television. What do I refuse to do? Well, I refuse to listen to that guy again, right? I refuse to listen to him again.

Alright. That's the end of our little story. One more time, this time with pauses after the key phrases. I'll pause -- say the key phrase after I pause. Copy my pronunciation that's the important part of this section. Copy my pronunciation especially my intonation when I go up when I go down things like that. Okay? Let's go.

I'm walking down the street when a guy comes to me and says "hi can I chat with you for a moment." He looks clean and very neat. I'm quite naïve. [pause] I'm quite naïve. [pause] I'm quite naïve. [pause]

So I think he's just friendly. I say okay. The man asks me "how far would you go to save yourself." [pause] How far would you go to save yourself? [pause] How far would you go to save yourself? [pause] Good.

I say "what do you mean." He says "I'm talking about the Christian faith." [pause] I'm talking about the Christian faith. [pause] I want you to convert to Christianity. [pause] I want you to convert to Christianity. [pause] Good.

I say "actually I'm a Buddhist." And he asks "what about your relatives are they Buddhists too". [pause] What about your relatives are they Buddhists too? [pause] What about your relatives are they Buddhists too? [pause] I tell him "no just me."

He then tells me that I will go to hell if I don't convert. [pause] He then tells me that I will go to hell if I don't convert. [pause] He says I'm a bad person. He tells me all Buddhists will go to hell. Finally, he says that the Buddha and all Buddhists serve the devil.

That's the straw that breaks the camel's back. [pause] That's the straw that breaks the camel's back. [pause] That's the straw that breaks the camel's back. [pause] I yell at him "go away I refuse to listen to you anymore." [pause] I refuse to listen to you anymore. [pause] I refuse to listen to you anymore. [pause]

Okay. Great job. Now the final part of the mini story lesson. Pause your iPod, pause your computer and try to tell all of the story yourself. Tell all of it out loud so you can hear it. Tell all of the story.

You don't need to remember every word but try to use the target vocabulary the new vocabulary correctly. If you can't, if you have trouble, no problem relax, listen to it again. Just keep listening until you can pause and tell all of the story yourself.

Okay. See ya next time. Bye-bye.

## 2. Greek Family POV

Welcome to the point of view mini stories for Greek family. Let's get started. First, the past tense.

Five years ago, I was walking down the street when a guy came to me and said "hi can I chat with you for a moment." He looked clean and very neat. I was quite naïve so I thought he was just being friendly. I said "okay." The man asked me "how far would you go to save yourself."

I said "what do you mean." He said "I'm talking about the Christian faith. I want you to convert to Christianity." "Actually, I'm a Buddhist" I said. "What about your relatives are they Buddhists too", he asked.

I told him "no just me." He then told me that I would go to hell if I didn't convert. He said I was a bad person. He told me all Buddhists would go to hell. Finally, he said that the Buddha and all Buddhists serve the devil.

That was the last straw. It was the straw that broke the camel's back. I yelled at him "go away I refuse to listen to you anymore."

Alright. Our second version. I'm going to change this a little bit to -- so you get a little more practice. Just change the order of the story.

Since I was a child I have been very naïve. I have always thought that people are very friendly even if they're not. I have always accepted people and not worried about them or been suspicious. Right? I have always been quite naïve since I was a child.

Well one day I was walking down the street when a guy came up to me and said "hi can I chat with you for a moment". He looked clean and very neat. Since I was quite naïve and have always been naïve I thought he was just being friendly so I said "okay". The man asked me "how far would you go to save yourself." I said "what do you mean."

He said "I'm talking about the Christian faith; I want you to convert to Christianity." "Actually, I'm a Buddhist" I said. "What about your relatives are they Buddhists too", he asked. I told him "no just me". He then told me that I would go to hell if I didn't convert.

He said I was a bad person. He told me all Buddhists would go to hell. Finally, he said that the Buddha and all Buddhists serve the devil. That was the last straw. That was the straw that broke the camel's back. I yelled at him "go away I refuse to listen to you anymore."

So you can notice I used the present perfect "have been" for something that started long ago when I was a child and continued up to the time this story happened. Then I changed to the simple past because we're talking about one specific event and that it's already happened it's done. Okay. Let's -- now, let's go to the future -- back to the future. Here we go.

In ten years -- ten years from now -- I'm imagining this, maybe I dreamed this. Okay, this is a dream. I have a dream. In ten years, I will be walking down the street when a guy will come up to



me and he'll say "hi can I chat with you for a moment." He'll look clean and very neat.

I'll be quite naïve so I'll think he's just being friendly. I'll say "okay". The man's going to ask me "how far would you go to save yourself." And I'll say "what do you mean." He'll say "I'm talking about the Christian faith I want you to convert to Christianity". "Actually I'm a Buddhist" I'll say.

"What about your relatives are they Buddhists too" he'll ask. I'm going to tell him "no just me". He'll then tell me that I will go to hell if I don't convert. He'll say I'm a bad person. He'll tell me all Buddhists will go to hell.

Finally, he'll say that the Buddha and all Buddhists serve the devil. That's going to be the straw that breaks the camel's back. I'll yell at him "go away I refuse to listen to you anymore".

Alright. Go back, listen to each version. After each version pause and try to tell that version yourself out loud, so you can hear it. So listen to the first version the past, pause, and tell the whole story again using the past "ten years ago".

Second time, start the story with "since I was a child" and tell the story yourself out loud. And then again listen to the future version and pause and tell the future version yourself. If it's difficult, if you can't do it, no problem just relax, go back, listen very carefully again, and again, and again and then try again.

Alright. I'll see ya next time. Bye-bye.

## 2. Longtime Affair MS

Hello. Welcome to the mini story for the Longtime Affair lesson. Let's get started. First, the mini story.

There is a very small man named Jim. Jim is only one foot tall. Even though Jim is forty-eight years old people always perceive him as a child. In the eyes of the public, Jim is a cute little boy. Jim hates this.

He says "I want people to accept me as I really am. I want them to give me unconditional respect. I don't want people to go on treating me like a child." So Jim goes to the gym and exercises every day. He becomes very strong.

He also learns kickboxing. One day a tall man sees him, laughs and says "you're such a cute little man, ha ha ha". Jim gets angry. He yells and he kicks the man. They start fighting.

The fight lasts for twenty hours. The men's heads and legs and arms become intertwined. They fall down. Jim finally breaks away from the man. Then he jumps up, kicks him in the head and the man falls down. Jim wins the fight and yells "no matter how you slice it, I just kicked your ass".

Alright. Back to the beginning. This time with questions. Here we go.

There is a very small man named Jim. Is there a small woman named Jim? No, there's not a small woman named Jim, there's a small man named Jim. Jim is only one foot tall. How old is Jim?

Well, Jim is forty-eight years old. Even though he's forty-eight years old, people always perceive him as a child. Is Jim a child? No, he's not a child. People perceive him as a child.

They see him as a child. They see him and they think "oh he's a cute, little child" but he's not really a child. Is Jim a child or a man? Well, Jim is a man. Do people perceive him as a child or a man?

Well, people perceive him as a child. Who do people perceive as a child? Well, people perceive Jim as a child. Do people perceive Jim as a big, strong man? No, they don't perceive him as a big, strong man.

They don't see him as a big, strong man. They perceive him as a child. In the eyes of the public Jim is a cute, little boy. In the eyes of the public, is Jim a strong man? No, in the eyes of the public, in the public's opinion, in most people's opinion, Jim is a cute, little boy.

In the eyes of the public is George Bush a cute, little boy? No-no. In the eyes of the public George Bush is not a cute, little boy. In the eyes of the public Jim is a cute, little boy. In the eyes of his father, is Jim a cute, little boy?

No-no. His father doesn't think he's a little boy now. His father knows he's a man, a good, strong man. In the eyes of his father, Jim is a real man. But in the eyes of the public Jim is a cute, little boy.

Alright. Jim hates this. He hates peoples' perception. He hates what people think about him. He says "I want people to accept me as I really am."

"I want them to give me unconditional respect." Does Jim want total respect from everybody? Yes, that's right. He wants unconditional respect from everybody. Does Jim want unconditional love from everybody?

No, Jim doesn't want unconditional love. He doesn't want them to totally love him always. He wants unconditional respect. He wants people to always respect him in all situations, all the time. He wants unconditional respect.

Who wants unconditional respect? Well, Jim wants unconditional respect. Why does he want unconditional respect? Well, he wants unconditional respect because people perceive him as a child. He doesn't like this.

He wants unconditional respect. He doesn't want people to go on treating him like a child. He says "I don't want people to go on treating me like a child." Does he want people to continue to see him as a child? No, he doesn't want people to go on seeing him as a child.

Does he want people to go on seeing him as a little, weak person? No, he does not want people to continue doing that. He does not want people to go on doing that. Does he want people to go on treating him, seeing him, like a big, strong person? Well, he does want that- but people don't do that- so they can't go on doing that, right?

It can't continue because it's not happening already. It's not possible. They can't go on doing something if they aren't already doing it. To "go on" means to continue doing something that is already happening. So he says "I don't want people to go on treating me like a child" -- treating him like a child.

Do they treat him like an adult? No, they do not treat him like an adult. Do they treat him like a serious person? No, they don't treat him like a serious person. How do people treat Jim?

Well, people treat Jim like a child. They pretend he's a child, right? They behave as if he was a child. They treat him like a child. Do they treat him badly in a very cruel, mean, bad way?

Well, no they don't really treat him badly they just treat him like a child. They don't respect him. They treat him like a child. And so Jim gets upset. He goes to the gym to workout every day.

He exercises every day. He becomes very, very strong. He also learns kickboxing. One day a tall man sees him and laughs and says "ha ha ha you're such a cute, little man." Jim gets very angry.

He yells and he kicks the man. They start fighting. The fight lasts for twenty hours. Does the fight last for fifteen hours? No, it does not last for fifteen hours.

Does the fight last for ten hours? No, the fight does not last for ten hours. It does not last for

fifteen hours. How long does the fight last? Well, the fight lasts... the fight continues for twenty hours.

How long is the fight? Well, the fight is twenty hours long. The fight lasts for twenty hours. What lasts for twenty hours? Well, the fight lasts for twenty hours. The mens' hands and legs become intertwined during the fight and they fall down.

Do their hands and legs become wrapped around each other-- connected to each other? Yes, that's right-- their hands and legs become intertwined. They are wrapped around each other, stuck together. They become intertwined. Do their fingers become intertwined?

No-no, not their fingers. Their fingers do not become intertwined -- do not become wrapped around each other. Do their ears become intertwined? No-no maybe that's not possible, right? Their ears do not become intertwined.

Do their hands and legs become intertwined? Yes, that's right, their hands and their legs wrap around each other. Their hands and legs become intertwined. Do their necks become intertwined? Actually, yes their necks wrap around each other.

Their heads and necks stick together also. They all become intertwined- their hands, their legs, their necks and head. They wrap around each other. They're stuck together and they fall down. But finally Jim breaks away from the big man.

Does Jim get free from the big man? Yeah, that's right he gets free. He breaks away from the man. Are Jim's hands and legs still intertwined? No, they're not, he breaks free.

Right? They're not connected anymore. They're not wrapped around each other anymore. He breaks free. Jim breaks free from the other man.

Does Jim break free from a woman? No-no. He breaks free from the other man. After Jim breaks free, what does he do? Well, after Jim breaks free he jumps up and kicks the man in the head. Boom. The man falls down unconscious.

Jim wins the fight and he yells "no matter how you slice it I just kicked your ass." Alright. "No matter how you slice it" means-- no matter what your opinion, no matter how you look at it, any angle, any way you look at it, any opinion, everybody will agree-- Jim kicked his ass. And of course "kicked your ass" means to beat somebody, to win against them. Okay.

So no matter how you slice it, did Jim lose? No. No matter how you slice it, any opinion will agree, Jim won the fight. No matter how you slice it, is George Bush an idiot? Yes, that's right-- everybody agrees that George Bush is an idiot.

No matter how you slice it, any way you look at it, any opinion, everybody agrees George Bush is an idiot. No matter how you slice it, is Jim a strong man? Yeah, that's right, I think so. No matter who you slice it, Jim is a strong guy. He's a tough guy.

Everybody agrees now- no matter how you slice it- Jim is a strong guy. Did Jim kick the

man's ass? Yes, he did. Jim kicked his ass. Who's ass did Jim kick?

Well, Jim kicked the big man's ass. The big man from the gym, right? He kicked his ass. Does everybody agree that Jim kicked his ass? Yeah, everybody agrees- no matter how you slice it, Jim won the fight. Jim kicked his ass.

Alright. Very good. Let's go on. Back to the top again. This time I will pause after the key words or phrases. Please copy my pronunciation. This is not a grammar exercise. This is a pronunciation exercise. So please focus on pronunciation. Here we go.

There is a very small man named Jim. Jim is only one foot tall. Even though Jim is forty-eight years old people always perceive him as a child. [pause] People always perceive him as a child. [pause] In the eyes of the public, Jim is just a cute, little boy. [pause] In the eyes of the public, Jim is just a cute, little boy. [pause]

Jim hates this. He says "I want people to accept me as I really am. I want them to give me unconditional respect." [pause] I want them to give me unconditional respect. [pause] He says "I don't want people to go on treating me like a child". [pause] I don't want people to go on treating me like a child. [pause]

So Jim goes to the gym and exercises every day. He becomes very strong. He also learns kickboxing. One day a tall, big man sees him and laughs and says "you're such a cute, little man, ha ha ha." Jim gets angry.

He yells and says "I'm going to kick your ass." He kicks the man. They start fighting. The fight lasts for twenty hours. [pause] The fight lasts for twenty hours. [pause]

The mens' hands and legs become intertwined. [pause] The mens' hands and legs become intertwined. [pause] They fall down. Jim finally breaks away from the man. [pause] Jim finally breaks away from the man. [pause]

Then he jumps up and kicks the man in the head. Jim wins the fight and he yells "no matter how you slice it I just kicked your ass." [pause] No matter how you sliced it I just kicked your ass. [pause]

Alright. Very good. Please pause now. Try to tell all of the story yourself. Tell everything yourself. If you can't remember- relax, go back, listen again.

Alright. Now for the POV, point of view stories next.

## 2. Longtime Affair POV

Okay. Welcome to the POV Mini Stories, Point of View Mini Stories for the Longtime Affair lesson-- same story different versions. Let's start. First, we go to the past- ten years ago.

Ten years ago there was a very small man named Jim. Jim was only one foot tall. Even though Jim was forty-eight years old, people always perceived him as a child. In the eyes of the public, Jim was just a cute little boy. Jim hated this.

He said "I want people to accept me as I really am. I want them to give me unconditional respect. I don't want people to go on treating me like a child." So Jim went to the gym and exercised every day. He became very strong.

He also learned kickboxing. One day a tall man saw him, laughed and said "you're such a cute little man, ha ha ha." Jim got angry. He yelled and said "I'm going to kick your ass." He kicked the man. They started to fight.

The fight lasted for twenty hours. The men's' hands and legs became intertwined and they fell down. Jim finally broke free from the man. Then he jumped up and kicked the man in the head. Jim won the fight and he yelled "no matter how you slice it I just kicked your ass."

Alright. That's our past version. Now let's move to the perfect version, we call it, I guess. Here we go.

Since last year -- okay. There's a very small man named Jim. Jim is only one foot tall. Even though Jim is forty-eight years old people have always perceived him as a child. In the eyes of the public, Jim has always been just a cute little boy. Jim has always hated this.

But since last year he has become very upset. Every day he has said "I want people to accept me as I really am. I want them to give me unconditional respect. I don't want people to go on treating me as a child." And so, since last year, Jim has gone to the gym and has exercised every day. He has become very strong.

He has also learned kickboxing. Well, one day a tall big man saw him and laughed and said "you're such a cute little man, ha ha ha." Jim got angry. He yelled and he kicked the man. They started to fight.

The fight lasted for twenty hours. The men's' hands and legs became intertwined and they fell down. Jim finally broke away from the man. Then he jumped up and kicked him in the head. Jim won the fight and he yelled "no matter how you slice it I just kicked your ass. "

Alright. In that version you noticed that we used the, we call it the present perfect, it doesn't matter, you don't need to know the name of the grammar. But we used that form that "have gone" "have been" form-- because it's something that has continued through the past for awhile -- started in the past, kept going for awhile. For example, people have always perceived him as a child. That's been happening for a long time-- starting when he was young until now, people continue to perceive him -- have continued to perceive him-- as a child.

Alright. It started in the past and it kept going for awhile. And then again we talked about going to the gym. Since last year Jim has gone to the gym. He has exercised every day. Alright? Starting last year, up until now.

And then finally we changed to the past tense because we're talking about one specific event, the fight. Right? That happened in the past, it's over, it was just a short event in the past started, finished in the past, it's done. It's not a long time period, it's very short and complete. So we use the simple past for that.

That's all you need to know about grammar. Don't think too much about the grammar. Alright. Onto version number three-- into the future. Okay this is -- we can imagine this is my idea for a movie.

And I'm telling you the story-- what I think should happen, what I think will happen in this movie. Here's my movie idea, in the future ten years from now.

Ten years from now, there will be a very small man named Jim. Jim'll only be one foot tall. Even though he'll only be forty-eight years old, people will think he's a child. People will perceive him as a child. In the eyes of the public, Jim'll be a cute little boy only. Jim'll hate this.

He's going to say "I want people to accept me as I really am. I want them to give me unconditional respect. I don't want people to go on treating me like a child." Jim'll go to the gym and exercise every day. He'll become very strong.

He'll also learn kickboxing. One day a tall man's going to challenge him and laugh and say "you're such a cute little man, ha ha ha." Jim'll get angry. He'll yell and he'll kick the man. They'll start fighting.

The fight is going to last twenty hours. The men's' hands and legs will become intertwined and they'll fall down. Jim'll finally break away from the man and then he'll jump up and kick him in the head. Jim'll win the fight and he'll yell "no matter how you slice it I just kicked your ass."

Okay. The future is fairly simple. It's pretty easy. You guys have learned going to and will; however in normal speech we do not say going to and will we change the pronunciation. We say ull instead of will we say ull -- Jim'll -- the man'll -- the man'll challenge him.

Jim'll fight him. We don't say Jim will we say Jim'll. We just add the ull sound to the subject. And the other thing we do instead of "going to" we say gonna. Jim's gonna get angry not Jim is going to get angry.

Jim's gonna. Jim's za za you need the za sound there. "Jim's gonna" equals "Jim is going to." Jim's gonna. Alright. And that's how we actually use the future in normal speech. So when you hear "gonna" when you hear "ull" that means the future.

Okay. Please go back, listen to each section, pause, and try to tell that version yourself. Try to tell the story using the past- ten years ago. Try it ago with since last year. And then try it again in



the future.

If you have trouble, if it's difficult, relax- this takes time. Just relax, go back, listen again. Go back listen again. Listen, listen, listen very carefully. Hear how the verbs change.

Hear how the vocabulary changes sometimes. Listen carefully- that's the most important part. Don't get upset if you can't tell the story yourself, it's okay. That will take time- listening is the most important part.

Alright. I will see ya next time. Go on and listen to the commentary. Bye-bye.

## 2. Lost Custody MS

Okay, it's time for the mini-story for the Lost Custody lesson. Let's get started right away. Here we go.

Yuriko is unfit to be a student. Every day she comes to school late. Then she belittles the other students. When another student makes a mistake, Yuriko yells, "Are you stupid? Do you have a mental disability? What's wrong with you, you idiot?" One day, another student named Jenwah complains to AJ, the teacher. She says, "I'm frightened by Yuriko. I'm going to quit this class." The teacher says, "Stick it out, Jenwah. Don't worry. I will get rid of Yuriko. Then we will all be better off."

The next day, AJ, the teacher, brings a gun to school. He points the gun at Yuriko and threatens her. He says, "Yuriko, if you come to my class again, I will kill you. Then I will take custody of your son, and I will beat him every day. So leave now!" Yuriko is frightened by AJ's threat. She starts crying, and then she runs out of the class. The other students cheer, "Yea!" and everybody's happy.

Okay, let's go again. Back to the beginning. This time with questions.

Yuriko is unfit to be a student. Is Yuriko good enough to be a student? No, of course not. She's not. She's unfit to be a student. She cannot be a student. Why is she unfit to be a student? Well, because she comes late every day; and she says bad, terrible things to other students. That's why she's unfit to be a student.

Is Jenwah unfit to be a student? No, no, no, Jenwah is a very good student. She's fit to be a student, but Yuriko is unfit to be a student. Is Yuriko unfit to be a business person? Well, I don't know; but maybe she's okay. Maybe she can be a business person, but she's unfit to be a student. She might be fit to be a business person, but she's unfit to be a student.

Who is unfit to be a student, Yuriko or Jenwah? Well, Yuriko is unfit to be a student. Who is unfit to be a student? Jen – I mean Yuriko is unfit to be a student, right? She can't be a student, because she's a very mean, terrible person.

Every day she comes to school late. Then she belittles the other students. Does she insult the other students and say bad things? Yes, that's right. Exactly. She belittles the other students. She says terrible things to them. "You're stupid. You're ugly. I don't like you. You're a horrible person." She says these things. She belittles the other students.

Who belittles the other students? Well, Yuriko belittles the other students. Who does Yuriko belittle? Well, Yuriko belittles the other students. Does Yuriko belittle the teacher? No, no, no, she does not belittle the teacher. She does not insult him. She does not say terrible things to the teacher. She belittles the students.

Does the teacher, AJ, does he belittle the students? No, no, AJ does not belittle the students. Who belittles the students? Well, Yuriko belittles the students, right? How does she belittle the students? Well, when another student makes a mistake, Yuriko yells, "Are you stupid? Do you have a mental disability? What's wrong with you, you idiot?"

Does she ask the students if they are damaged, if their brain is damaged, something's wrong with their brain? Yeah, that's right, exactly. She says, "Do you have a mental disability?" It means is your brain broken? Is your mind broken? Right? She says, "Do you have a mental disability?"

Does she ask if they have a physical disability? No, she doesn't ask if they have a physical disability. Physical disability, maybe their legs don't work, maybe their eyes don't work well. They can't see. That's not what she's asking. She asks if they have a mental disability. Right? A brain disability because they're so stupid.

Does she ask other students if they have a mental disability? Yeah, that's right. She asks the other students if they have a mental disability. Does she ask the teacher if he has a mental disability? No, no, remember, she does not belittle the teacher; so she never asks the teacher if he has a mental disability.

Who does she ask, "Do you have a mental disability?" Well, she asks that. She says that to other students when they make a mistake. So it's very strong, right? "Do you have a brain problem? A brain – something broken in your brain? A mental disability?" She says, "What's wrong with you, you idiot?"

Well, the students feel very bad. One day, another student named Jenwah complains to AJ, the teacher. She says, "AJ, I'm frightened by Yuriko." Does Yuriko scare her? Yes, that's exactly right. She's frightened by Yuriko. She's scared of Yuriko. She feels afraid. Does Jenwah feel very, very scared and afraid? Oh, exactly right. She feels frightened, right? She's frightened by Yuriko.

Is Jenwah frightened by AJ? No, no, no, she's not frightened by AJ. Who is she frightened by? Well, she's frightened by Yuriko. Why is she frightened by Yuriko? Well, she's scared of Yuriko – she's frightened by Yuriko; because Yuriko says mean, terrible things. Yuriko belittles Jenwah every day. That's why she's frightened by Yuriko.

Does Yuriko frighten all the students in the class? Well, yeah, that's right. Actually, she does. All the students are frightened by Yuriko. They're all frightened by Yuriko. Does Yuriko frighten the teacher? No, no, AJ's not afraid of Yuriko. He's not frightened by Yuriko, but Yuriko frightens everybody else.

And, anyway, Jenwah tells AJ, "I'm frightened by Yuriko, and I'm going to quit this class." AJ says, "Jenwah, stick it out." Does AJ want Jenwah to quit the class? No, no, no, he wants her to continue with the class. He says, "Stick it out, Jenwah. Continue with the class, Jenwah." Does AJ want Jenwah to stick it out in English class? Yeah, that's right. He wants her to continue with English class. He wants her to stick it out in English class.

Does he want her to stick it out in science class? No, no, no, this is not a science class. He doesn't want her stick it out in science class. He doesn't want her to continue in science. He wants her to stick it out in English class. Does AJ want Yuriko to stick it out? No, no, no, no, the opposite, actually. He does not want Yuriko to continue with the class.

Who does he want to stick it out in class? Well, he wants Jenwah to stick it out, right? He likes

Jenwah. He wants Jenwah to stick it out in class. He wants her to continue. He does not want Yuriko to stick it out. So he tells Jenwah, "Stick it out, Jenwah. Don't worry. I will get rid of Yuriko. Then we will all be better off."

Is he going to make Yuriko leave the class? Yeah, that's right. He's going to get rid of Yuriko. He's going to make her leave. He's going to throw her away. He's going to push her out. Right? That's get rid of. Get rid of means to eliminate, to delete, to throw away. So he's going to get rid of Yuriko.

Will he get rid of Jenwah? No, no, no, he wants Jenwah to stick it out. He will get rid of Yuriko. Why will he get rid of Yuriko? Well, because Yuriko is frightening the other students, right? That's why.

After Yuriko leaves, he says, "Then we will all be better off." Will all the students have a better situation after Yuriko leaves? Yeah, that's exactly right. They'll be better off. They will have a better situation. Will the class improve after Yuriko leaves? Yes, that's exactly right. The class will be better off. The class will improve. Everyone will feel better. Everything will be better. They will be better off. They will improve and be happier after Yuriko leaves.

Will the class be better off if Jenwah leaves? No, no, no, they won't be better off if Jenwah leaves. Jenwah's a great student. She's very nice. They'll be better off if Yuriko leaves. Will the class be better off if AJ leaves? Well, maybe. You know, if they – maybe they need a better teacher. AJ's maybe not a good teacher; but, you know, in general, no, they won't be better off if AJ leaves. They'll be better off if Yuriko leaves.

Okay, so AJ says, "We'll all be better off after Yuriko leaves." The next day, AJ, the teacher, brings a gun to class (shooting sound); because he's American; and we all have guns. He points the gun at Yuriko; and he says to Yuriko, he threatens her; and he says, "Yuriko, if you come to my class again, I will kill you. Then I will take custody of your son and beat him every day."

Does AJ threaten Yuriko? Yeah, that's exactly right. AJ says he's going to hurt her, so he threatens her. He threatens Yuriko. Does AJ threaten Jenwah? No, AJ does not threaten Jenwah. AJ threatens Yuriko. Why does AJ threaten Yuriko? Well, he threatens her because he wants her to leave the class, right? He wants to frighten her. He wants her to leave the class. That's why he threatens her, and I'm using threaten as a verb here, right? This is a verb – to threaten.

Does AJ threaten other students? No, no, he only threatens Yuriko. He only says he will hurt Yuriko. He says, "Yuriko, if you come to my class again, I will kill you. Then I will take custody of your son and beat him every day." When AJ threatens Yuriko, what does he say? Well, he says he's going to kill her and take her son, take custody of her son and then beat him every day.

Will AJ take her son? Will he own her son? Yeah, that's right. He will take custody of her son. He will become the owner of her son. The government will say, "AJ, you are now the official father, the legal father." So AJ will take custody of her son after Yuriko is killed. Why will AJ take custody of her son? Well, he will take her son. He will take custody of her son so he can beat him every day. Oh, AJ's such a nice guy.

He says, "I will take custody of your son and beat him every day." Will he take custody of her

daughter? No, no, he will not take custody of her daughter. He will take custody of her son. Who's son will he take custody of? Well, he will take custody of Yuriko's son. Why will he take custody of Yuriko's son? Well, so he can beat him; and so he can threaten her.

Okay, so he says, "Leave now or I will take custody of your son and kill you! Leave the class now and never come back!" Yuriko frightened by AJ's threat. Is Yuriko scared by what AJ says? Yes, she is. She's very frightened by AJ's threat. Is Yuriko frightened by AJ's compliment? No, no, of course not. AJ did not say something nice to her. That's a compliment. She's frightened by AJ's threat.

What was AJ's threat? Now, it's a noun, right? Threat this time is a noun. Well, AJ's threat was he said he would kill her and take her son. That was AJ's threat. That's the dangerous thing AJ said he will do. Okay, AJ's threat, was it frightening? Was it scary? Now, I'm using frightening as an adjective. Yeah, AJ's threat was frightening; so Yuriko was frightened. Right? AJ's threat was frightening; so Yuriko felt frightened. Frightened is a feeling. Frightening describes a situation or a thing. So AJ's threat was very frightening, very scary.

Okay, so after AJ's threat, what does Yuriko do? Well, after AJ's threat, after she hears AJ's threat, Yuriko starts to cry, "Oh, ohhhhh, no, please, don't hurt me." Then she runs out of the class, and all the other students cheer, "Yea! We're happy."

All right, good. One more time. This time I'll pause after the key phrases. Yuriko is unfit to be a student. (Pause) Good. Yuriko is unfit to be a student. (Pause) Every day she comes to school. Then she belittles the other students. (Pause) Then she belittles the other students. (Pause) When another student makes a mistake, Yuriko yells, "Are you stupid? Do you have a mental disability? (Pause) Do you have a mental disability? (Pause) What's wrong with you, you idiot?" One day, another student named Jenwah complains to AJ, the teacher. She says, "I'm frightened by Yuriko. (Pause) I'm frightened by Yuriko. I'm going to quit this class." The teacher says, "Stick it out, Jenwah. (Pause) Stick it out, Jenwah. (Pause) Don't worry. I will get rid of Yuriko. Then we will all be better off." (Pause) Then we will all be better off. (Pause)

The next day, AJ brings a gun to school. He points the gun at Yuriko and threatens her. (Pause) He points the gun at Yuriko and threatens her. "Yuriko, if you come to my class again, I will kill you; and then I'll take custody of your son, (Pause) And then I'll take custody of your son, (Pause) and I will beat him every day. So leave now!" Yuriko is frightened by AJ's threat. (Pause) Yuriko is frightened by AJ's threat. (Pause) She starts crying, and then she runs out of the class. The other students cheer, "Yea!"

Okay, that is the end of the mini-story. Please stop now and tell all of this story yourself using the correct phrases. Okay, bye-bye.

[This is a joke of course-- Yuriko was one of my nicest and sweetest students ever ;)



## 2. Lost Custody POV

Okay, this is the point of view mini-story for Lost Custody. Let's get started. First one with the phrase "Twenty years ago."

Twenty years ago, there was a student named Yuriko. She was unfit to be a student. Every day she came to school late. Then she belittled the other students. When another student made a mistake, Yuriko yelled, "Are you stupid? Do you have a mental disability? What's wrong with you, you idiot?" One day, another student named Jenwah complained to AJ, the teacher. She said, "I'm frightened by Yuriko. I'm going to quit this class." The teacher said, "Stick it out, Jenwah. Don't worry. I will get rid of Yuriko. Then we will all be better off."

The next day, AJ, the teacher, brought a gun to class. He pointed the gun at Yuriko and threatened her. He said, "Yuriko, if you come to my class again, I will kill you; and then I will take custody of your son and beat him every day. So leave now!" Yuriko was frightened by AJ's threat. She started to cry. Then she ran out of the class. The other students cheered, "Yea, Yuriko's gone!"

Okay, the next version begins with "Since January."

Since January, there has been a new student in AJ's class. Her name is Yuriko. Yuriko is unfit to be a student. Every day she has come to school late. Then she has belittled the other students. When another student has made a mistake, Yuriko has always yelled, "Are you stupid? Do you have a mental disability? What's wrong with you, you idiot?" Well, one day, another student named Jenwah complained to AJ, the teacher. She said, "I'm frightened by Yuriko. I'm going to quit this class." The teacher said, "Stick it out, Jenwah. Don't worry. I'll get rid of Yuriko. Then we'll all be better off."

The next day, AJ brought a gun to school. He pointed the gun at Yuriko and threatened her. He said, "Yuriko, if you come to my class again, I will kill you; and then I'll take custody of your son and beat him every day. So leave now!" Yuriko was frightened by AJ's threat. She started crying, and then she ran out of the class. The other students cheered, "Yea!"

Okay, you'll notice that one I – in the beginning there – I used the have – have – she has come to school. She has belittled the other students, because those are things she did every day starting in January up until now. But I said Yuriko is unfit to be a student. I said that because that's a general statement about her that's always true. Past, present, and probably in the future, too. So I used the present tense in that one; and then I switched to the past. I said, "One day, another student named Jenwah," and now we're describing one thing that happened. It already happened. It's totally finished. So that's when I switched to simple past again.

Don't worry. Don't think about the verb tenses. Don't think about the names: present perfect, past, blah-blah-blah. Don't worry about that. Just listen for when I change. Try to get a feeling – a feeling for when I'm changing. Okay?

So listen carefully. That's your only job. Do not try to memorize the rules. Do not try to remember all those grammar rules. Just try to get a feeling for when I change the verb tenses and maybe why do I do it. That's all. That's all you need to do.



All right, next one, let's go to the future. Back to the future. "In ten years," starting with "In ten years." Here we go.

In the future, ten years from now, in ten years, there will be a class; and in the class, there will be a student named Yuriko. Yuriko will be unfit to be a student. Every day she'll come to class late. Then she'll belittle the other students. When another student makes a mistake, Yuriko will yell, "Are you stupid? Do you have a mental disability? What's wrong with you, you idiot?" Now, one day, another student named Jenwah will complain to the teacher, whose name is AJ. She'll say, "I'm frightened by Yuriko. I'm going to quit this class." The teacher'll say, "Stick it out, Jenwah. Don't worry. I'll get rid of Yuriko. Then we'll all be better off."

The next day, AJ'll bring a gun to class. He'll point the gun at Yuriko and threaten her. "Yuriko, if you come to my class again, I'll kill you; and then I'll take custody of your son and beat him every day. So leave now!" Yuriko will be frightened by AJ's threat. She'll start crying, and then she'll run out of the class. The other students will cheer, "Yea! Yuriko's gone. Yea!"

All right, that's all for the point of view stories. Please now go back. Listen to the first one, then pause and try to tell the first story yourself beginning with 20 years ago. Try to tell all the story and use the correct verbs and the correct vocabulary. Then listen to the second one starting with "Since January." Listen to it a few times, and then pause and try to tell it yourself out loud, maybe alone in your room or something.

And then, finally, listen to the third one beginning with "In ten years," or "Ten years from now"; and try to tell that one yourself, also. Okay, if you have trouble, if you can't remember exactly the words to say or you make a few mistakes, listen, just relax. Okay? Relax. It takes a little time. The most important thing is to listen very carefully, and to listen again and again and again until you are sleeping and dreaming about these stories. Then it will become automatic.

So please relax about making mistakes. This is not a test. Okay? In fact, you can only listen if you want to. If you want to, just listen. You don't need to try to tell the stories yourself. If it makes you feel stressed, if it makes you feel nervous or uncomfortable to pause and speak, then don't do it. Only tell the stories if you are relaxed about it. If you can do it and you don't worry. You don't feel nervous about making mistakes. If you feel nervous, just relax and listen only. That's fine.

Okay, I'll see you next time. Bye-bye.

## 2. Meddling Mother-In-Law MS

Hello, this is the mini-story lesson for the Meddling Mother-In-Law, Dear Abby lesson. Here we go.

There was a girl named Tomoe. One day, she took it upon herself to change her husband. Tomoe was very picky. She wanted the apartment to always be perfectly clean, but her husband was a lousy housekeeper. One day, Tomoe said, "When you do the laundry, please sort the clothes by color." Tomoe was very polite, but her husband took this the wrong way. He yelled, "Why are you criticizing me? Why do you hate me? I'm not a lousy husband." Then he jumped up and down, pulled his hair, and said, "I wash my hands of this. I will never do laundry again."

Okay, let's go back to the top – this time with questions. You can pause and answer the questions, or you can answer the question quickly in your head. Here I go. Or just listen.

There was a girl named Tomoe. One day, she took it upon herself to change her husband. Did somebody tell Tomoe to change her husband? No, no, nobody told her. She took it upon herself. Did Tomoe decide by herself to do this, to change her husband? That's right. She decided all alone. She decided herself, "I will change my husband."

Did she take it upon herself to change her mother? No, no, no, she didn't decide alone to change her mother. She decided, by herself, to change her husband. She took it upon herself to change her husband. Did she take it upon herself to clean the house? No, she didn't take it upon herself to clean the house. She didn't decide, "Ah, I will clean the house." No, she took it upon herself to change her husband.

What did she take it upon herself to do? Well, she took it upon herself to change her husband. Why did she take it upon herself to change her husband? Well, her husband was a lousy housekeeper. He was a bad housekeeper. He didn't clean the house very much. So she took it upon herself – she decided herself – to change him. She didn't ask anybody else.

Tomoe was very picky. She wanted the apartment to always be perfectly clean. Was Tomoe very relaxed about the apartment? No, no, no, no, she was not relaxed. She was very picky. Everything had to be perfect. Everything must be perfect, exactly as she wants it, exactly like she wants it.

Was Tomoe picky about her food? Must she always eat food that is perfect, exactly how she wants it? No, no, no, Tomoe's not picky about her food. She will eat any kind of food. So no problem. She's not picky about her food. Is Tomoe picky about her clothes? Was she picky about her clothes? Well, no, no, she doesn't care about clothes. She doesn't care about fashion. She will wear anything.

What was she picky about? Well, Tomoe was picky about the apartment, right? Everything in the apartment must be clean. Everything must be in the right place. Tomoe was very, very picky about the apartment, not about her food, not about clothes, not about other things. She's very picky – was very picky about the apartment.

But her husband was a lousy housekeeper. Was he a good housekeeper? No, no, no, no, he was a very bad housekeeper. Did he clean the apartment a lot? No, no, he was a lousy housekeeper. He

never cleaned the apartment. Did he do the laundry a lot? No, no, no, he never did the laundry. Was he good at doing the laundry? No, no, he was lousy. He was bad at doing the laundry.

Was he good with washing the dishes? No, no, he was lousy with the dishes, too. He was a lousy housekeeper in general. He was lousy with housekeeping. He was a lousy housekeeper.

So, finally, one day Tomoe said, "When you do the laundry, please sort the clothes by color." Did she want him to pick out the different clothes – to separate them and organize them by color? Yes, yes, of course. That's exactly what she wanted. She wanted him to sort the clothes by color. Did she want him to sort the clothes by size? Big ones here, small ones there. No, no, no, she didn't want him to sort the clothes by size.

Did she want him to sort the dishes by color? No, no, no, no, she did not want him to sort the dishes – the plates, the bowls, no. She did not want him to sort the dishes. She wanted him to sort the clothes. How did she want him to sort the clothes? Well, she wanted him to sort the clothes by color. That's how. She wanted him to sort the clothes by color.

Okay, so she wanted him to sort the clothes by color. When she said this, she was very polite, very nice. Tomoe was very polite always, but her husband took this the wrong way. Did her husband understand Tomoe exactly? No, no, he did not understand. He thought she was angry. He thought she was criticizing him. She – he thought she was attacking him. He took this the wrong way. He took her words the wrong way.

She said, "When you do the laundry, please sort the clothes by color." But her husband took this the wrong way. He misunderstood the words. Did her husband take this the wrong way? Take her words the wrong way? Yes, of course, exactly right. He took her words the wrong way.

Did her mother take it the wrong way? No, no, no, no, not her mother. She wasn't talking to her mother. Her mother didn't take it the wrong way. Her husband took it the wrong way. What did her husband take the wrong way? Well, her husband took her words the wrong way. When she said, "Please sort the clothes by color," he took that the wrong way.

After he took it the wrong way, what did he do? Well, he took it the wrong way; then he yelled, "Why are you criticizing me? Why do you hate me? I'm not a lousy husband." Did he think he was a bad husband? No, no, no, he said, "I'm not a lousy husband. I am not a bad husband. I'm not a terrible husband." So he said, "I'm not a lousy husband." He didn't think he was a lousy husband.

Did Tomoe say he was a lousy husband? No, of course not. Tomoe's polite. She didn't say that. She didn't say, "You are a lousy husband." She only said, "Please sort the clothes by color." But he took that the wrong way. Then he jumped up and down. He pulled his hair; and he said, "I wash my hands of this. I will never do laundry again."

Did her husband wash his hands of doing the dishes? No, no, no, no, he didn't decide never to do the dishes. He will continue to do the dishes. He washed his hands of doing the laundry. Did he wash his hands of all housekeeping? No, no, he didn't wash his hands of all housekeeping. He didn't quit all housekeeping. He will still do some other things, but he washed his hands of doing the laundry.

Will he ever do the laundry again? Will he ever do laundry again? No, absolutely not, no. He will never do laundry again. He washed his hands of doing laundry. He said, "I wash my hands of laundry." Yep, it means he will never do laundry again. He will never help with laundry again. He will never touch laundry again. Never.

Did he wash his hands of the relationship of his marriage? No, no, no, of course not. He didn't quit his relationship. He didn't quit his marriage. He said, "I wash my hands of laundry." He will never do laundry again.

Okay, very good. One more time up to the top. This time, if you want, if you want to practice speaking, I will pause after the key phrases. Please repeat them. When you repeat, copy my pronunciation; especially copy my intonation. When do I go up? When do I go down? And, remember, in English, we start high, ahhhhh, and we drop, ahhhhh, ahhhhh. So listen for that and copy it exactly. Here we go.

There was a girl named Tomoe. One day, she took it upon herself to change her husband. (Pause) One day, she took it upon herself to change her husband. (Pause) Very good. Tomoe was very picky. (Pause) Tomoe was very picky. (Pause) Good. She wanted the apartment to always be perfectly clean, but her husband was a lousy housekeeper. (Pause) But her husband was a lousy housekeeper. (Pause) Good.

One day, Tomoe said, "When you do the laundry, please sort the clothes by color." (Pause) Very good. "Please sort the clothes by color." (Pause) Good. Tomoe was very polite, but her husband took this the wrong way. (Pause) Good. But her husband took this the wrong way. (Pause) Very good.

He yelled, "Why are you criticizing me? Why do you hate me? I'm not a lousy husband." (Pause) Good. "I'm not a lousy husband." (Pause) Very good. Then he jumped up and down, pulled his hair, and said, "I wash my hands of this." (Pause) Good. "I wash my hands of this." (Pause) Very good. "I wash my hands of this. I will never do laundry again."

Okay, that is all. Now please pause or stop this and try to tell all of the story yourself. Use all of the new phrases, all of the key phrases; and try to tell all of the story. If you can't, don't worry. Relax. Just listen again. Try to listen to it every day.

See you next time. Bye-bye.



## 2. Meddling Mother-In-Law POV

Hello, welcome to the point of view mini-story for the Meddling Mother-In-Law lesson. Let's get started in our first version of the story. We will start with the phrase "Right now." Okay? The original story was in the past, so now we're gonna start with "Right now."

Right now, there is a girl named Tomoe. She takes it upon herself to change her husband. Tomoe is very picky. She wants the apartment to always be perfectly clean, but her husband is a lousy housekeeper. One day, Tomoe says, "When you do laundry, please sort the clothes by color." Tomoe is very polite, but her husband takes this the wrong way. He yells, "Why are you criticizing me? Why do you hate me? I'm not a lousy husband." Then he jumps up and down, pulls his hair, and says, "I wash my hands of this. I will never do laundry again."

All right, very good. Now let's change the story a little bit. We're gonna start the story with the phrase "Since last April." Starting in last April, continuing until now. Since last April. Okay.

There's a girl named Tomoe. Since last April, she has taken it upon herself to change her husband. Since that time, Tomoe has been very, very picky. She has wanted the apartment to always be perfectly clean, but her husband has always been a lousy housekeeper. One day, Tomoe said, "When you do the laundry, please sort the clothes by color." At that time, Tomoe was very polite; but her husband took it the wrong way. He yelled, "Why are you criticizing me? Why do you hate me? I'm not a lousy husband." Then he jumped up and down, pulled his hair, and said, "I wash my hands of this. I will never do laundry again."

Okay, did you notice, again, this happens a lot when we begin something with the perfect tenses. We often switch to another tense, often to the past tense. So we talked about one day – I'm sorry, I didn't say one day. Tomoe has taken it upon herself to change her husband. It means she started trying to change him last April. She has continued trying to change him until now, or until this day where they had the argument.

Right, it started in the past; and it continued. So we say, "She has taken it upon herself." Has taken. And we say, "Tomoe has been very picky." This gives the idea that something changed. Maybe in April, something happened; because, before April, maybe she wasn't picky; but since April, she has been very picky. Starting in April until now. You get the idea. But then when I say, "One day, Tomoe said," okay, one day is your clue. One day tells you, "Aha, it happened; and it's finished; so switch to the past tense."

All right, and now let's do our little – we can imagine we're telling a story about the future. Maybe it's a movie idea. Maybe it's any kind of story; but that's going to happen. Here we go.

There will be a girl named Tomoe. One day in the future, she will take it upon herself to change her husband. Tomoe'll be very picky. She'll want the apartment to always be perfectly clean, but her husband'll be a lousy housekeeper. One day, Tomoe'll say, "When you do laundry, please sort the clothes by color." Tomoe will be very polite, but her husband will take it the wrong way. He'll yell, "Why are you criticizing me? Why do you hate me? I'm not a lousy husband." Then he'll jump up and down, pull his hair, and say, "I wash my hands of this. I'll never do laundry again."

Okay, in that story, you heard – sometimes it's hard to hear the future, right? In the textbooks they tell you to say will – will – will – will. He will do this. He will yell. I will go. But, in fact, when we speak, we don't usually say will. Right? We put – we combine it. We just say 'll, 'll. There'll be a girl named Tomoe. Right? There will be a girl. There'll – there'll – there'll be a girl.

One day, she'll take it upon herself. Right? Not she will. She'll. It's a contraction. We're putting the two sounds together. Tomoe'll be very picky. Right? Instead of saying Tomoe will be very picky, we can say, "Tomoe'll be very picky." Right? We cut off the W I. Instead of saying "wi," we just say 'll." Tomoe'll be very picky.

She'll want the apartment to be clean always. Not she will. She'll. Her husband'll be a lousy housekeeper. Not her husband will be. Her husband'll – husband'll. Okay? Now this is not correct for writing. With writing, we don't usually say husband'll; but in speech, in conversation, especially native speakers speaking quickly, they will say 'll – 'll. Her husband'll be very bad. Her husband'll be a bad housekeeper.

One day, Tomoe'll say, Tomoe'll say – did you hear that? Tomoe'll say – not Tomoe will say. Tomoe'll say – then we switch to the present tense; because it's a quote. "When you do laundry, please sort the clothes by color." Tomoe'll be very polite. Tomoe'll – Tomoe'll be very polite, but her husband'll take it the wrong way. Her husband will take it the wrong way. He'll yell, not he will yell. He'll yell, "Why are you criticizing me?" Etc., etc. Then he'll jump up and down. He'll pull his hair, and will say – and'll say – you could even do that. And'll say – and'll say – and will say, "I wash my hands of this. I will never do laundry again."

So listen for that. You know, the English you get in textbooks, in CD – on CDs, in schools, it's a formal style of English. It's also really a written kind of English. So you're learning to speak written English from these books; and, you know, that's okay; but it's not how we really speak. It is not how Americans actually speak.

You'll never see in a textbook husband'll. The husband'll be good. The husband'll go to the store. You'll never see that in the textbook; but, in fact, that's exactly what we say every day – husband'll. Tomoe'll. He'll. So listen for that when you listen to our movie lessons, when you listen to my commentaries, when you listen to these mini-stories. I'll try to use this more normal conversation style so you can begin to understand it and use it.

Okay, that's all. As usual, listen to each version. Then pause and try to tell the story yourself. All of it using the correct grammar, the correct verb tenses; and try to use the correct pronunciation when you do this future one, especially. Try to use 'll – 'll – 'll instead of will.

Okay, see you next time. Bye-bye.





## 2. Nudist MS

Okay, welcome to the mini-story lesson for Nudist. Let's get started.

Sarah longs for a fella named Bobby. She loves him deeply; but Bobby lives in Norway; and Sarah lives in San Francisco. Every day, Sarah thinks about Bobby and feels unsettled. Finally, she decides she must see him to be happy. She flies to Norway to retrieve him and bring him back to San Francisco. She spots him at a beach. She wants to run to him, but she hesitates because he's in the buff. She's shocked and startled because he's with a beautiful, busty woman who is also in the buff. Sarah starts to cry. (Crying sound) Then she runs away. She returns to San Francisco. Sarah and Bobby never cross paths again.

All right, let's go up to the top with questions.

Sarah longs for a fella named Bobby. Sarah longs for Bobby. Does she want him very, very much? Yes, that's right. She longs for him. She wants him very, very much. She thinks about him all the time. She longs for him. Does Sarah long for David? Does she want David a lot? No, no, no, she doesn't long for David. She longs for Bobby. She really wants Bobby. She really, really needs and wants Bobby. She longs for Bobby.

Sarah longs for a fella named Bobby. Does she long for a man named Bobby? Yes, exactly right. She longs for – she wants a man named Bobby. Does she want a guy named Bobby? Yes, that's right. She wants a fella named Bobby. She wants a fella named Bobby. Does she long for a fella named Jim? No, she doesn't want a fella, a guy named Jim. Does she want a guy – does she want a fella named AJ? Oh, no, no, no, she doesn't want a fella named AJ. She wants a fella named Bobby.

Why does she want a fella named Bobby? Well, she wants a fella, a guy, named Bobby because she loves him deeply, very much. But there's a problem. Bobby lives in Norway, and Sarah lives in San Francisco. However, every day Sarah thinks about Bobby; and she feels unsettled. Does she feel very, very, very upset? Well, actually, no, no. Unsettled does not mean very, very upset. It means just a little upset. She feels a little strange, a little upset, a little nervous and sad, maybe. So she feels unsettled. She feels a little wrong, but not a lot.

Still, every day she feels unsettled. Does she feel unsettled only on Monday? No, no, no, she doesn't feel a little bad on Monday only. She feels unsettled every day. She feels a little bit strange, a little bad every day. Why does she feel unsettled? Well, she feels unsettled – she feels a little bad because she misses Bobby. She's thinking about Bobby. She loves Bobby; but Bobby is in San Francisco – I mean in Norway; and she is in San Francisco. Right? They live apart. They live far away.

That's why she feels unsettled. Does she feel unsettled because she ate something bad? No, no, she didn't eat anything bad. Her stomach's okay. She feels unsettled because she misses Bobby. She's sad about Bobby. Well, she feels unsettled every day, every day; every day she feels unsettled.

Finally, she decides she must see him – she must see Bobby to be happy. So she flies to Norway to

retrieve him. Does she plan to stay in Norway? No, no, she wants to retrieve him. She wants to get Bobby and bring him back to San Francisco. Right. She doesn't wanna stay in Norway. She wants to retrieve him – get him and bring him back to San Francisco.

Does she want to retrieve her brother? No, no, no, she's not trying to get her brother and bring him back to San Francisco. She wants to retrieve Bobby, right? Why does she want to retrieve Bobby? Well, she wants to retrieve him; because she loves him and misses him. She wants him to come back to San Francisco. So she wants to retrieve Bobby.

When she flies to Norway, who does she want to retrieve? Well, she flies to Norway to retrieve Bobby. Okay, very good. She flies to Norway to retrieve Bobby and bring him back to San Francisco. She looks for him everywhere – in the cities, everywhere; but, finally, she spots him at a beach. Does she see him at a beach? Yes, that's exactly right. She spots him at a beach. She sees him at a beach.

Maybe the beach has many people. She's looking. She's looking. Ah, finally, she spots him. Does she spot him in the city? No, no, no, she does not see him – she does not spot him in the city. Does she spot him in a car? No, she does not spot him in a car. Where does she spot him? Well, she spots him at a beach.

When she spots him, is he alone? No, no, she spots him with another woman. Right? Who does she spot at the beach? Well, she spots Bobby at the beach, right? And when she spots him, when she sees him, she wants to run to him, but she hesitates. Why does she hesitate? She hesitates because he's in the buff. He's naked. He has no clothes.

Does she wait? Does she stop, or does she run to him immediately? Well, she hesitates. She waits, right? She wants to run to him. She starts to go, but then she stops. She waits. She hesitates. She hesitates to run. Why does she hesitate to run to Bobby? Well, she hesitates because he's in the buff. He's naked. Is he wearing clothes? No, no, he's in the buff. No clothes.

Is Bobby wearing a swimsuit? No, Bobby is not wearing a swimsuit. He is in the buff. He's in the buff. He is naked. He has no clothes. Does Sarah see other people in the buff? Yes, she does. She sees another person. She sees a beautiful, busty woman who is also in the buff. Does this woman have large breasts? Yes, she does, in fact. She's a busty woman. She's a busty woman. Does the woman have a flat chest, a flat chest, very small breasts? No, no, no, she's a busty woman. She has large breasts. She's a very busty woman.

Does Sarah hesitate because she sees Bobby naked with a busty woman? Yeah, that's right. That's exactly why she waits. That's exactly why she hesitates. She hesitates because she sees him in the buff, and he is with a busty woman who is also in the buff – who also has no clothes. That's why she hesitates and waits.

After she hesitates, what does Sarah do? Well, after she hesitates, (gasp) she sees him; and then she starts to cry. (Crying sound) "Oh, no." Sarah starts to cry. Then she runs away. She does not run to Bobby. She runs away. She returns to San Francisco alone. Sarah and Bobby never cross paths again.

In the future, do Sarah and Bobby meet again? No, they never meet again. They never cross paths again. Do they see each other again sometime in the future? No, no, no, they never cross paths again. They never meet again. They never see each other again. Does Sarah cross paths with Bobby again? Nooooo, she never crossed paths – crosses paths with Bobby again. Sarah never crosses paths with Bobby again.

Does Sarah cross paths with the naked woman again? Does she cross paths with the naked woman, the busty woman again? Well, maybe, but, no, actually, no, she doesn't. She never sees the busty naked woman – the busty woman in the buff – never sees her again, either. She never crosses paths with Bobby or with the naked woman.

Does Sarah cross paths with her mother in the future? Well, yes, yes, probably, of course. She needs her mother a lot. She crosses paths with her mother many times, so they always cross paths. No problem. But she never crosses paths with Bobby again. Sarah and Bobby never cross paths again. They never meet again.

All right, let's go back to the beginning. This time I'll pause after the key words, the key phrases. Please repeat the phrase after me. Don't only repeat. Please copy my pronunciation. Listen for my intonation. When do I go up, and when do I streeeeetch, and when do I drop? Uhhhhh, uhhhhh. Listen for that and copy it. Here we go.

Sarah longs for a fella named Bobby. (Pause) Sarah longs for a fella named Bobby. (Pause) Good. She loves him deeply; but Bobby lives in Norway; and Sarah lives in San Francisco. Every day, Sarah thinks about Bobby and feels unsettled. (Pause) Every day, Sarah thinks about Bobby and feels unsettled. (Pause)

Finally, she decides she must see him to be happy. She flies to Norway to retrieve him. (Pause) She flies to Norway to retrieve him. (Pause) Good. She flies to Norway to retrieve him and bring him back to San Francisco. She spots him at a beach. (Pause) Good. She spots him at a beach. (Pause) Good. Copy that intonation. Um-um-um-um-um-um. She spots him at a beach.

She wants to run to him, but she hesitates. (Pause) She wants to run to him, but she hesitates. (Pause) Good. She hesitates because he's in the buff. (Pause) She hesitates because he's in the buff. (Pause) Very good. She's shocked and startled. (Pause) She's shocked and startled. (Pause) Good. She's shocked and startled – she's surprised – because he's with a beautiful, busty woman. (Pause) Good. Because he's with a beautiful, busy woman. (Pause) Good.

She's started because he's with a beautiful, busty woman who is also in the buff. (Pause) Good. She's startled because he's with a beautiful, busty woman who is also in the buff. (Pause) Sarah starts to cry. (Crying sound) Then she runs away. She returns to San Francisco. Sarah and Bobby never cross paths again. (Pause) Good. Sarah and Bobby never cross paths again. (Pause)

Okay, very good. Please pause and tell all of the story again. Tell the entire story. Try to use all the new phrases and vocabulary. All right. I will see you next time. When you finish, go to the point of view story. Bye-bye.

## 2. Nudist POV

Okay, let's get started. It's the point of view mini-stories for the Nudist lesson. Are you ready? First, we're gonna go back to the past – last week.

Last week, Sarah longed for a fella named Bobby. She loved him deeply; but Bobby lived in Norway; and Sarah lived in San Francisco. Sarah thought about Bobby every day and felt unsettled. Finally, she decided she must see him to be happy. She flew to Norway to retrieve him and bring him back to San Francisco. She spotted him at a beach. She wanted to run to him, but she hesitated because he was in the buff. She was shocked and startled because he was with a beautiful, busty woman who was also in the buff. Sarah started to cry. (Crying sound) Then she ran away. She returned to San Francisco just yesterday. Sarah and Bobby never crossed paths again.

All right, very nice. Let's do another one now. We're gonna start with since middle school – since middle school for version No. 2.

Since middle school, Sarah has longed for a fella named Bobby. She has loved him deeply all that time, since middle school until now; but Bobby has lived in Norway for ten years; and Sarah has lived in San Francisco. Every day, Sarah has thought about Bobby and has felt unsettled. Well, finally one day, she decided she must see him to be happy. So she flew to Norway to retrieve him and bring him back to San Francisco. She spotted him at a beach one day. She wanted to run to him, but she hesitated because he was in the buff. She was shocked and startled because he was with a beautiful, busty woman who was also in the buff. Sarah started to cry. (Crying sound) Then she ran away. She returned to San Francisco. Sarah and Bobby never crossed paths again.

Okay, as always, you can see – this happens a lot when we start with since middle school, since one year ago. Often we have to switch to the past tense again when we talk about a specific event, right? Specific events usually start. They happen, and then they stop. It's all finished in the past. When we talk about, you know, one day or one week or one time, oh, that tells you, "Ah, time to use the past." But if we say since middle school, since 2006, you know, until five years ago, well, then that tells us, "Oh, maybe we better starting using have, have gone, have gone, or has gone, or had gone."

Okay, third version. Let's go to the future. Into the future. Into the future, next year, here's my idea for a story. It's a story that will happen next year.

There will be a woman named Sarah. Sarah will long for a fella named Bobby. She'll love him deeply; but Bobby'll live in Norway; and Sarah will live in San Francisco. Every day, Sarah'll think about Bobby, and she'll feel unsettled. Finally, she'll decide she must see him to be happy. She'll fly to Norway to retrieve him and bring him back to San Francisco. She'll spot him at a beach. She'll want to run to him, but she'll hesitate because he'll be in the buff. She'll be shocked and startled because he'll also be with a beautiful, busty woman who'll be in the buff. Sarah'll start to cry. Then she'll run away. She'll return to San Francisco. Sarah and Bobby will never cross paths again.

All right, those are our three versions. Please listen to them many times. When you understand them, when you know them well, pause after each version and tell all of the story yourself. Tell it starting with last week or last year or ten years ago. That's version one; and then tell it again start-

ing with since middle school, or since high school, or since 2002. That's version No. 2, and then tell it again in the future next year, in the year 2010, or next month.

Okay? Practice all three versions, and that's all.

## 2. Obsessive Behavior MS

Okay, welcome to the mini-story for Obsessive Behavior lesson. Let's get started.

Cathy always obsesses about English. She constantly worries about taking the TOEFL test. When she worries, she always rubs her hands together. They are always chaffed. Her friend, Gabriel, is the opposite. He always opts to remain relaxed. He always reprimands Cathy. "Cathy, stop obsessing about English, damn it." Cathy never stands up to Gabriel directly. She just says, "I'm sorry. Please don't be mad." Then she says, "Um, but let's go the library now and study English, please." Gabriel always nixes this idea. "Hell, no, we're not studying English." Cathy feels unsettled; but she says, hesitantly, "Okay." However, in her head, she silently starts to review English grammar. Then she feels much better.

Okay, again, this time with questions. Back to the top.

Cathy always obsesses about English. Does she think about English all the time? Yes, that's right. She always thinks about English. Does she think about English in the morning? Yeah, that's right. She always obsesses about English in the morning. Does she think about English during the day? Yes, that's right. She's obsessing about English, right? Always obsesses about English; so she thinks about English in the morning, in the afternoon, at night before she goes to sleep. She obsesses about English.

Does she obsess about French? No, no, no, she doesn't care about French. She doesn't always think about French. She obsesses about English. Who always obsesses about English? Well, Cathy always obsesses about English. Does Gabriel always obsess about English? No, no, Gabriel doesn't always obsess about English. Cathy always obsesses about English.

She constantly worries about taking the TOEFL test. Does she obsess about the TOEFL test? Yes, yes, she's always obsessed with the TOEFL test. She always obsesses about the TOEFL test. When she worries, she always rubs her hands together. Right? She's always rubbing her hands together when she worries about English, when she obsesses about English.

Because she always rubs her hands together, they are always chaffed. Are her hands always red? Yes, that's right. Her hands are always chaffed. The skin is always red. Is the skin always a little painful? Yeah, that's right. Her hands are always chaffed, so her hands are always a little painful. The skin is painful. The skin is a little bit red. Why are her hands always chaffed? Well, they're always chaffed because she rubs them together when she worries – when she worries about English.

Are they chaffed because she washes her hands too much? No, no, that's not why they're chaffed. Her hands are not chaffed because she washes her hands too much. They're chaffed because she rubs her hands together too much. They're chaffed because she rubs her hands together. That's why they're red and painful.

Now, her friend, Gabriel, is the opposite. He always opts to remain relaxed. Does he choose to remain relaxed? Yeah, that's right. He opts to be relaxed. He chooses to be relaxed. To opt to means to choose. Now, we usually use opt to with an action. Opt to run. Opt to go shopping. Opt



to stay relaxed. It goes with the verb. If you're choosing two things, if you have a red phone and a blue phone, you don't say, "I opt the red phone."

You might say, "I opt for the red phone." If you say that, then it's okay; but, usually, we use it with verbs. You opt to do something. I opt to buy the red phone. We would say that. That would be okay. So he opts to stay relaxed. Does Cathy opt to stay relaxed? Does she choose to be relaxed? No, Cathy does not opt to stay relaxed. She always opts to be worried. She always obsesses about English, but Gabriel opts to remain relaxed.

He chooses to remain relaxed, and he always reprimands Cathy. Does he criticize Cathy's obsession? Obsession's a noun. Does he criticize Cathy's obsession – Cathy's worrying? Yeah, that's right. He reprimands Cathy. Does he tell her she's wrong, that she's doing something bad? Yeah, that's right. He reprimands Cathy. He tells her, "Stop obsessing about English, damn it." Right? He reprimands her.

He criticizes her and tells her she's doing something wrong. Does Gabriel reprimand his mother? No, no, Gabriel does not reprimand his mother. Who does Gabriel reprimand? Gabriel reprimands Cathy. Why does he reprimand Cathy? Well, he reprimands Cathy because she worries about English too much. She obsesses about English.

Does he reprimand Cathy all the time? Well, no, he doesn't reprimand Cathy all the time. When does he reprimand Cathy? Well, he reprimands Cathy when she talks about English, when she wants to study English, and when she rubs her hands together. Then he reprimands her.

How does he reprimand her? What does he say? Well, he reprimands her by saying, "Cathy, stop obsessing about English, damn it." But Cathy never stands up to Gabriel. Does Cathy argue with Gabriel? No, no, she does not stand up to Gabriel. Does she disagree with Gabriel directly? No, no, she never says something to him. She never disagrees. She never argues. She does not stand up to Gabriel.

Does Cathy stand up to other people? Well, we don't know. Maybe she stands up to other people. Maybe she will argue with her mom or her other friends, but she won't stand up to Gabriel. When Gabriel reprimands her, does she stand up to him? No, she doesn't. She does not stand up to Gabriel. He says, "Stop obsessing about English," while she doesn't argue with him.

What does she say? Since she doesn't stand up to him, she just says, "I'm sorry. Please don't be mad." But then later she says, "Um, but, um, let's go the library now and study English, please." Gabriel gets angry. Gabriel always nixes this idea. Does Gabriel agree with the idea? No, no, he nixes the idea, right? He shoots the idea down. He destroys the idea. He immediately says no. He says, "No, we are not studying English." He nixes the idea.

Does he nix all of Cathy's ideas? No, no, no, he doesn't nix all of Cathy's ideas. He only nixes her idea to study English. When she wants to study English, he always nixes the idea. He always says no immediately. "No, we're not studying English."

Does Gabriel nix Bob's idea? No, no, no, he doesn't nix Bob's idea. He nixes Cathy's idea, right? Gabriel nixes Cathy's idea, not Bob's idea; and when he nixes her idea, what does he say? Well,

Gabriel always nixes the idea and says, “Hell, no, we’re not studying English.”

How does Cathy feel when this happens? Well, Cathy feels unsettled, right? She feels a little strange, a little uncomfortable. Does she feel very, very, very upset? No, she doesn’t. She feels just unsettled, a little upset; and then when she feels unsettled, she says, hesitantly, “Okay. Um, it’s okay.” However, in her head, silently in her head, she is thinking about grammar; and she is reviewing English grammar. Then she feels much better.

When she says okay, does she say it strongly and quickly? No, no, no, she does not. She says it hesitantly. She stops and she starts. She’s not sure. She says, “Uh-uh-uh-uh-uh, oh, okay.” She says it hesitantly, right? When Cathy says okay, she does not say it directly. She says it very, very hesitantly. What does she say hesitantly? Well, she says, “Okay,” hesitantly.

All right. So let’s go back to the top again; and this time, I’m going to pause after key phrases. Please copy my pronunciation. Remember, this is not just repeating words. Repeating words does not help. You need to copy my pronunciation. When I go up, you should go up. When I go down, you should go down. Copy my intonation very carefully. Okay, let’s go to the top. Here we go.

Cathy always obsesses about English. (Pause) Good. Cathy always obsesses about English. (Pause) She constantly worries about taking the TOEFL test. When she worries, she always rubs her hands together. They are always chaffed. (Pause) Good. They are always chaffed. (Pause) Her friend, Gabriel, is the opposite. He always opts to remain relaxed. (Pause) He always opts to remain relaxed. (Pause) Good. He always reprimands Cathy. (Pause) He always reprimands Cathy. (Pause) He says, “Stop obsessing about English, damn it.” (Pause) He says, “Stop obsessing about English, damn it.” (Pause) Good.

Cathy never stands up to Gabriel. (Pause) Cathy never stands up to Gabriel. (Pause) She just says, “I’m sorry. Don’t be mad.” Then she says, “But, um, but let’s go the library now and study English, please.” Gabriel always nixes this idea. (Pause) Gabriel always nixes this idea. (Pause) He says, “Hell, no, we’re not studying English.” Cathy feels unsettled. (Pause) Cathy feels unsettled. (Pause) But she says, hesitantly, “Okay.” (Pause) But she says, hesitantly, “Okay.” (Pause) However, in her head, quietly, she starts to review English grammar. Then she feels much better.

Okay, that is all for this mini-story. Please pause now and try to tell all of the story yourself. Say it out loud, not silently. Say it out loud, speak it out loud. Try to tell all of the story using the new vocabulary and, also, using the correct pronunciation, the correct intonation. If this is difficult, if you cannot do it, no problem. Just listen again. Listen again, listen again. Listening is most important.

Okay, good luck. On to the point of view mini-stories. Bye-bye.

# Effortless English

## Day of the Dead

I arrive in Guatemala on The Day of the Dead, November 1st. I'm curious about this holiday, so I go to the **cemetery** to see what's happening. What I find is quite interesting.

The **atmosphere** is like a party. There are people everywhere. Families are sitting around the **graves** of their dead **ancestors**. They clean the graves and add fresh flowers. I walk through the cemetery and admire the beauty of all the colorful flowers.

There is also color in the sky, because many kids are flying **kites**. Some families are having a picnic next to the graves. They eat, drink, and chat together. People laugh and smile.

In the United States, cemeteries are always **somber**. We certainly never have festivals or parties next to graves. We don't laugh or play music or fly kites in cemeteries either.

I **find that** I prefer the Guatemalan **approach**. I like the way they remember and celebrate those who have **passed away**. I like that they acknowledge death, instead of denying it the way Americans do. I like that there is life, as well as death, in their cemeteries.

Guatemalans call it "The Day of the Dead", but it is also a day to appreciate life.

# Effortless English

## A Kiss

<b>huge:</b> adj. very very big	Carlos buys a new car. It's a very expensive car. It's a <b>huge</b> , blue, fast car. While driving down the street, Carlos sees a girl on a bicycle. She has long blond hair and is beautiful.
<b>What's up:</b> a greeting, "hello"	He yells to her, " <b>What's up?</b> "
<b>ignores:</b> v. doesn't listen to	She <b>ignores</b> him.
<b>How's it going:</b> a greeting, "How are you?"	He yells, " <b>How's it going?</b> "
<b>keeps:</b> v. continues	She <b>keeps</b> going and ignores him.
<b>That's it:</b> idiom. "That is all", there is no more, that is everything	He yells, "Hey, why won't you talk to me? I want to go to dinner with you. I'll take you to an expensive restaurant."

The girl turns, gets off the bike, and looks at him. She says, "I don't want to go to dinner. But if you give me your car, I will give you a surprise."

### Past Tense Verb Forms

buys: bought	Carlos says, "OK!" He jumps out of the car. He gives her the keys and says, "Here are the keys."
is: was	
driving: was driving	The beautiful blond takes the keys and then kisses Carlos on the cheek. Then she jumps into the car and drives away.
drive: drove	
sees: saw	Carlos stands on the sidewalk. Now he has no car and no girl. He says, " <b>That's it</b> , just a kiss on the cheek?"
has: had	
yells: yelled	He gets on her bike and rides home.
ignores: ignored	
keeps: kept	
turns: turned	
looks: looked	
says: said	
jumps: jumped	
gives: gave	
takes: took	
kisses: kissed	
drives: drove	
stands: stood	
gets on: got on	
rides: rode	

# Effortless English

## Bubba's Food

Sara Smith, who lives in San Francisco, went shopping for cat food.

Sara is 30, and lives at 3037 Market St. She **has lived** there since 1990. Sara is married. She is married to a man named John. She **has been** married for 7 years.

They have two children, and one very big cat. Their son Bob is five years old and their daughter Nancy is three. Their cat, Bubba, is 2 years old. Bubba is **huge**. He weighs 258 pounds (117 kilos)!

At 9am, Sara **got into** her car and **drove** to the pet store. She **bought** 68 bags of cat food for \$10 each plus tax. The regular price was \$15, so she **got a good deal**. The total was \$680. She paid by credit card.

**On her way home**, Sara stopped at a convenience store to buy milk. Bubba loves milk. The milk was \$3.00 for one gallon, and Sara bought 30 gallons. She paid \$100 and got \$10 **back in change**.

Sara **got home** at 11 a.m. Bubba was waiting at the door. He was very hungry.

# Effortless English

## Changed

NO AFFECTION ANYMORE

DEAR ABBY:

My husband of 39 years **no longer hugs** me or shows me any **affection**. I have **seen him through** cancer and diabetes. We have four grown children, and we have been **seeing** a **therapist** for a year and a half. He is kind, generous and friendly, but there are no **compliments** or any of the **flirtatious banter** we used to enjoy.

He **swears** he's not **having an affair**, and he doesn't know why he has changed. Perhaps you do?

-- GRACE IN PHOENIX

# Effortless English

## Drag

HIGH PRICE OF MOM'S HELP IS **DRAG** ON FAMILY BUSINESS

DEAR ABBY:

Twenty years ago, my sister and I bought a business from our mother. We all love and respect one another and get along well. We will be finished **paying off** the business in two years.

Our problem: Mom, who is now 77, still **draws a salary** from us **above and beyond** the payment for the business. Her **workload** has **lessened** greatly, as it should. She could do all of her work in one day and lessen the **burden** of her salary. However, she says she'd "go crazy" if she **retired**. We don't want that. She could still come in as often as she wants and do her personal paperwork, banking, letter-writing, reading, etc. These are all things she does at "work" -- **on the clock**.

If we try to discuss this, Mom gets hurt and says, "Just let me know when I'm not worth the money." We don't want to do that. We would hope she would see the fairness of this and suggest it herself.

Business **expenses** are **going through the roof**, and there are **updates** we should make, but we can't do it as long as we are paying Mom at the level we are, **on top of** the money for the **buy-out**.

-- DAUGHTERS DEAREST







# Effortless English

## Intimacy

DEAR ABBY:

My husband, "James," and I have been married only three years. We are both **in our 20s**. Everything is really great between us -- except our sex life. **As far as he is concerned** that's fine, too, but I am not **satisfied**. It may seem **odd** to hear the female wants to have sex more **frequently** than a young and healthy **male**, but that's **the case** in our relationship.

Abby, I **work with the public** and I get frequent **remarks** about what a beautiful woman I am. This makes it hard for me to believe that I don't attract him at all. I have **expressed** many times that I wish we were more **intimate**. I have even expressed it to him in more than one letter, hoping **to reach him**.

I am **at a total loss** as to how to make him realize how important this is to me. Is there something wrong with my body? I just don't know who **to turn to** for advice on this subject. Please help me.

-- **SHORT ON INTIMACY IN OHIO**

# Effortless English

## Secret Love

WOMAN HESITATES TO REVEAL SECRET LOVE FOR COLLEAGUE

DEAR ABBY:

I am a single woman in my early 30s who has never been married. I recently fell in love with a wonderful man **with whom** I spend a great deal of time. He is **unaware** of the **intensity** of my feelings, and I'm afraid of telling him out of **fear of rejection**.

There are a couple of additional **concerns**: He is 15 years my **senior** and a medical doctor. I am a social worker in a lower **economic class**. In addition, we are of different religions, but we have similar spiritual beliefs and **values**. He is also my co-worker.

I am very interested in **pursuing a deeper relationship** with this man, but would like to hear your advice first. Thank you for your **thoughts** on this.

-- **LONGING FOR MORE IN CHICAGO**

# Effortless English

## The Race

It's 5 o'clock and Allen is riding his motorcycle in San Francisco. He is riding down Van Ness street and comes to a **stop light**.

A red Ferrari **pulls up** next to him. The driver's wearing dark sun glasses. He **looks over** at Allen. Allen looks at him and realizes that the driver is Tom Cruise!

Tom **sneers** at Allen. He says, "When the light turns green, let's race".

Allen says, "Alright, **you're on!**"

Tom says, "I'm gonna **smoke you, sucka!**"

Allen says, "You wish. I'm gonna beat you and your **sorry-ass** car".

Allen and Tom wait at the light. They **rev their engines**.

Suddenly, the light turns green. Allen and Tom **take off!** They **zoom** down Van Ness at top speed. Tom is winning.

But suddenly, blue and red lights appear behind Tom-- its the police. They **pull him over**.

Allen zooms past Tom, laughing. He yells, "**Better luck next time!**"

Allen is the winner!

# Effortless English

## Bad Choices

**Publish Date:** April 6, 2007

Dear Dr. Tracy,

I am a 33 year old **divorced** woman with four kids. I was married for 12 years and I have been divorced for **approximately** 3 years. I met my new boyfriend during my divorce. We **hit it off** and have been together ever since. He is a 44 year old divorced man. When I met him he had been divorced for 2 years. Well, I met his ex-wife and she seemed to be an okay person. What I found out 3 months into my relationship with him was that he was **fooling around with** his ex-wife again-- who also at this time had a boyfriend of her own. I **figured** that since I did not have **a committed relationship** with him, I **had no place to** say anything. The problem is it continued further into our relationship, up to the point when I found out I was pregnant. At the same time I found out that he and his ex-wife planned to go to his **family reunion** together. Of course before all of this, I drove by his house one night and saw her car parked outside his home. The **excuse** I got after all of this was that they were considering getting back together. I thought it was very funny that as soon as she met me, she found interest in him again.

I guess my **issue** is the fact that now I am still in this relationship. I have brought a child into this **nonsense** and I hate the fact that he keeps in contact with her. My boyfriend has taken responsibility for her son from a previous relationship. His **excuse** for having so much contact with his ex-wife is because of that boy. I know this is not true but I have no real proof otherwise. I have also **dealt with** him taking women to hotels and **my gut tells me** it was her, but he promises it was not her.

I have tried **to get over** all the cheating. I know that she is very close to his family and I also know that his family does not like me because I **stand up for myself**. I guess **the bottom line** is knowing how much contact his ex-wife has with him and the fact that he knows I **can't stand** her. Am I in a weird relationship with a man that **wants to have his cake and eat it too**? Or am I being **paranoid** and need to trust him when he says he does not want her. I have never had so much **animosity** towards two people in my life. I do love this man, but I feel like I have put myself back in an unhealthy relationship with a man that is trying to lie to me.

To be totally honest, now that I have his child I even hate the fact that he helps her son. She never has to ask for anything regarding that boy, but I have to constantly remind him when our son needs something. He does it for the other boy without thinking, but my son is a second thought even when I have said, "Look at your son. He is in **dire** need". I was married to a cheating man and **hooked up with** another cheating man. I wonder if it's just my bad choices in men.

# Effortless English

## Double Standard

**Publish Date:** April 8, 2007

### FAMILY IS UNEASY WHEN ONE SISTER DATES OTHER'S EX-LOVER

DEAR ABBY:

My sister, "Jane," and I are both in our mid-50s. Jane has had **numerous affairs** over the past several years after her third divorce, and was involved in an "**intimate relationship**" with a terrific man, "Will," that **lasted** about three months. Jane broke up with Will several months after she decided he **wasn't what she was looking for**, and she's presently engaged to be married to a very nice man ("Sam") and seems very happy.

I dated Will several times before he and Jane **became involved**. We weren't **intimate** at that time, and we started seeing each other again over the last month. This time we have fallen in love.

My problem is Jane is upset that Will and I are together and says I have "**betrayed**" her. She is worried about having her former and current lovers present at family gatherings, and our parents are also concerned. They say it's "just **weird**." The fact that my sister was **intimate** with Will doesn't bother me or Will, but it sure bothers them.

Abby, I have always been the "good girl" in the family and **bowed to their pressure**, but my relationship with Will is more than I could have ever imagined, and I don't want to give up my future happiness just to make my sister and my parents more comfortable. My adult children have all met and approve of Will and our relationship, but Jane and my parents **won't budge**. Any suggestions?

-- WANTS WILL IN WALLA WALLA, WASH.

DEAR WANTS WILL: Perhaps it's time to stop being the "good girl," begin acting like a woman who knows what she wants, and **confront** the **double standard** in your family. If your sister was "sophisticated" enough to have serial affairs, and your parents have been so **worldly** they have **turned a blind eye to it**, then they should all be adult enough to realize that you are entitled to your happiness, too.

Although this may make for some awkward first few family gatherings, as grown-ups, everyone should be able to **get past it**. But if they can't, you are going to have to decide whether you want this man, or to be a **people-pleaser** for the rest of your life.



# Effortless English

## Greek Family

**Publish Date:** April 1, 2007

**WOMAN WILL NEVER BE GREEK ENOUGH FOR HUSBAND'S FAMILY**

DEAR ABBY:

I married a Greek man whose family never accepted me. Being young and **naive**, I tried everything to fit in, **converting** from Catholicism **to** the Greek Orthodox **faith**, attending all family functions, including them in our lives. It was never enough.

My husband and I traveled to Crete with his family to visit his **relatives** there, and some **extended family** members **refused to** share the dinner table with me because I was not Greek. One of those family members was a priest!

Our daughter, "Athena," was born four years later. What **broke the camel's back** for me was a Christmas dinner when she was 6. My father-in-law gave cards with \$100 to all the grandchildren **of Greek heritage**. Athena received nothing and cried for hours wanting to know why her grandfather didn't love her. My husband just tried to stay **neutral**.

Abby, how far should someone have to go to fit in with their husband's family?

-- IRISH AGAIN IN NEW HAMPSHIRE

# Effortless English

## Longtime Affair

LONGTIME AFFAIR APPEARS SET TO LAST FOR LONG TIME TO COME

DEAR ABBY:

I'm married; he's married. We're in love and have been for eight years. We've tried **breaking it off** several times over the years, but a force bigger than both of us keeps bringing us back together.

I never believed in **soulmates** or true love until we met. Our love is deep and **unconditional**; our **roots** are **intertwined**. It's a shame that it happened late in life, but it happened nonetheless. He treats me like a queen.

Neither of us is leaving our spouses or family. We are both in our 50s and sometimes act like we're in our 20s. It's magical!

Is it wrong? Do we go on until something changes? Do we try for the 100th time to **break away**? An affair, **no matter how you slice it**, will never be accepted **in the eyes of** traditional society, so it will be **perceived** as unacceptable. What's your opinion?

-- **BEWITCHED, BOTHERED AND BEWILDERED** IN NEW YORK

# Effortless English

## Lost Custody

**Publish Date:** March 20, 2007

YOUNG MOTHER IS **FRIGHTENED** BY **THREAT** OF **LOST CUSTODY**

DEAR ABBY:

I am 22 years old and have been married 17 months. "Derek" and I have a 23-month-old son. Derek hasn't worked for about a year and refuses to help support our family. He also **belittles** me whenever he talks to me. I am not happy in this marriage, but I am not sure what to do about it.

On our honeymoon, Derek told me if I ever divorced him that he'd make sure he would get **custody** of our son. And his mom already said that she would tell the judge that I was an **unfit** mother.

My son is my world, Abby. He doesn't even let his daddy hold him, so I know he wouldn't **be better off** with Derek. But because I am **on disability**, I don't know if I have a good chance of getting custody if I leave. I don't feel Derek loves me or my son.

What should I do? **Stick it out** with my husband or take the chance of losing my son?

-- **TRAPPED** IN NEW HAMPSHIRE





# Effortless English

## Meddling Mother-In-Law

**Publish Date:** March 12, 2007

**Old Audio Article Archives Available At:**

<http://www.effortlessenglish.libsyn.com>

WIFE READY TO WASH HER HANDS OF MEDDLING MOTHER-IN-LAW

DEAR ABBY:

How do I politely tell my mother-in-law to stop doing my **laundry**? It all started when I was **on bed rest due to** my pregnancy. I didn't mind her doing an occasional **load** to help us out. But now she does it anytime **she's over to** watch the kids.

I'm very **picky** about how I do my laundry, and this is the main reason I don't want her doing it. Also, I'd prefer she spend time playing with the kids than with the laundry!

She also puts things away in the wrong places. She does it with my dishes, too. Once I told her not to worry about my laundry because I wasn't done **sorting** it. She **took it upon herself** to do it anyway.

She's very **strong-willed**. My husband and I have had problems with her not respecting our **parenting**, too. She often **takes things the wrong way**. What's the best way for us to tell her that her help is not needed?

-- DIRTY FAMILY LAUNDRY

**[www.effortlessenglish.com](http://www.effortlessenglish.com)**

# Effortless English

## Nudist

### NEIGHBORS GET AN EYEFUL WHEN NUDIST STEPS OUTSIDE

DEAR ABBY:

We have a male neighbor I'll call "Flash" who frequently walks out to get his newspaper -- or the mail, or to **retrieve** something from his car -- while he's as naked as the day he was born. (He's in his late 50s and divorced.)

Some of the women in the neighborhood know not to look toward Flash's home if they're out for a walk. They have discovered that he is most likely **in the buff**, standing at his glass door or sitting at his front office computer with the door open.

Flash is otherwise a likable and helpful neighbor. We **hesitate** to say anything. We do not want to say anything that might destroy that relationship. It's not against the law to be a nudist, or for a woman to go topless in public in this city. However, to see a **fella streak** to his car is a little surprising and **unsettling**, even for another adult.

In the normal **course** of things, he may be **spotted in the nude** once a week. I can only assume this goes on daily, but thankfully, our **paths don't cross** more than once a week. Is this something we should be concerned about?

-- **STARTLED** IN AUSTIN, TEXAS



# Effortless English

## Obsessive Behavior

**Publish Date:** March 23, 2007

### PARENTS DENY PROBABLE CAUSE OF SON'S OBSESSIVE BEHAVIOR

DEAR ABBY:

My nephew, "Vincent," is 16 and has had problems with **obsessive** handwashing for years. I have enough professional experience to strongly suspect that he suffers from obsessive-compulsive disorder (OCD).

My brother and his wife **refuse** to believe their child has a problem and will not take him to get help. My nephew's hands are **chafed** and raw, and his parents **reprimand** him for this behavior when he really needs professional help.

His mother is the biggest problem. She **nixes** all issues that suggest a problem, and my brother will not **stand up to** her. What can I do?

-- WORRIED AUNT IN FLORIDA



# Effortless English

## Cafe Puccini

**Publish Date:** December 28th, 2006

**All Sound (Audio) Archives Available At:**

<http://www.effortlessenglish.libsyn.com>

**spot:** place

**immigrants:** foreigners who come to live in a (new) country

**period:** time

**served as:** was

**literary:** re: writing and books

**renaissance:** a time of artistic improvement; a time of art (and science)

**in particular:** specifically

**developed:** made, created

**style:** way of doing something

**challenged:** disagreed with

**conservative:** traditional; old; against change

**uniquely:** specially; not like others

**liberal:** new; wanting change and improvement; open

**credit:** compliment; identify

**renaissance:** a time of great art (and science)

**various:** different, some

**focal point:** center point; gathering place

**the movement:** a change in society; a group trying to change society

**anarchist:** political group that is against authority and control

**made history:** became famous; did something famous

**controversial:** creates conflict or disagreement

**shocked:** surprised and angered

**mainstream:** normal (society, culture)

**independent publishers:** a small bookstore or publisher (not a chain)

**wealthier residents:** richer people (living in the neighborhood)

**the literary scene:** the writing situation (in the city)

**entrepreneurs:** businesspeople who start and own a business

My favorite **spot** in San Francisco is Cafe Puccini- located in the North Beach neighborhood of the city. North Beach has a long and interesting history. It was originally the neighborhood for Italian **immigrants** in the city- and even today it has many Italian people, cafes, and restaurants. As a kid, the famous baseball player Joe Dimaggio lived in North Beach.

The most famous **period** for the neighborhood, however, was in the late 1950s and the 1960s--when North Beach **served as** the center of San Francisco's **literary renaissance**. **In particular**, North Beach was home to the Beat writers and poets. The Beats **developed** a new, free, open **style** of writing. They also **challenged** the **conservative** society of America in the 50s, and helped create San Francisco's **uniquely liberal** culture. Many **credit** the Beats as the fathers and mothers of the 1960s cultural **renaissance** in America.

Among the most famous Beat writers were Jack Kerouac, Allen Ginsberg, and Gary Snyder- all of whom lived in North Beach at **various** times in their lives. The **focal point** of **the movement** was City Lights Bookstore- owned by the **anarchist** poet Lawrence Ferlinghetti. In the 1950s, City Lights **made history** when they published Allen Ginsberg's **controversial** poem "Howl"- which **shocked mainstream** Americans at the time. Soon after, Jack Kerouac followed with his books "On The Road" and "The Dharma Bums"-- and the Beat movement was born. Ferlinghetti is still the owner of the bookstore, and City Lights is still a popular **independent publisher**.

And North Beach is still home to artists and writers, although it has become much more expensive and now attracts **wealthier residents** as well as tourists. Even though **the literary scene** is not what it used to be- North Beach still has many family owned cafes. You'll find artists, writers, poets, **entrepreneurs**, musicians, businesspeople, and tourists relaxing together in them.

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**named after:** given the same name as someone or something  
**composer:** someone who writes music  
**hold:** have; do  
**animated:** emotional; having a lot of movement and gestures

**to mind:** to be bothered; to care

**the intersection:** where two (or more) streets cross each other

**hurry:** rush; make you leave quickly

My favorite is Cafe Puccini, which is **named after** the Italian opera **composer**. The cafe owner is Italian. He often plays opera music, and every day he sits at a table in the back and chats with his friends. They **hold long animated** conversations in Italian, adding to the music of the place.

I go to that cafe often. I usually get a mocha, find a small table, and then write articles for Effortless English. Sometimes I study a little Spanish or Japanese. Sometimes I read. Sometimes I just watch the people walk by the windows. The staff never seems **to mind** that I stay a long time- they are always friendly.

On sunny days I sit at a table on the sidewalk, but now, during the winter, I stay indoors.

If you get a chance to visit San Francisco, stop by Cafe Puccini. Its located near **the intersection** of Columbus and Vallejo streets, in North Beach. Be sure to bring a book by Kerouac or Ginsberg. Sit , enjoy the opera music, and relax for a while. No one will **hurry** you.

### **Learn More:**

#### North Beach

<http://www.sfnorthbeach.org/>

#### Jack Kerouac

[http://en.wikipedia.org/wiki/Jack\\_Kerouac](http://en.wikipedia.org/wiki/Jack_Kerouac)

#### Allen Ginsberg

[http://en.wikipedia.org/wiki/Allen\\_Ginsberg](http://en.wikipedia.org/wiki/Allen_Ginsberg)

#### Gary Snyder

[http://en.wikipedia.org/wiki/Gary\\_Snyder](http://en.wikipedia.org/wiki/Gary_Snyder)



# Effortless English

**just:** fair, good, correct and fair  
**by means of:** because of  
**well-disposed:** people with good thoughts (with good hearts)  
**agents:** actors, doers  
**injustice:** unfairness, wrongness, badness, evil  
**undue:** too much, not necessary  
**a file of:** a line of  
**soldiers:** fighters, army people  
**colonel, captain, privates:** ranks (levels) of people in the army  
**admirable:** should be admired; worthy, good  
**against their wills:** not by choice; against what they want to do  
**common sense:** what most think is correct and right  
**conscience:** feeling of what is right and wrong; moral feeling  
**damnable:** horrible, terrible, wrong  
**inclined:** what someone usually does or thinks (usually peaceful)  
**forts:** an army building, a base  
**unscrupulous:** without morals; without goodness  
**the mass of men:** most men  
**the State:** the country, the nation  
**standing army:** permanent army  
**exercise:** use (noun)  
**the judgement:** ability to make decisions  
**the moral sense:** ability to decide what is right and wrong  
**manufactured:** made, created  
**command:** demand, require  
**straw:** hay  
**lump:** small round piece  
**considered:** thought to be  
**abominable:** horrible, terrible  
**obedience:** doing what someone else tells you to do  
**the media:** newspaper, TV, etc...  
**moan:** make a sad sound  
**blame:** criticize  
**shift:** move; change  
**solely:** only  
**carrying out their orders:** doing what they say to do  
**abandoned:** left; got rid of  
**dutifully obeying:** doing what other people say-- because of duty

## Disobedience

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<http://www.effortlessenglish.libsyn.com>

"Law never made men more **just**; and, **by means of** their respect for it, even the **well-disposed** are daily made the **agents** of **injustice**. A common and natural result of an **undue** respect for law is, that you may see a **file** of **soldiers, colonel, captain, privates** and all, marching in **admirable** order over hills to the wars, **against their wills**, indeed, against their **common sense** and **consciences**. They have no doubt that it is a **damnable** business in which they are concerned; they are all peaceably **inclined**. Now, what are they? Men at all? Or small movable **forts**, at the service of some **unscrupulous** man in power?

**The mass of men** serve **the State** thus, not as men mainly, but as machines, with their bodies. They are the **standing army**. In most cases there is no free **exercise** whatever of **the judgment** or of **the moral sense**; but they put themselves on a level with wood and earth and stones; and wooden men can perhaps be **manufactured** that will serve the purpose as well. Such people **command** no more respect than men of **straw**, or a **lump** of dirt. They have the same sort of worth only as horses and dogs. Yet such as these are commonly **considered** good citizens."

-- Henry David Thoreau (Civil Disobedience)

Many of the **abominable** problems in the world are the result of **obedience**. In our personal lives, in **the media**, we cry and **moan** and **blame** "our leaders" for the problems of the world. We **shift** responsibility to them. But are they **solely** responsible? What about the thousands and millions who are actually **carrying out their orders**? These people are the ones actually doing the terrible things that their leaders want done. These people have **abandoned** their conscience and have abandoned their responsibility.

Can such people be considered adult human beings at all; or are they still children, or dogs-- **dutifully obeying** their master-parent?

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**soldiers:** fighters in an army  
**trigger:** part of a gun that you pull (in order to shoot)  
**torturing:** hurting (someone who is helpless or powerless)  
**orders:** commands  
**particular:** individual  
**discharged:** fired (from the army)  
**refusing:** saying no (to an order/command)  
**disobey:** not do something that you are told to do  
**unjust:** not fair, not good, not moral  
**follow their conscience:** do what you think is right/good/moral  
**rebels:** those who fight against authority/power  
**resistors:** people who resist, people who don't obey  
**condemned:** criticized, blamed, said to be guilty, accused  
**unpatriotic:** not loving your country, not loyal to your country  
**imprisoned:** put in jail, put in prison  
**vilified:** described as a bad person, described as a terrible or evil person  
**harsh:** tough, not kind, not gentle  
**a radical:** someone who fights for big changes; someone who fights the government  
**celebrated as:** praised as  
**the authorities:** the government; those with power  
**scum:** low class people, criminals, bad person/people  
**to break unjust laws:** to disobey bad laws  
**lifetime:** time a person lives; time when a person is alive

Think of the American **soldiers** currently in Iraq. In the end, it is not George Bush who is pulling the **trigger** or dropping the bombs or **torturing** the prisoners. He merely gives the **orders**- orders which no **particular** man or woman must follow. For while they might be **discharged** or put in prison for **refusing** an order, no one will be hurt or killed for doing so.

Isn't Thoreau correct? Aren't our true heroes the ones who **disobey unjust laws**? Aren't the true heroes the ones who **follow their conscience**? Here in America, it is our **rebels** who are our historical heroes- those who refused to support injustice: Martin Luther King, the heroes of the American revolution, John Brown, Malcolm X, Susan B. Anthony, Vietnam War **resistors**....

In the present, such people are always **condemned**. They are attacked, called **unpatriotic**, **imprisoned**, and **vilified**. Yet history is usually kind to such people, and **harsh** to the unjust. In the 1950s, Martin Luther King was vilified as **a radical**. Today, he is **celebrated** as a hero, while **the authorities** he resisted are now viewed as the worst kind of **scum**.

Thoreau, and later Gandhi and Martin Luther King, all believed that individual conscience was more just and powerful than law. All three encouraged people **to break unjust laws**; and to instead have respect for what is good, right, true, and just. Though all three men are now dead, their message is as important today as it was during their **lifetime**.

"Thoreau was a great writer, philosopher, poet, and a most practical man, that is, he taught nothing he was not prepared to practice in himself. He was one of the greatest and most moral men America has produced."

--Mohandas Gandhi

### Learn More:

[Civil Disobedience \(Wiki Article\)](http://en.wikipedia.org/wiki/Civil_Disobedience_(Thoreau))

[http://en.wikipedia.org/wiki/Civil\\_Disobedience\\_\(Thoreau\)](http://en.wikipedia.org/wiki/Civil_Disobedience_(Thoreau))

[Civil Disobedience Essay \(Full Text\)](http://en.wikipedia.org/wiki/Civil_Disobedience_(Thoreau))

[http://en.wikipedia.org/wiki/Civil\\_Disobedience\\_\(Thoreau\)](http://en.wikipedia.org/wiki/Civil_Disobedience_(Thoreau))

[The Martin Luther King Center](http://www.thekingcenter.org/)

<http://www.thekingcenter.org/>



# Effortless English

## Emotionally Intelligent Husbands

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**Old Audio Article Archives Available At:**

<http://www.effortlessenglish.libsyn.com>

by Dr. John Gottman

**data:** n. information, facts

**newlywed:** adj./n. people who were recently married; newly married

**indicate:** v. show

**transformed:** v. changed

**emotionally intelligent:** adj. good at handling emotions, good at talking about emotions

**honors:** v. respects

**emotions:** n. feelings

**emote:** v. show feelings

**evolution:** n. change over time, development

**superior:** adj. better

**upbringing:** n. how someone was raised (by parents)

**moral fiber:** n. goodness

**convey:** v. show, communicate

**elementary:** adj. simple, basic

**priority:** n. something that is important

**revised:** v./adj. changed, edited

**map of his wife's world:**

detailed knowledge of wife's life

**keeps in touch with:** remembers

**admiration:** n. liking, respect

**fondness:** n. good feelings for

**outstanding:** adj. great

My **data** on **newlywed** couples **indicate** that more husbands are being **transformed**. About 35 percent of the men we've studied fall into the category of "**emotionally intelligent** husbands". Research from previous decades suggests the number used to be much lower. Because this type of husband **honors** and respects his wife, he will be open to learning more about **emotions** from her. He will come to understand her world and those of his children and friends. He may not **emote** in the same way that his wife does, but he will learn how to better connect with her emotionally. As he does so, he'll make choices that show he honors her. When he's watching the football game and she needs to talk, he'll turn off the TV and listen. He is choosing "us" over "me".

I believe the emotionally intelligent husband is the next step in social **evolution**. This doesn't mean that he is **superior** to other men in personality, **upbringing**, or **moral fiber**. He has simply figured out something very important about being married that the others haven't yet. And this is how to honor his wife and **convey** his respect to her. It is really that **elementary**.

The new husband is likely to make his career less of a **priority** than his family life because his definition of success has been **revised**. Unlike husbands before him, he makes a detailed **map of his wife's world**. He **keeps in touch with** his **admiration** and **fondness** for, and he communicates it by turning toward her in his daily actions.

This benefits not only his marriage but his children as well. Research shows that a husband who can accept influence from his wife also tends to be an **outstanding** father. He is familiar with his children's world and knows all about their friends and their fears. Because he is not afraid of emotions, he teaches his children to respect their own feelings-- and themselves. He turns off the football game for them, too, because he wants them to remember him as having had time for them.

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**leads:** v. does, lives

**troubled:** adj. having a problem, upset

**delighted:** adj. very happy

**mourn:** v. feel sad for someone who is dead (or gone)

**entitlement:** n. power (given by society or government)

**righteous indignation:** n. feeling very angry and correct; angry because you think you are right

**authoritarian:** adj. bossy, controlling

**withdraw into a lonely shell:** idiom. stop communicating with other people

**is his due:** idiom. he is supposed to get, is his right

**consequence:** n. result

The new type of husband and father **leads** a meaningful and rich life.

Having a happy family base makes it possible for him to create and work effectively. Because he is so connected to his wife, she will come to him not only when she is **troubled** but when she is **delighted**. When the city awakens to a beautiful fresh snowstorm, his children will come running for him to see it. The people who matter most to him will care about him when he lives and **mourn** him when he dies.

The other kind of husband and father is a very sad story. He responds to the loss of male **entitlement** with **righteous indignation**, or he feels like an innocent victim. He may become more **authoritarian** or **withdraw into a lonely shell**, protecting what little he has left. He does not give others very much honor and respect because he is engaged in a search for the honor and respect he thinks **is his due**. He will not accept his wife's influence because he fears any further loss of power. And because he will not accept influence he will not have very much influence. The **consequence** is that no one will much care about him when he lives nor mourn him when he dies.

### **Learn More:**

Dr. Gottman's Relationship Institute

<http://www.gottman.com/>

Bill Ferguson's Relationship Mastery

<http://www.masteryoflife.com/>



# Effortless English

**howl:** n. yell, scream

**thudded:** v. hit, pounded

**in unison:** adv. at the same time, together, in harmony

**braced:** v. held

**giddy:** adj. nervous

**tendrils:** n. lines, tentacles

**wiry:** adj. thin with muscles

**clad in:** v. wearing

**scale:** n. scale armor

**strode:** v. walked (confidently)

**cackling:** v./adj. laughing (loudly)

**goose bumps:** n. bumps on skin (caused by fear or excitement)

**butt:** n. bottom

**rattan:** n. a plant similar to bamboo

**advanced:** v. moved forward

**adrenaline:** n. a hormone, a body chemical (released by fear or excitement)

**awe:** n. amazement

**anachronism:** n. something out of place in time/history (doesn't belong to that time period)

**oddballs:** n. strange people

**medieval:** adj. middle ages period

**strap on:** v. put on, wear

**outlandish:** adj. dramatic, fun & creative

**hyper-intelligent:** adj. very smart

**geeks:** idiom. smart uncool people

**hammish:** adj. too dramatic

**buffs:** n. people who like something, fans

**misfits:** n. people who don't fit in with normal society

**to succumb:** v. to be beaten by, to surrender to

**drudgery:** n. boring work

**affair:** n. experience, event

**revolves around:** v. focuses on

**centerpiece:** n. most important part

**implies:** v. says indirectly, suggests

## First Battle

**Publish Date:** April 25, 2007

by AJ Hoge

A **howl** from the opposing army..... swords **thudded** against shields... thunder beat **in unison**. Hearts pounded. I gripped my sword... and **braced** the shield against my shoulder. **Giddy tendrils** raced through my gut and chest..... a wild grin broke upon my face. I began to bounce.... knees spring-like.....standing on toes. A racehorse in the gate.

A wild shout went up to my left..... I turned to see a **wiry** warrior **clad in** sparkling **scale** and a green cape..... carrying a coffin shaped shield. He **strode** the front of our lines, turned to our enemies and threw insults against them, "Cowardly vermin of Trimaris, prepare to die"... he shook his sword and our army let out a **cackling** howl. **Goose bumps** spread across arms and belly..... I thudded the **butt** of my (**rattan**) sword on the inside of the shield.... our lines **advanced**.

The enemy continued drumming their shields, and likewise strode forward. Full of **adrenaline**, eyes wide with **awe**, muscles tense as steel..... I approached my first battle... almost forgetting that none of this was "real". No one would die. No one would kill.

This was my introduction to the SCA, or the "Society for Creative **Anachronism**". The SCA is a collection of **oddballs** who dress in **medieval** clothing, **strap on** armor, and beat each other with wooden swords. They also dance, sing, and create works of art. The group is a collection of **outlandish** creatives, **hyper-intelligent geeks**, talented artists, **hammish** performers, history **buffs**, academics, poets, social **misfits**, and folks who simply refuse **to succumb to the drudgery** of being "normal". I was a member for nearly ten years.... and loved every minute.

The heart of the SCA is the weekend "event"..... an **affair** that **revolves around** a number of semi-historic activities, usually held at a state park. Typically, a battle or tournament is the **centerpiece** of the "event". My first battle was small by today's standards..... each army had only 100 people. The group now hosts battles which involve thousands of participants... the largest is held annually in Pennsylvania, in August, and is known as the "Pennsics War". As the Pennsics example **implies**, SCA groups and events are spread throughout the United States. In fact, the group is growing internationally, especially in Europe. There are also groups in Japan and Korea.

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**patchwork:** n. a loose collection

**guild:** n. a trade group, a union

**full-fledged:** n. complete, total

**counter-society:** n. alternative society, alternative culture

**monarchy:** n. a government ruled by a king or queen

**clans:** n. large extended families, tribes

**persona:** n. personality, character

**stunning:** adj. amazing

**nerves:** n. nervous feeling

**intensity:** n. power

**manic:** adj. super-energetic

**meticulous:** adj. very careful

**accomplished:** adj. successful

**embracement:** n. acceptance

**eccentricity:** n. weirdness (harmless strangeness)

**camaraderie:** n. friendship, feelings of friendship

**jubilant:** adj. very happy

**defiance:** n. rebellion, disobedience

**tedium:** n. boredom

**abandon:** v. leave, neglect

**for its own sake:** idiom. for enjoyment only

**profound:** adj. very important, very meaningful

**nurture:** v. take care of, help grow

**essence:** n. central part, most important part

The SCA divides the US, and the world, into a **patchwork** of regional organizations, called “kingdoms”. Georgia, for example, is part of the “Kingdom of Meridies”, which also includes Alabama, Tennessee, and Mississippi. North and South Carolina are the “Kingdom of Atlantia”. California is in the “West Kingdom”. Each Kingdom is further divided into local groups, called Baronies or Shires.

The function of local groups is to host events, welcome newcomers, and teach medieval skills. Skills include arts such as calligraphy, jewelry making, wood-working, and costuming; craft arts such as armoring & blacksmithing; performing arts such as medieval dancing and singing; and martial arts such as hand-to-hand fighting and archery. Most groups host a weekly business meeting and various “**guild** meetings” to practice these arts.

Since I joined, the organization has expanded tremendously and is now a **full-fledged counter society:** with its own government (a **monarchy**- with rulers chosen by combat), its own economy (some members make a full-time living selling their arts), and its own social system (a system of titles, **clans**, knights, and nobles). Every member of the SCA develops an alternate **persona:** a medieval character they become during events.

The combined effects are **stunning**. At times, I felt I’d been transported back in time. My first SCA battle produced all the **nerves**, all the excitement, all the **intensity** of entering a “real” battle: pounding heart and **manic** energy and fear of being “killed”.

For some, the SCA is an exercise in living history. Many members are **meticulous** researchers- **accomplished** experts in a chosen discipline of history. Others join the group for its unique social characteristics-- its **embracement** of **eccentricity**.... its community and **camaraderie**. But for me, the SCA was an act of **jubilant defiance:** an enthusiastic refusal to surrender to **tedium**.

I did not, and do not, want to **abandon** the creative flow of childhood. I am convinced that play.... fantasy and creativity **for its own sake**... is a deep and **profound** human need; one we, as adults, must **nurture** and maintain. Play is not an escape.... it is a celebration. Play is the **essence** of creativity.

We, as adults-- for the sake of our happiness and our souls, should re-discover it.

**Learn More:**

SCA

<http://www.sca.org>



# Effortless English

**novelist:** n. writer, author

**critical success:** success with critics, good opinion from reviews

**considered:** v. thought to be

**spontaneous:** adj. unplanned

**confessional:** adj. open & honest about one's feelings and life

**works:** n. books, art projects

**roaming:** v. moving around, wandering, traveling around

**vast:** adj. huge, very large and wide

**landscape:** n. land

**sought:** v. looked for

**find his place:** find his purpose

**rejecting:** v. saying "no" to

**desire:** n. wish, something you want

**structures:** rules

**experiment with:** v. try

**to embark:** v. go, leave

**credited:** v. said to be

**catalyst:** n. start; something that starts (or encourages) an action

**counterculture:** n. sub-culture, group that rejects the normal culture

**profoundly:** adj. deeply, seriously

**marked by:** v. affected by

**elder:** adj. older

**prompted him:** v. encouraged him; made him

**athletic:** adj. re: sports

**pro prowess:** n. skill, ability

**a star:** n. a top performer, top player

**achievement:** n. success

**scholarship:** n. money for university

**pan out:** v. happen, be successful

## Jack Kerouac, King of The Beats

**Publish Date:** January 12, 2007

Jack Kerouac was an American **novelist**, writer, poet, and artist.

While enjoying popularity but little **critical success** during his own lifetime, Kerouac is now **considered** one of America's most important authors. His **spontaneous, confessional prose** style inspired many other writers, including Tom Robbins, Lester Bangs, Hunter S. Thompson, and Bob Dylan.

Kerouac's best known **works** are *On the Road*, *The Dharma Bums*, *Big Sur* and *Visions of Cody*.

He divided most of his adult life between **roaming** the **vast** American **landscape** and living with his mother. Faced with a changing country, Kerouac **sought to find his place**, eventually **rejecting** the conservative values of the 1950s. His writing often reflects a **desire** to break free from society's **structures** and to find meaning in life.

This search led him to **experiment with** drugs and **to embark** on trips around the world. His books are often **credited** as the **catalyst** for the 1960s **counterculture**.

Kerouac was born in Lowell, Massachusetts, to a family of French-Canadians.

Jack didn't start to learn English until the age of six, and at home he and his family spoke French. At an early age, he was **profoundly marked** by the death of his **elder** brother Gérard, an event that later **prompted him** to write the book "Visions of Gerard".

Kerouac's **athletic prowess** led him to become **a star** on his local football team, and this **achievement** earned him **scholarships** to Boston College and Columbia University. At Columbia, he wrote several sports articles for the student newspaper, the *Columbia Daily Spectator*.

His football scholarship did not **pan out** and he went to live with an old girlfriend, Edie Parker, in New York. It was in New York that

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**to journey:** v. to travel  
**novels:** n. books (long story books)  
**seminal:** adj. creative; original  
**published:** v. printed  
**established:** v. to introduce; to prove  
**Beat:** adj. a free style of writing  
**influenced by:** v. affected by  
**constantly:** adv. all the time; very often  
**building upon:** v. adding to  
**drafts:** n. unfinished books (or papers or articles or reports)  
**tentatively:** adv. temporarily; in an unsure way  
**experimental:** adj. very different; very original, very new  
**sympathetic tone:** kind attitude  
**minorities:** n. small groups in society (ie. Africa-Americans in the USA)  
**marginalized social groups:** groups with no power in society  
**purchased:** v. bought (to buy)  
**demanding:** v. insisting on, saying something must be done  
**revisions:** n. changes  
**to coincide with:** v. to be at the same time as  
**uncensored:** adj. not changed by the government/authority  
**released:** v. published, printed  
**containing:** v. having  
**deemed:** v. thought to be  
**explicit:** adj. strong and direct (possibly obscene)  
**drawn:** v. taken from  
**solely:** adv. only  
**manuscript:** n. typed paper/story  
**autobiographical:** adj. about one's own life  
**road-trip:** n. a trip (using a car)  
**the defining work:** n. the most important book  
**discovered:** v. found  
**immersion into:** n. deep study of; powerful experience with  
**chronicled:** v. told; wrote about  
**scholar:** n. professor; someone who studies  
**Siddhartha Gautama:** n. The Buddha  
**entitled:** n. named  
**serialized:** v. published in small parts

Kerouac met the people with whom he was **to journey** around the world, the subjects of many of his **novels**: the "Beat Generation", including Allen Ginsberg, Neal Cassady, and William S. Burroughs. He wrote his first novel, *The Town and the City*, as well as his most famous work, the **seminal** *On The Road*, while living in New York.

*The Town and the City* was **published** in 1950 under the name "John Kerouac" and earned him some respect as a writer. Unlike Kerouac's later work, which **established** his **Beat** style, it is heavily **influenced by** Kerouac's reading of Thomas Wolfe.

Kerouac wrote **constantly** but could not find a publisher for his next novel for six years. **Building upon** previous **drafts tentatively** titled "The Beat Generation" and "Gone On The Road", Kerouac wrote what is now known as "On the Road" in April, 1951 (ISBN 0-312-20677-1).

Publishers rejected the book due to its **experimental** writing style and its **sympathetic tone** towards **minorities** and **marginalized social groups** of the United States in the 1950s. In 1957, Viking Press **purchased** the novel, **demanding** major **revisions**.

In 2007, **to coincide with** the 50th anniversary of *On The Road*, an **uncensored** version of *On The Road* will be **released** by Viking Press, **containing** text that was removed from the 1957 version because it was **deemed** too **explicit** for 1957 readers. It will be **drawn solely** from the original **manuscript**.

The book was largely **autobiographical**, describing Kerouac's **road-trip** adventures across the United States and Mexico with Neal Cassady. Kerouac's novel is often described as **the defining work** of the post-World War II.

In 1954, Kerouac **discovered** Dwight Goddard's "A Buddhist Bible" at the San Jose Library, which marked the beginning of Kerouac's **immersion into** Buddhism.

He **chronicled** parts of this, as well as some of his adventures with San Francisco-area poets, in the book *The Dharma Bums*, published in 1958.

Kerouac developed a friendship with the Buddhist-Taoist **scholar** Alan Watts. He also met and had discussions with the famous Japanese Zen Buddhist D.T. Suzuki.

In 1955 Kerouac wrote a biography of **Siddhartha Gautama**, **entitled** *Wake Up*, which was unpublished during his lifetime but eventually **serialized** in Tricycle magazine, 1993-95.

**resulted from:** v. caused by

**hemorrhage:** n. sudden loss of blood; sudden bleeding

**cirrhosis of the liver:** n. dying of the liver; disease of the liver

**buried:** v. (dead body) put under the ground

He died on October 21, 1969 at St. Anthony's Hospital in St. Petersburg, Florida. His death, at the age of 47, **resulted from** an internal **hemorrhage** caused by **cirrhosis of the liver**, the result of a life of heavy drinking. He was living at the time with his third wife Stella, and his mother Gabrielle. He is **buried** in his home town of Lowell.

### **Learn More:**

More About Jack Kerouac

<http://www.rooknet.com/beatpage/writers/kerouac.html>

The Dharma Bums, Audiobook

<http://www.learnoutloud.com/Catalog/Literature/Contemporary-Literature/The-Dharma-Bums/1920>





# Effortless English

**contributing factor:** (partial) cause

**life style:** way of living (eating, sleeping, etc...)

**related:** connected; caused by

**typified by:** including; illustrated by

**diabetes:** blood sugar disease

**obesity:** very fat, too much fat

**surplus:** extra; too much

**the other day:** a few days ago

**calorie:** energy unit from food

**images:** pictures

**overweight:** fat (adj.)

**servings:** plates of, dishes of, portion

**tasting:** very small serving

**totaled:** was a total of

**excess:** too much, extra

**supposed to:** should; probably will

**reducing:** making smaller

**portion:** amount you eat, serving

**unbelievably:** incredibly, amazingly

**will:** mental strength, mind strength

**toxic:** poison

**avoiding:** staying away from  
**to shift:** to change (or move)

**mental focus:** what you concentrate on; what you think about

**foci:** plural of "focus" (more than one focus)

## Lifestyle Diseases

**Publish Date:** December 9, 2006

**All Sound (Audio) Archives Available At:**

<http://www.effortlessenglish.libsyn.com>

**by Shiori Iwagaki**

The major **contributing factor** to **life style related** diseases, **typified** by **diabetes**, high blood pressure and heart disease, is often **obesity**. Therefore, we have to think about losing **surplus** weight.

When I was watching TV **the other day**, I found a program which tried to introduce a way to cook low-**calorie** dishes. It showed food **images** for a full hour. Then they let 3 **overweight** guests eat 3 full **servings** of curry-rice (Japanese style curry with rice). The dishes were made with lower calories than normal but that "**tasting**" **totaled** 1,800 kcal.

If you have a chance to visit to America, in which many people are struggling to lose **excess** weight, try watching TV. You will find it is filled with food commercials and medicines that are **supposed to** help you lose fat.

However, the best way to lose weight is not by eating low calorie food, but by **reducing** the amount of food you eat.

It is really difficult to reduce your meal **portion** sizes while surrounded by actual food or images of food on TV-- unless you have an **unbelievably** strong **will**. So, it is very important to keep away from this **toxic** food environment. But **avoiding** food advertising images is still not enough. Because if you who want to lose weight, changing your physical environment is not be enough. What is most important is to keep your mental environment free of unhealthy food images.

This is important for all of us. We have to find a way **to shift** our **mental focus** from food to healthier **foci** such as sports, reading or music.

Perhaps instead of calling them "life style related diseases" we should

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**root causes:** deep causes, true/original causes

**anxious:** nervous

**an outlet for:** a way to express; a way to get (feelings) out

**constantly:** always, frequently

**to distract:** to break concentration, to suddenly think about something else

**inappropriate:** incorrect; not good for the situation

**dealing with:** using; trying to solve (something difficult)

**challenge:** difficult task or problem

**to handle:** use; deal with; survive/solve a difficult situation

**gain:** increase, get more

**achievement:** success, victory

**exam:** test

**exertion:** hard effort (usually physical)

**enumerate:** list; tell one by one

**pursuits:** actions, hobbies

**the point is:** the main idea is

**the key:** the most important thing/idea

**to cultivate:** to care for and help grow

call them “thought related diseases”, for thought and emotion are the true **root causes** of these diseases.

If we are always worried and **anxious** we may eat as **an outlet for** these feelings. If we **constantly** think of failure and problems, we may eat as a way **to distract** ourselves from these thoughts.

Therefore, it is our negative thoughts and emotions, and our **inappropriate** way of **dealing with** them, that is the true cause of obesity and “lifestyle related diseases”.

So our **challenge** is to shift our thoughts and emotions-- and **to handle** the negative ones in a better way. This is the best way to lose weight and **gain** health. We can enjoy the satisfaction of finishing a really fat book. We can enjoy the **achievement** of passing a difficult **exam**. We can enjoy the **exertion** and effort of sports. Of course, we can **enumerate** many more positive **pursuits**. **The point is**, changing our mental focus is **the key**.

There are many ways **to cultivate** a healthy mental environment. We don't even have to wait. Today, or tomorrow, we can start to think in a different way.

#### **Learn More:**

[Shiori's Art and Essays](http://ateliervolonte.gozaru.jp/)

<http://ateliervolonte.gozaru.jp/>

[Mindful Eating Article](http://www.womensmedia.com/health-diet-meditation-weight-loss.htm)

<http://www.womensmedia.com/health-diet-meditation-weight-loss.htm>



# Effortless English

## The Role of Media 1

**Publish Date:** March 28, 2007

by Noam Chomsky

**contemporary:** adj. modern, current

**in what sense:** in what manner, in what way or kind

**counter-posing:** v. comparing

**conceptions:** n. ideas, theories

**has it:** v. says

**affairs:** n. lives, life issues & activities

**means:** n. methods, ways

**look up:** v. search for and find, look for and find

**alternative:** adj. different

**barred from:** v. prevented from, stopped from

**narrowly:** adv. in a careful and tight way, in a small way

**rigidly:** adv. without flexibility, in a strict & tough way

**odd:** adj. strange

**prevailing:** adj. common, majority

**in operation:** in reality, in use, related to how something is done

**in theory:** in idea, related to idea

**largely:** adv. mostly

**point of view:** n. opinion, belief

**keep to:** v. stay with, stick with

**notion:** n. idea

**disinformation:** n. wrong information, lies, propaganda

**context:** n. situation, environment.

The role of the media in **contemporary** politics forces us to ask what kind of a society we want to live in, and in particular **in what sense** of democracy do we want this to be a democratic society? Let me begin by **counter-posing** two different **conceptions** of democracy.

One conception of democracy **has it** that a democratic society is one in which the public has the means to participate in some meaningful way in the management of their own **affairs** and the **means** of information are open and free. If you **look up** “democracy” in the dictionary you’ll get a definition something like that.

An **alternative** conception of democracy is that the public must be **barred from** managing their own affairs and the means of information must be kept **narrowly** and **rigidly** controlled. That may sound like an **odd** conception of democracy, but it’s important to understand that it is the **prevailing** conception.

In fact, it has long been, not just **in operation**, but even **in theory**. There’s a long history that goes back to the earliest modern democratic revolutions in seventeenth century England which **largely expresses** this **point of view**. I’m just going to **keep to** the modern period and say a few words about how that **notion** of democracy develops, and why and how the problem of media and **disinformation** enters within that **context**.

**Learn More:**

[Noam Chomsky Site](http://www.chomsky.info/)

<http://www.chomsky.info/>

# Effortless English

**propaganda:** n. government lies  
**slogan:** n. saying, a repeated phrase  
**pacifistic:** adj. peaceful, anti-war  
**committed to:** adj. dedicated to, really wanting  
**commission:** n. group, committee  
**in turning:** v. changing  
**population:** n. society  
**hysterical:** adj. crazy, super-emotional  
**war-mongering:** adj. war-loving, wanting & loving war  
**tear the Germans limb from limb:** idiom. attack & kill them  
**achievement:** n. accomplishment, success  
**to whip up:** v. to create or increase  
**hysterical:** adj. emotional  
**Red:** adj. communist  
**pretty much:** idiom. mostly  
**unions:** n. workers' groups  
**the media:** n. newspapers, (radio, TV, etc...)  
**establishment:** n. most powerful group  
**enthusiastically:** adv. happily, with excitement  
**progressive:** adj. liberal  
**circle:** n. group  
**took great pride:** felt proud  
**to drive:** v. to force, to push  
**reluctant:** adj. hesitant, not really wanting to do something  
**eliciting:** v. bring out, cause  
**fanaticism:** n. crazy & total belief  
**extensive:** adj. thorough, broad  
**fabrication:** n. lying, creating something that is false  
**atrocities:** n. horrible acts, torture & murder...  
**put it:** v. say/said, communicated

## Role of Media 2

**Publish Date:** April 15, 2007

### Early History of Propaganda

by Noam Chomsky

Let's begin with the first modern government **propaganda**. That was by U.S. President Woodrow Wilson's government. Woodrow Wilson was elected President in 1916 on the **slogan** "Peace Without Victory". That was right in the middle of World War I. The population was extremely **pacifistic** and saw no reason to become involved in a European war. Wilson's government was actually **committed to** war and had to do something about it.

They created a government propaganda **commission**, named the Creel Commission, which succeeded within six months **in turning** a pacifistic **population** into a **hysterical, war-mongering** population... a population that wanted to destroy everything German, **tear the Germans limb from limb**, go to war, and save the world.

That was a major **achievement**, and it led to a further achievement. Right at that time and after the war, the same techniques were used **to whip up** a **hysterical Communist (Red) Scare**-- which succeeded **pretty much** in destroying **unions** and eliminating such dangerous problems as freedom of the press and freedom of political thought. There was very strong support from **the media** and the business **establishment**, which in fact organized much of this. In general, it was a great success.

Among those who participated actively and **enthusiastically** in Wilson's war were the **progressive** intellectuals, a **circle** that **took great pride**, as you can see from their own writings at the time, in having shown that what they called the "more intelligent members of society" (themselves) were able **to drive** a **reluctant** population into a war by terrifying them and **eliciting fanaticism**.

The means used were **extensive**. For example, there was a lot of **fabrication** of **atrocities** by the Germans-- Belgian babies with their arms torn off, all sorts of awful things that you still read in history books. Much of it was invented by the British propaganda ministry whose goal was to (as they **put it**) "direct the thought of most of the world".

**crucially:** adv. importantly  
**disseminate:** v. spread, communicate to many people  
**concocting:** v. creating (usually creating something fake)  
**convert:** v. change  
**hysteria:** n. powerful emotion (powerful upset emotion)  
**State:** adj. government  
**deviation:** n. change from, variation

But most **crucially** they wanted to control the thought of the more intelligent members of the United States, who would **disseminate** the propaganda that they were **concocting** and **convert** the pacifistic country to wartime **hysteria**.

That worked. It worked very well. And it taught a lesson: **State** propaganda, when supported by the educated classes, and when no **deviation** is permitted from it, can have a big affect. It was a lesson learned by Hitler and many others, and it has been **pursued** to this day.

### **Learn More:**

[Source Watch Propaganda Article](http://www.sourcewatch.org/index.php?title=War_propaganda)

[http://www.sourcewatch.org/index.php?title=War\\_propaganda](http://www.sourcewatch.org/index.php?title=War_propaganda)

# Effortless English

**diagram:** n. a drawing or graph  
**linked to:** v. connected to  
**radially:** adv. in a circular way, like a circle  
**generate:** v. to create, to make  
**structure:** v. organize  
**classify:** v. to put into groups  
**image-centered:** adj. focused on pictures & images  
**semantic:** adj. related to words & meaning; meaning  
**portions:** n. pieces, parts  
**presenting:** v. showing  
**radial:** adj. circular, like a circle  
**non-linear:** adj. not in a straight line  
**graphical:** adj. with images, with pictures  
**brainstorming:** n. method of creating a lot of ideas in a short time  
**elements:** n. parts  
**intuitively:** adv. instinctively, naturally  
**concepts:** n. ideas  
**recall:** n. memory, remembering  
**applications:** n. uses  
**revising:** n. (gerund) editing  
**mnemonic:** n. something that helps memory  
**sort out:** v. organize, understand  
**promoted:** v. encouraged, advertised  
**collaborate:** v. work together (two or more people work together).  
**concluded:** v. decided  
**find:** v. think, realize  
**retain:** v. keep, remember  
**rough notes:** n. quick notes, unedited notes  
**sophisticated:** adj. complex, complicated

## Mind Maps

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<http://www.effortlessenglish.libsyn.com>

A mind map is a **diagram** used to represent words, ideas, tasks or other items **linked to** and arranged **radially** around a central key word or idea. It is used to **generate**, visualize, **structure** and **classify** ideas, and as an aid in study, organization, problem solving, and decision making.

It is an **image-centered** diagram that represents **semantic** or other connections between **portions** of information. By **presenting** these connections in a **radial, non-linear graphical** manner, it encourages a **brainstorming** approach to any given organizational task.

The **elements** are arranged **intuitively** according to the importance of the **concepts** and they are organized into groupings, branches, or areas. The graphic formulation of the information may aid **recall** of existing memories

Mind maps have many **applications** in personal, family, educational, and business situations, including notetaking, brainstorming, summarizing, **revising** and general clarifying of thoughts. For example, one could listen to a lecture and take down notes using mind maps for the most important points or keywords. One can also use mind maps as a **mnemonic** technique or to **sort out** a complicated idea. Mind maps are also **promoted** as a way to **collaborate**.

Software and technique research have **concluded** that managers and students **find** the techniques of mind mapping to be useful, being better able to **retain** information and ideas than by using traditional 'linear' note taking methods.

Mindmaps can be drawn by hand, either as '**rough notes**', for example, during a lecture or meeting, or can be more **sophisticated** in quality. There are also a number of software packages available for producing mind maps.

**guidelines:** n. rules, principles

**organic:** adj. natural, biological

**radiate out:** v. come out from a center point, come out from

**emphasis:** n. stress, focus

**associations:** n. connections

**radial hierarchy:** n. circular organization

## Mind map guidelines

Tony Buzan suggests using the following **guidelines** for Mind Mapping:

1. Start in the center with an image of the topic, using at least 3 colors.
2. Use images, symbols, and codes throughout your Mind Map.
3. Select key words and print using upper or lower case letters.
4. Each word/image must be alone and sitting on its own line.
5. The lines must be connected, starting from the central image. The central lines are thicker, **organic** and flowing, becoming thinner as they **radiate out** from the center.
6. Make the lines the same length as the word/image.
7. Use colors – your own code – throughout the Mind Map.
8. Develop your own personal style of Mind Mapping.
9. Use **emphasis** and show **associations** in your Mind Map.
10. Keep the Mind Map clear by using **radial hierarchy**, numerical order or outlines to organize your branches.

## Learn More:

### Mind Map Example

<http://www.peterussell.com/mindmaps/mindmap.html>

### Free Mind Map Software

[http://freemind.sourceforge.net/wiki/index.php/Main\\_Page](http://freemind.sourceforge.net/wiki/index.php/Main_Page)



# Effortless English

**Cyber:** adj. related to computers or machines; relating to the internet  
**Amnesty:** n. pardon, forgiveness  
**authorities:** n. government people  
**controversial:** adj. causing argument, at issue  
**blog:** n. web log, internet diary or journal  
**censorship:** n. banning (of information), preventing information from being published  
**servers:** n. big computers that host software, accounts, etc.  
**censored:** v. banned, deleted  
**globally:** adj. world-wide, all over the world.  
**criticism:** n. disapproval  
**implemented:** v. used, done  
**to ensure:** v. to promise, to guarantee  
**legal:** adj. related to the law,  
**access:** n. entry, admission  
**filters:** v. separate, screen  
**politically sensitive terms:** n. words that make the government angry  
**displaying:** v. showing  
**AI:** n. Amnesty International  
**produced:** v. created, made  
**Falun Gong:** n. a spiritual (religious) group- that is often attacked by the Chinese government  
**massacre:** n. killing (of many innocent, peaceful, or weak people)  
**admitted:** v. confessed, agreed  
**directions:** n. orders, commands  
**restricting:** v. limiting, stopping  
**terms:** n. words (or phrases), names  
**asserts:** v. says, insists  
**at odds with:** idiom. does not agree with, goes against  
**launched:** v. started, began  
**blocked:** v. stopped, prevented  
**prohibited:** v. denied, forbidden, banned  
**profanity:** n. bad language, obscenity

## Microsoft's Cyber Censorship

**Publish Date:** February 2, 2007

**All Sound (Audio) Archives Available At:**  
<http://www.effortlessenglish.libsyn.com>

From **Amnesty** International

In December 2005 Microsoft cooperated with Chinese **authorities** to shut down the **controversial blog** of Zhao Jing (Michael Anti), a Beijing-based researcher for the New York Times, and an active critic of **censorship** in China.

The blog, which was hosted on **servers** located in the United States, was removed and was therefore **censored** not only in China but **globally**. Reacting to **criticism**, Microsoft claims to have **implemented** a new set of standards **to ensure** that they will only remove blogs when they receive formal **legal** notice from the Chinese government and that **access** will only be denied to users in China.

Microsoft's search engine MSN China **filters** the results of searches for **politically sensitive terms**, **displaying** a message in Chinese which states 'Certain content was removed from the results of this search'. Searches undertaken in June 2006 by **AI** **produced** this message for the words '**Falun Gong**', 'Tibet Independence' and 'June 4' (the date of the Tiananmen Square **massacre**).

Furthermore, Microsoft has **admitted** that it responds to **directions** from the Chinese government by **restricting** users of MSN Spaces from using certain **terms** in their account name, space name, space sub-title or in photo captions. At the same time the company **asserts** that MSN Spaces do not filter blog content in any way. Amnesty International considers this claim to be **at odds with** the facts.

When Microsoft **launched** MSN Spaces in China in June 2005, attempts to create blogs with words including 'democracy', 'human rights' and 'freedom of expression' were **blocked**, producing the following error message (in Chinese): 'You must enter a title for your space. The title must not contain **prohibited** language, such as **profanity**. Please type a different title.' Tests by AI carried out in 2006 demonstrated continued blocking of certain terms

**incident:** n. happening, event

**the full range of:** n. all of, every

including 'Tiananmen **incident**' in the title of blogs.

As a result of such actions, Microsoft users in China are denied the ability to access **the full range of** information available internationally on human rights topics, including websites and web pages of Amnesty International and other human rights organizations.

**Learn More:**

Amnesty International

<http://www.amnesty.org/>

Human Rights Watch (Asia)

<http://hrw.org/doc/?t=asia>

# Effortless English

**Neo:** adj. new

**Bedouins:** n. an Arabic nomadic tribe

**breed:** n. kind

**flourishing:** v. growing and succeeding

**roaming:** v. moving around

**nomadic:** adj. always moving, frequently moving

**wandered:** v. travelled, roamed  
**come to be known as:** v. started to be called

**armed with:** v. carrying, having

**access:** n. ability to get & use

**muffins:** n. kind of cupcake

**the world at large:** n. the rest of the world

**laying off:** v. firing

**contributing to:** adding to  
**insecurity:** n. safety, stability

**on the cheap:** adv. cheaply

**Palo Alto:** n. a town in Silicon Valley

**declares:** v. says

**innovation:** n. creativity

**mobile:** adj. able to move

**infrastructure:** n. public goods and services (ie. roads, phones.)

**emerged:** v. come out

**Kinkos:** n. a copy & print shop

**Wi-Fi:** wireless internet

**laptops:** n. portable computers

**revenge:** n. hurting or defeating someone after they hurt you

**the means of production:** n. the tools for making something

**hop:** v. jump

## Neo-Bedouins

**Publish Date:** March 14, 2007

**Old Audio Article Archives Available At:**

<http://www.effortlessenglish.libsyn.com>

A new **breed** of worker, fueled by caffeine and using the tools of modern technology, is **flourishing** in the coffeehouses of San Francisco. **Roaming** from cafe to cafe and borrowing a name from the **nomadic** Arabs who **wandered** freely in the desert, they've **come to be known as** "bedouins."

San Francisco's modern-day bedouins are typically **armed with** laptops and cell phones, paying for their office space and Internet **access** by buying coffee and **muffins**.

San Francisco's bedouins see themselves changing the nature of the workplace, if not **the world at large**. They see large companies like General Motors **laying off** workers, **contributing to insecurity**. And at the same time, they see the Internet providing the tools to start companies **on the cheap**. In the Bedouin lifestyle, they are free to make their own rules.

"The San Francisco coffeehouse is the new **Palo Alto** garage," **declares** Kevin Burton, 30, who runs his Internet startup "Tailrank" without renting offices. "It's where all the **innovation** is happening."

The move toward **mobile** self employment is also part of what author Daniel Pink identified when he wrote "Free Agent Nation" in 2001.

"A whole **infrastructure** has **emerged** to help people work in this way," Pink said. "Part of it includes places like **Kinkos**, Office Depot and Staples." It also includes places like Starbucks and independent coffee shops, where **Wi-Fi** -- wireless Internet access for **laptops** and other devices -- is available.

"The infrastructure makes it possible for people to work where they want, when they want, how they want," said Pink.

Pink calls it "Karl Marx's **revenge**, where individuals own **the means of production**. And they can take the means of production and **hop** from coffee shop to coffee shop."

[www.effortlessenglish.com](http://www.effortlessenglish.com)



**Web worker:** n. person who works with the internet

**Wild West:** n. an area that is very free and open

**Ritual Roasters:** n. name of a coffee shop in SF

**epicenter:** n. the center or headquarters of something

**movement:** n. a trend in society

**packed:** v. filled, crammed

**buzzed:** v. went by (or through) quickly

**Segway Scooter:** n. a one person "pedestrian" scooter

**hip:** adj. cool

**locked up in:** v. trapped in

**Venerable:** adj. very old

**firm:** n. company

**clientele:** n. group of customers

**ensured:** v. guaranteed

**marine:** adj. related to the sea or ocean

**Parisian:** adj. related to or from Paris (France)

**North Beach:** n. a neighborhood in San Francisco

**hangouts:** n. place where people gather, meet, and chat

**joined the ranks:** v. joined the group

**It would figure:** idiom. it makes sense, its not surprising

**in action:** v. being used

**overhead:** n. fixed business costs (ex. rent, insurance,...)

**struck out on his own:** idiom. started by himself, went out by himself, did something independently

"There is nothing more free than being a **Web worker**," Om Malik says.

"There is no boss. You work for yourself. This is the new **Wild West**. The individual is more important. That's the American way. It's about doing things your own way. Web workers represent that. ... It's the future, my friend."

**Ritual Roasters** in San Francisco's Mission District is in many ways the **epicenter** of the bedouin **movement**. Ritual, on Valencia Street near 21st Street, is almost always **packed** with people working on laptops.

Every bedouin seems to have a Ritual story. There's the time someone **buzzed** through the cafe on a **Segway scooter**. Rubyred Labs, a **hip** Web design shop in South Park, had its launch party there. Teams from established Web companies such as Google Inc. and Flickr, a photo sharing site that's now owned by Yahoo, meet there. "You'd never know these guys were millionaires," said Ritual co-owner Jeremy Tooker.

As for why they're there, Sean Kelly said, "I'm visiting with my friends instead of being **locked up in** a big building in the South Bay."

Using a cafe to run a business is nothing particularly new. **Venerable** insurance **firm** Lloyd's of London was actually started in a coffee house, Kennedy points out. According to the Lloyd's of London Web site, "Edward Lloyd opened a coffee house in 1688, encouraging a **clientele** of ships' captains, merchants and ship owners -- earning him a reputation for trustworthy shipping news. This **ensured** that Lloyd's coffee house became recognized as the place for obtaining **marine** insurance."

Ernest Hemingway and F. Scott Fitzgerald wrote some of their best work in **Parisian** cafes. And in San Francisco, writers and poets of the Beat generation, such as Jack Kerouac and Allen Ginsberg, wrote in the cafes of **North Beach**.

Caffe Trieste was among the most popular North Beach **hangouts**. "To have a cappuccino, you come to North Beach, to Caffe Trieste," says Giovanni "Papa Gianni" Giotta, the founder.

Now Caffe Trieste has **joined the ranks** of Wi-Fi cafes. **It would figure** that the one laptop **in action** on a recent afternoon belonged to an art dealer. "A cappuccino for **overhead** isn't bad," said David Salow, 33. He **struck out on his own** three months ago, and has yet to open a gallery. "Sixty to 70 percent of what I do can be done with the standard tools available to everyone -- a phone, a computer and a laptop connection."

**Learn More:**

[Web Worker Daily](http://webworkerdaily.com/)

<http://webworkerdaily.com/>



# Effortless English

## New Year's Resolutions

**Publish Date:** January 4, 2007

**All Sound (Audio) Archives Available At:**

<http://www.effortlessenglish.libsyn.com>

**resolutions:** decisions; plans; goals

**formal:** official; very clear

**vague:** not clear

**tradition:** historical action; history; something done for a long time; ritual

**mythical:** imaginary; religious

**at the head of:** at the top of; at the beginning of

**ancient:** very old

**exchanged:** traded; gave to each other

**cultures:** countries; societies

**solar:** sun

**Julius Caesar:** a famous Roman Emperor (leader)

**accurately:** correctly; closely

**reflect:** copy; imitate

**seasons:** changes of climate and weather: Spring, Summer,....

**guardian:** protector

**depicted:** shown

**tradition:** a habit; a ritual

**sacred:** holy; religious; special

**fortune:** luck

**imprinted:** printed; written; engraved

**commitment:** strong decision to do something

**interpreted:** understood as

**advantageous:** good; helpful; beneficial

So, have you made your New Year's **resolutions**? What are your goals for the coming year? Do you have **formal**, written resolutions- or just a **vague** plan?

The **tradition** of the New Year's Resolutions goes all the way back to 153 BC. Janus, a **mythical** king of early Rome was placed **at the head of** the calendar.

With two faces, Janus could look back on past events and forward to the future. Janus became the **ancient** symbol for resolutions and many Romans asked for forgiveness from their enemies and also **exchanged** gifts before the beginning of each year.

The New Year has not always begun on January 1, and it doesn't begin on that date everywhere today. It begins on that date only for **cultures** that use a 365-day **solar** calendar. January 1 became the beginning of the New Year in 46 B.C., when **Julius Caesar** developed a calendar that would more **accurately reflect** the **seasons** than previous calendars had.

The Romans named the first month of the year after Janus, the god of beginnings and the **guardian** of doors and entrances. He was always **depicted** with two faces, one on the front of his head and one on the back. Thus he could look backward and forward at the same time. At midnight on December 31, the Romans imagined Janus looking back at the old year and forward to the new. The Romans began a **tradition** of exchanging gifts on New Year's Eve by giving one another branches from **sacred** trees for good **fortune**. Later, nuts or coins **imprinted** with the god Janus became more common New Year's gifts.

A New Year's resolution is a **commitment** that an individual makes to a project or a **habit**, often a lifestyle change that is generally **interpreted** as **advantageous**. The name comes from the fact that these

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**go into effect:** begin; start  
**remain:** stay; don't change or leave

**achieved:** reached; done

**set:** made; created

**maintaining:** keeping

**peak:** top; best

**vitality:** health; strength

**to reduce:** to lessen; to make less

**intake:** input; to bring inside; eat or drink

**focused:** concentrated; paying attention to

**sensibly:** smartly; in an intelligent way

commitments normally **go into effect** on New Year's Day and **remain** until the goal has been **achieved**, although many resolutions go unachieved and are often broken fairly shortly after they are **set**.

Many New Year resolutions in the Western world involve **maintaining peak vitality**, physical fitness, or appearance. For example, one person's goal might be **to reduce** or to eliminate **intake** of alcohol or tobacco.

The most common new year's resolution is weight loss. A student may make a resolution to stay **focused** in class or to complete all of his assignments. Resolutions to eat **sensibly** or increase exercise are also quite common.

### **Learn More:**

Janus

[http://en.wikipedia.org/wiki/Janus\\_\(mythology\)](http://en.wikipedia.org/wiki/Janus_(mythology))

Solar Calendar

[http://en.wikipedia.org/wiki/Solar\\_calendar](http://en.wikipedia.org/wiki/Solar_calendar)

# Effortless English

**remark:** n. comment,  
**very:** adj. exact  
**debate:** n. argument, discussion  
**provoked:** v. caused (a reaction)  
**incredulity:** n. surprise  
**hangover:** n. leftover, effect (usually the leftover effect from drinking too much)  
**medieval:** adj. time period between 600 A.D. to 1500 A.D.  
**Catholic:** adj. The Christian church ruled by the Pope in Rome  
**era:** n. time period (in history)  
**theist:** n. religious person  
**dogmatic:** adj. strong believer (usually in a religion)  
**atheist:** n. person who does not believe there is a "God"  
**fervently:** adv. very strongly  
**blind faith:** n. total belief in something, belief without any doubt  
**alternatively:** adv. on the other hand,  
**reverse:** n. opposite, converse  
**doctrine:** n. philosophical rules  
**assumes:** v. believes, accepts  
**certitude:** n. having no doubt, totally sure  
**aspect:** n. part  
**clinically:** adv. medically, scientifically  
**standards:** n. rules, guidelines  
**absence:** n. lack of  
**taken to mean:** idiom. believed to mean  
**identical to:** adj. equal to  
**Interpretation:** n. understanding, theory, analysis  
**formulated:** v. made, created  
**model:** n. theory  
**agnosticism:** n. idea that nothing is definite or sure  
**grid:** n. table, model, theory  
**popularize:** v. make popular  
**territory:** n. land  
**restated:** v. said again  
**vividly:** adv. clearly, colorfully  
**dogma:** n. strict rules & beliefs  
**amounts to:** equals, is  
**grandiose:** adj. theatrical, too showy  
**delusion:** n. illusion, wrong belief  
**revised:** v. changed  
**absurd:** adj. foolish, crazy  
**perpetually:** adv. constantly, always  
**astonished:** adj. surprised  
**manage to:** v. are able to

## No Belief

**Publish Date:** February 6, 2007

**Old Audio Article Archives Available At:**  
<http://www.effortlessenglish.libsyn.com>

This **remark** was made, in these **very** words, by John Gribbin, physics editor of New Scientist magazine, in a BBC-TV **debate** with Malcolm Muggeridge, and it **provoked incredulity** on the part of most viewers. It seems to be a **hangover** of the **medieval Catholic era** that causes most people, even the educated, to think that everybody must "believe" something or other, that if one is not a **theist**, one must be a **dogmatic atheist**, and if one does not think Capitalism is perfect, one must believe **fervently** in Socialism, and if one does not have **blind faith** in X, one must **alternatively** have blind faith in not-X or the **reverse** of X.

My own opinion is that belief is the death of intelligence. As soon as one believes a **doctrine** of any sort, or **assumes certitude**, one stops thinking about that **aspect** of existence. The more certitude one assumes, the less there is left to think about, and a person sure of everything would never have any need to think about anything and might be considered **clinically** dead under current medical **standards**, where **absence** of brain activity is **taken to mean** that life has ended.

My attitude is **identical to** that of Dr. Gribbin and the majority of physicists today, and is known in physics as "the Copenhagen **Interpretation**," because it was **formulated** in Copenhagen by Dr. Niels Bohr and his co-workers between 1926-28. The Copenhagen Interpretation is sometimes called "**model agnosticism**" and says that any **grid** we use to organize our experience of the world is a **model** of the world and should not be confused with the world itself. Alfred Korzybski tried to **popularize** this outside physics with the slogan, "The map is not the **territory**." Alan Watts, a talented Oriental philosopher, **restated** it more **vividly** as "The menu is not the meal."

Belief in the traditional sense, or certitude, or **dogma**, **amounts to** the **grandiose delusion**, "My current model" -- "contains the whole universe and will never need to be **revised**." In terms of the history of science and knowledge in general, this appears **absurd** and arrogant to me, and I am **perpetually astonished** that so many people still **manage to** live with such a medieval attitude.

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**plural:** adj. more than one, multiple  
**mutable:** adj. changeable, able to be changed

**singular:** adj. only one  
**subliminally:** adv. unconsciously, subconsciously  
**programs:** v. teaches, trains  
**entity:** n. thing  
**linguistic:** adj. related to language, re: languages  
**pervasive:** adj. extensive, universal, happening everywhere  
**gibberish:** n. nonsense, babble, words with no meaning  
**notion:** n. idea  
**derives from:** v. comes from  
**biological:** adj. related to biology, re: the body  
**block-like:** adj. physical  
**instant:** adj. immediate  
**cues:** n. messages, programs,  
**dissolve:** v. melt into  
**processes:** n. actions, happenings  
**transmuted:** v. changed (a lot)  
**aided:** helped  
**instruments:** n. tools, machines  
**mysticism:** n. direct religion (meditation, yoga, etc.)  
**constructed:** v. made  
**systems:** n. wholes, combinations  
**bundles:** n. groupings, groups, packages  
**So much for:** idiom. enough of,  
**sealed:** v. closed (permanently)  
**does not jibe with:** idiom. does not agree with  
**be considered as:** v. be thought of as, appears  
**flowing:** v. moving like water  
**meandering:** v. wandering, roaming, moving without a destination  
**evolving:** v. changing over time  
**perceived by:** v. directly experienced by  
**senses:** n. sight, hearing, taste, etc.  
**construct:** n. creation, something we make, something built  
**interaction:** n. joining, working together

Briefly, the main thing I have learned in my life is that "reality" is always **plural** and **mutable**.

"Reality" is a word in the English language which is (a) a noun and (b) **singular**. Thinking in the English language (and in many Indo-European languages) therefore **subliminally programs** us to imagine "reality" as one **entity**, sort of like a huge New York skyscraper, in which every part is just another "room" within the same building. This **linguistic** program is so **pervasive** that most people cannot "think" outside it at all, and when one tries to offer a different **perspective** they imagine one is talking **gibberish**.

The **notion** that "reality" is a noun, a solid thing like a brick or a baseball bat, **derives from** the **biological** fact that our nervous systems normally organize the dance of energy into such **block-like** "things," probably as **instant** survival **cues**. Such "things," however, **dissolve** back into energy dances -- **processes** or verbs -- when the nervous system is joined with certain drugs or **transmuted** by spiritual exercises or **aided** by scientific **instruments**. In both **mysticism** and physics, there is general agreement that "things" are **constructed** by our nervous systems and that "realities" (plural) are better described as **systems** or **bundles** of energy functions.

**So much for** "reality" as a noun. The notion that "reality" is singular, like a **sealed jar**, **does not jibe with** current scientific findings which, in this century, suggest that "reality" may better **be considered as flowing** and **meandering**, like a river, or interacting, like a dance or **evolving**, like life itself.

Most philosophers have known, at least since around 500 B.C., that the world **perceived by** our **senses** is not "the real world" but a **construct** we create -- our own private work of art. Modern science beginning with Galileo's demonstration that color is not "in" objects but "in" the **interaction** of our senses with object, understands that "reality" is created by our own brains.

### Learn More:

[Robert Anton Wilson's Homepage](http://hostgator.rawilson.com/main.shtml)  
<http://hostgator.rawilson.com/main.shtml>



# Effortless English

## Storytelling

**Publish Date:** December 17, 2006

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<http://www.effortlessenglish.libsyn.com>

TPRS (Teaching Proficiency through Reading and Storytelling)

**proficiency:** ability, skill

**readily:** quickly and easily

**visualize:** to picture, to imagine

**vulgar:** rude; crude

**comic:** funny

**mnemonic:** something that helps memory

**elaborate:** complex, complicated

**build up:** create; make

**aural:** sound (re: hearing)

**sensory:** touch/feel

**associations:** connections; related thoughts or feelings

**research-proven:** based on scientific study

**emphasis:** point or idea; stress

**thoroughly:** completely

**at first glance:** initially, in the beginning

**silly:** not serious; foolish, stupid

**retell:** tell again, say again

**redundant:** unnecessarily repeated; repeated too much

**ridiculously easy:** much too easy

**pointless:** having no purpose

**exaggerated:** not realistic; too strong or strange in some way

**aids:** helps

"Suppose you want to remember a list of words... you will more **readily** remember the words if you make a sentence or sentences connecting the words in the form of a short story. You would remember it even better if the story was easy to **visualize** and best of all if you could picture a story that was dramatic, or **vulgar**, or **comic**, or in some way involved your emotions.

A story is in fact a good **mnemonic**, and the more **elaborate** the story the better. A story links words to be remembered and it causes you to **build up** scenes that have visual, **aural**, and **sensory associations** for you." (Collin Rose, 1985)

While Effortless English is simple, it is also, in fact, designed according to **research-proven** methods. The major **emphasis** of the Effortless English approach is to help students acquire English **thoroughly** and effectively.

One way to do this is with mini-stories. **At first glance**, the mini-stories may seem **silly**. They are usually kind of foolish and are quite simple. Another thing that may seem strange is that I ask a lot of questions as I **retell** the story. These questions can seem **redundant**, **ridiculously easy**, or **pointless**. But they have a purpose.

The mini-stories are structured to help you more deeply remember the new vocabulary. I use silly or **exaggerated** stories because they are easier to visualize; and visualization **aids** memory. I use short and fairly simple stories because they are also easier to remember and picture. They are also easier for the learner to repeat and retell.

The questions, likewise, have a purpose. First, the questions provide more repetition of the target vocabulary. Repetition is important.

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**context:** situation  
**exposure to:** contact with

**participate in:** join with;  
actively join  
**trigger:** activate; turn on  
**passively:** not actively; without energy or action

**scan:** to look over something quickly; to look at quickly  
**several:** many  
**out loud:** not quietly; to speak with a (fairly) loud voice

**at a surface level:** not deeply; not completely; not seriously

Various research shows that we need to hear and see a new word about 30+ times, in a meaningful and understandable **context**, to remember it and be able to use it. The questions increase your **exposure to** these new words-- getting you closer to the needed 30+ repetitions.

Another purpose of the questions is to force your brain to **participate in** the story. As you listen, you should try to immediately answer the questions as I ask them. This will **trigger** your memory more quickly than if you just **passively** listen.

By working through all of the Effortless English system you will learn new words, phrases, and grammar forms more thoroughly. Read the articles and **scan** the word list. Listen to the articles **several** times. Listen to the vocabulary lesson a couple of times. Listen to the mini-story several times- and quickly answer the questions as I ask them. After completing the mini-story, stop your iPod and try to retell the story **out loud**, in your own words- trying to use the new vocabulary as much as possible.

By following all the steps, you will learn the new material thoroughly and completely-- not just **at a surface level**.

You will then find it much easier to actually use what you have learned.

Good luck!

### **Learn More:**

TPRS (Teaching Proficiency through Reading and Storytelling)  
<http://www.blaineraytprs.com/>

TPR (Total Physical Response)  
<http://www.tpr-world.com/>

Interactive Stories  
[http://e-poche.net/conversations/?page\\_id=7](http://e-poche.net/conversations/?page_id=7)

# Effortless English

## Thriving On Chaos

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<http://www.effortlessenglish.libsyn.com>

**revert:** v. go back to  
**challenging:** adj. difficult  
**motion:** n. movement  
**having a hard time:** idiom. experiencing a difficult situation  
**relieve:** v. cure, make better  
**chaos:** n. constant & unpredictable change  
**trend:** n. something many people are doing, something that is popular  
**microphones:** n. device that increases sound volume  
**personalized:** individualized, made for each person  
**tough:** adj. difficult  
**entitled:** v. named  
**thriving:** v. growing successfully, living and growing in a healthy way  
**to land on:** idiom. to decide to use, to choose (after considering many choices)  
**sticking to:** v. staying with, continuing to do or use  
**evolving:** v. changing with the environment, changing to survive or thrive  
**rapidly:** adv. quickly, fast  
**overwhelming:** adj. too much to handle (too much emotion, too much information. etc.)  
**pace:** n. speed, rate  
**depressed:** adj. very sad  
**dig in:** idiom. to resist change, to fight against change  
**conservative:** adj. doesn't like change or differences  
**bitter:** adj. very angry and frustrated for a long time (ie. months and years)  
**to keep up:** v. to stay equal with, to not fall behind

"It is easy to understand why many teachers **revert** to textbooks or worksheets when things around them are in constant, **challenging motion**, but they must learn to be in motion, too. The students are being loud; they are **having a hard time** paying attention to each other; they are having a hard time paying attention to the teacher. We all know that telling students to turn to page 37 and answer the questions can **relieve chaos** and make the room quieter for a time. I've recently heard of a new **trend** of teachers using wireless **microphones** in an effort to keep students' attention and be heard above the other noise in the classroom. Education is not about who can speak the loudest. It's about the students and teacher wanting to listen to each other. A truly **personalized**, small school allows that to happen.

Another reason I look to my friend Tom Peters for ideas on how to deal with the **tough** moments is because he **entitled** one of his books "**Thriving on Chaos**". Tom told me it took him a long time **to land on** that word "thriving". But he was looking for a way of saying you must be ready for and enjoy the process of change. Our schools must be thriving environments, thriving on the chaos and on the beauty. We all need to re-examine our situations from time to time and make sure we are not **sticking to** old patterns in new situations."

--Dennis Littky

I like the phrase "Thriving on Chaos". As we all know, the world is constantly changing and its changing quickly. Science, education, travel, technology, and human relationships are **evolving rapidly**. Sometimes it can feel **overwhelming**.

In fact, many people do become overwhelmed by the **pace** of change. They may become **depressed**. They may **dig in** and become very **conservative** in an effort to stop.... or at least slow the change. Some people even become quite **bitter** about it. Others try **to keep up**, but can't.

Without a doubt, human societies have changed. Its no longer possible to

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**reasonable:** adj. intelligent, good  
**a recipe for failure:** idiom. something that will cause failure  
**to enhance:** v. to improve

**antithetical:** adj. opposite, paradoxical

**principles:** n. very general values or guidelines to live by

**inflexible:** adj. not easy to change

**limiting:** adj. prevent change, action, or growth

**adapt:** v. change with the situation, change to survive and thrive

**circumstances:** n. situations

**commitment:** n. a strong decision to do something, a strong loyalty

**respectful:** adj. showing politeness and courtesy

**adaptable:** adj. changeable, able to survive new situations

**society:** n. all people in a country or culture

**tumultuous:** adj. quickly changing, chaotic

**age:** n. time period, period in history

**reflection:** n. thought, deep thinking about the past or present

**theoretical:** adj. concerned with ideas

**abstract:** adj. with ideas only, not real or concrete, thought only

**debate:** n. discussion, argument

**concrete:** adj. real, solid, in the real world (can be seen, touched, etc.)

**grounded in:** idiom. connected to

**caught up in:** idiom. obsessed with, thinking too much about

**speculation:** n. theory, guessing

**tremendous:** adj. big

**advantage:** n. something that is helpful, something that helps

**consequences:** n. results, effects

**discover:** v. find, realize

**innovation:** n. creative change, change and improvement

**label:** v. name, call

**so-called:** idiom. called, named (by adding "so", you suggest that you don't agree with the name)

thrive by doing things the way they have always been done. "We've always done it that way" is no longer a **reasonable** explanation. In fact, it's an excuse that is a **recipe for failure**.

So how can we thrive on chaos? How do we not only survive these rapid changes, but learn to enjoy them? How do we use change **to enhance** our lives?

It may seem **antithetical**, but one of the key ways to thrive on change is to have a set of unchanging **principles**. A principle is not a rule. Rules are **inflexible**. They are **limiting**. They slow us down and make it hard for us to **adapt** quickly when **circumstances** change. Principles, on the other hand, are highly adaptable. A principle is a general value -- a **commitment** to something that is deep and meaningful. "I must always shake hands when I meet a new person" is a rule. If you meet a Japanese person and you have this rule, you may become confused. "I will try always be kind and **respectful**" is a principle.

Principles are easily **adaptable** to new circumstances because principles are generally not concerned with specific actions or details. There are many ways to show respect, for example. In the past, schools, companies, and individuals often focused on rules. The problem is, students, employees, **society**, and individuals have changed. The old rules don't work anymore. What we need to thrive in this **tumultuous age** are deep principles-- and the flexibility to change the way we follow them.

Another vital skill for this age of chaos is **reflection**. Reflection means thinking deeply about something-- usually yourself, your life, and your actions. Many people have been taught to first think, then act. But I think it's better to do the opposite-- first act, then think. If you think first, it's easy to get lost in a **theoretical** world of **abstract** ideas. The education field is full of these kinds of people. They think, talk, write, and **debate**-- but it's all theory-- all in their head. These people actually have no idea what is happening in the world and what would happen if they tried something new.

If you act first, however, you then have something **concrete** to think about. Your thinking is **grounded** in the real world. When you act first, it's harder to become **caught up in speculation**. Another **tremendous advantage** to acting first is that actions often have surprising **consequences**. When we think, we often believe we have thought of every possibility. But then, to our surprise, we **discover** that lots of unexpected things happen when we actually try something new.

These surprises are the seeds of **innovation** and creativity. Unimaginative people often **label** the surprises as "failures"-- simply because the results were not as expected. But in the words of Tony Robbins, there are no failures-- there are only results. In fact, **so-called** failures are often more valu-

**reinforces:** v. strengthens, makes stronger

**discard:** v. to throw away, get rid of

**rigid:** adj. not soft and flexible, hard to bend, hard to change

**churning:** v. mixing

**hyper speed:** adj. VERY fast

**to stick to:** v. stay with, stay loyal to

**embrace:** v. hug, accept happily

**to enjoy the ride:** idiom. to enjoy the process, to enjoy the whole experience (not just the end result).

able than what most consider success. Failure gives you new ideas and new input. "Success" often just **reinforces** your old ideas.

And so, to truly thrive on chaos, we must act first and then think. We must also **discard** labels such as "failure" and "success" and instead think in terms of "interesting results", "possibilities", and "opportunities".

The time for **rigid**, rule-centered thinking was 100 years ago. In the **churning, hyper speed** digital age-- the only way to thrive is **to stick to** your principles, act without fear, and **embrace** interesting failures. Those who thrive on chaos are those who learn **to enjoy the ride**.

### **Learn More:**

[Tom Peters Business Blog](http://www.tompeters.com)

<http://www.tompeters.com>

[Dennis Littky's Schools](http://www.bigpicture.org/aboutus/philosophy.htm)

<http://www.bigpicture.org/aboutus/philosophy.htm>

# Effortless English

**dropping like flies:** idiom.

quitting in large numbers and very quickly

**dropout:** n. quitting, leaving

**less than satisfactory:** not good, below average, low quality

**proficiency:** n. skill, ability

**standardized:** adj. uniform, fixed

**proficient:** adj. skilled, good at (doing something)

**experience:** v. be affected by

**That is:** in fact, actually

**at all costs:** idiom. totally, completely, no matter what happens

**audio-lingual:** n. a teaching method that uses mostly "repeat after me" and substitution drills

**grammar analysis:** n. a teaching method that focuses mostly on memorizing grammar rules

**approaches:** n. methods

**wide use:** n. used a lot, a lot of use

**engaging in:** v. doing

**pattern practice drills:** n.

repeating the same sentence patterns again and again

**theoretically:** adv. in idea only, abstractly

**infinite:** adj. without limit, having no end

**TPR:** n. Total Physical

Response- a teaching method

**TPRS:** n. Teaching Proficiency through Reading and Storytelling

**approximates:** v. gets close to, imitates

**acquisition:** n. getting, learning

**receptive:** adj. open, receiving

## TPR & Listen First

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**Old Audio Article Archives Available At:**

<http://www.effortlessenglish.libsyn.com>

Foreign language study has not been as successful as it should be. In fact, students are **dropping like flies** from foreign language programs. J.H. Lawson reports that the **dropout** rate in foreign language programs for American high school students is as high as 85% by the third year and 95% by the fourth year.

Another study by John B. Carroll found that students who had studied for two years had a **less than satisfactory proficiency** as measured by **standardized** tests, which means that the first two years did not allow the student to become **proficient** enough to hold a conversation in the language. L.A. Jakobovits also found that most students who study foreign languages will probably never become fluent. Not only will most students have low proficiency in reading, writing, speaking, and listening-- they will actually **experience** negative learning. **That is**, they will learn to avoid the foreign language and culture **at all costs**. This is because of the many frustrations and failures they experience during their foreign language study.

Perhaps the major reason for the lack of success of foreign language programs is the method used. The **audio-lingual** and **grammar-analysis** methods are popular **approaches** that came into **wide use** after World War II. These methods consist of memorizing grammar rules and dialogues and **engaging in pattern practice drills**. These methods do not produce communicative skill because language is "creative" and therefore **theoretically infinite**. Consequently, it is logical to conclude that since language has infinite possibilities, the methods of language instruction should teach the student to communicate creatively. A number of powerful methods have been effective doing just that. These include **TPR**, **TPRS**, Focal Skills, ALG, The Natural Approach, and The Effortless Way.

The first of these, TPR, was created by Dr. James Asher. TPR stands for "Total Physical Response". Learning a language through TPR **approximates** the **acquisition** of your native language. This acquisition follows the order of listening first, and then speaking. Finally, the learner learns to read and write. In the **receptive** listening stage, the child hears different "sounds"

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**respond:** v. answer, react

**far in advance of:** adj. much higher than, much better than

**developed:** v. learned, improved, grown

**approximate:** v. get close to, imitate, copy

**delayed:** v. stopped, inhibited

**extensively:** adv. thoroughly, totally

**internalized:** v. learned subconsciously, learned instinctively

**beneficial:** adj. helpful, good

**oral:** adj. related to the mouth, related to speaking, speaking

**comprehension:** n. understanding

**In Sum:** prep. in conclusion, finally

**focus:** v. concentrate on

**supplement:** n. addition, extra thing

**major:** adj. important

**go back to square one:** idiom. go back to the beginning, return to the first step

**extensive:** adj. a lot of, a large quantity of

such as "Pick up your truck", or "Drink your water". As the child hears these "sounds", they physically **respond**. After a period of perhaps 12 to 18 months, the child begins to speak. At this point, understanding is **far in advance of** speaking and it will remain that way for many, many years. In the acquisition of the first language, therefore, listening is the first skill to be **developed** followed by speaking. It seems reasonable, obviously, that foreign language learning should **approximate** first language learning.

In TPR speech and writing are **delayed** until comprehension has been **extensively internalized**. Research by Valerian Potovsky supports the theory that delaying speech is **beneficial**. The results of his research show that **overall** proficiency in Russian was significantly better when **oral** practice was delayed at the beginning of language instruction until **comprehension** of spoken Russian was extensively internalized. This learning method is often called a "listen first" approach. It has also been used successfully by the Thai language program at the American Alumni University school in Bangkok, Thailand.

**In sum**, research and educational experience show that traditional grammar-analysis methods fail up to 95% of the students who are taught using them. Natural methods, especially those that use a "listen first" approach, are much more powerful and effective.

Therefore, when learning English or any other foreign language, **focus** most of your energy on listening until you can quite easily understand native speakers using the language. Only after that should you change your focus to speaking or writing. As for reading, it is an ideal **supplement** to listening activity as long as listening remains the **major** focus.

If you are an intermediate or advance learner, but feel that your listening skills are weak-- its best to **go back to square one** and focus on listening for 6 months or more-- until you can understand native speakers well. Then you can return to **extensive** reading, writing, and speaking.

### Learn More:

#### TPR

<http://www.tpr-world.com>

#### Listen First (ALG)

<http://www.algworld.com>





# Effortless English

## Our Universal Journey

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<http://www.effortlessenglish.libsyn.com>

**incurable:** cannot be cured

**tenuous:** uncertain; easy to change

**fragile:** easy to break, breakable

**unpredictable:** cannot know the future; unable to know (future)

**tumultuous:** quickly changing; full of conflict, change, and/or emotion

**subject to:** possible to be affected by; susceptible to

**fatigue:** tiredness (longterm)

**have a handle on it:** control it; are successful with it

**tough:** difficult

**intellectually:** mentally; with ideas

**impermanent:** not permanent, always changing

**instinctively:** deeply; emotionally; biologically

**persist:** continue; don't quit

**manipulate:** control; influence

**have a strong influence on:** can affect; can change somewhat

**the case:** the situation

**manipulation:** attempt to control

**best laid plans:** best thought

plans for the future; best plans

**catastrophic:** disastrous, terrible

**security:** safety; changelessness; safe and without change

**conceivably:** in theory; possibly

**in the blink of an eye:** suddenly; instantly

**appropriately:** correctly

**catastrophe:** disaster; total failure

**failure of nerve:** fear; worry; failure of courage

**adaptability:** ability to change with the environment

**self-reliance:** ability to depend on yourself; ability to help yourself

**obsess over:** think only about

A cat with an "**incurable**" kind of cancer. A job that is always **tenuous**. Human relationships that are **fragile**, **unpredictable**, and sometimes **tumultuous**. My own body, seemingly healthy- but still **subject to** disease, **fatigue**, and aging.

Life is unpredictable. However much we think we **have a handle on it**, the truth is we never really know what's to come. Everything can change in an instant. This is a **tough** truth to accept, for though we know **intellectually** that all things in life are **impermanent**, we often don't feel it **instinctively**. We **persist** in our attempts to control life- we imagine that we can predict and **manipulate** future events. We imagine that we control, or at least **have a strong influence on**, external events.

But this is not really **the case**. In fact, all that worry, **manipulation**, and attempted control is mostly wasted energy. We are not the masters of the external world. We cannot predict the future. Our **best laid plans** are always subject to **catastrophic** failure.

There is no **security** to be found in the outside world. There is no secure job, or relationship, or situation of any kind. Everything changes. We can, **conceivably**, lose them all **in the blink of an eye**. Where then is true security to be found? Certainly not in the external world, but rather, internally.

"Trust yourself to react **appropriately** when **catastrophe** happens. **Failure of nerve** is really failure to trust yourself." -- Alan Watts

This is the only true security- the security of trusting yourself, the security of flexibility and **adaptability**, the security of spiritual and emotional **self-reliance**. Rather than **obsess over** external events, we better serve ourselves by obsessing over our inner resources. Our security and happiness come from our inner peace-- our ability to accept any situation, adapt to it, use it, learn from it, and (perhaps)

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**overcome:** beat, defeat; solve (a problem)  
**confident:** strong (mentally); feeling good about oneself  
**sense:** feeling  
**circumstances:** situations  
**implies:** suggests  
**task:** job  
**to seek out:** to look for; to try to find  
**capacity:** ability; potential  
**potentially:** possibly  
**challenging:** difficult  
**expands:** grows; makes bigger  
**concentrated:** intensive; powerful  
**mythologist:** person who studies mythology (spiritual stories)  
**the common thread:** the common idea, the same idea  
**mythological journeys:** spiritual travels  
**symbolic:** representative of  
**face:** encounter, meet  
**challenges:** problems, difficulties  
**wisdom:** deep knowledge, deep understanding  
**universal:** for all people; in all places

**overcome** it.

The more we do this, the more **confident** we grow and, in time, we develop a true **sense** of security in our lives... one that is completely independent of external **circumstances**. Practically, this **implies** that our **task** is **to seek out** new experiences and build our **capacity** to adapt to them. This is the reason I think of travel as a **potentially** spiritual practice. Travel-- especially long, **challenging** journeys-- **expands** our ability to accept and adapt to the unexpected and the unknown. This kind of travel is a **concentrated** training exercise in impermanence and change.

Joseph Campbell, the famed **mythologist**, identified **the common thread** running through the **mythological journeys** found in most cultures. He noted that while these stories are always presented as external journeys, they are in fact **symbolic** of the inner journey we must all make.

In the end, we must all leave home (the safe and comfortable), we must all **face** life-changing **challenges**, we must all face loss, and we must all arrive at our own understanding of impermanence, and our own **wisdom**. This is the **universal** journey.

### **Learn More:**

[The Joseph Campbell Foundation](http://www.jcf.org/index2.php)

<http://www.jcf.org/index2.php>

[The Hero With A Thousand Faces \(Wiki\)](http://en.wikipedia.org/wiki/The_Hero_with_a_Thousand_Faces)

[http://en.wikipedia.org/wiki/The\\_Hero\\_with\\_a\\_Thousand\\_Faces](http://en.wikipedia.org/wiki/The_Hero_with_a_Thousand_Faces)

[Alan Watts](http://www.alanwatts.com/)

<http://www.alanwatts.com/>



# Effortless English

## Validation

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**stacked:** piled, on top of each other

**glance over:** look at quickly

**scores:** results, numbers

**pre-test:** a test given before a class (or other experience)

**post-test:** a test given after a class (or other experience)

**the course of:** the time of; the length of

**drawn to:** attracted to

**dramatically more:** much more

**a big jump:** a large improvement

**traditional:** usual; normal; old

**approach:** way of doing something

**harangued:** tried to convince; tried to persuade; repeatedly talked about something

**took my advice:** did what I suggested

**The Linguist:** [www.thelinguist.com](http://www.thelinguist.com)

**faithfully:** with belief and confidence

**adolescent novels:** books for children aged 12-14

**jargon:** special vocabulary for a specific job or field

**exceptional:** amazing, great

**input:** information that comes in (ie. reading and listening)

**the bulk of:** most of

**analysis:** carefully looking at the details of something

**analyzing:** studying the pieces of the language.

**drills:** repeated practice actions

I'm sitting at the table in my apartment, looking out the window. I turn back to the papers **stacked** in front of me. "Interesting", I say, "very interesting".

I **glance over** the test **scores** again-- the **pre-test** numbers, the **post-test** numbers, and the amount each student improved.

"Good, good", I say as I notice that all of the students improved over **the course of** the semester. All the post-test scores are higher than the pre-test scores. Most students improved by a couple of points... but my eyes are **drawn to** two sets of numbers.. two names: Kyoung and Jin. These two students improved **dramatically more** than all of the others. Their post-test scores show **a big jump**.

"What did they do differently?", I ask myself.

At the final class, I ask them. Since all of the students had the same in-class experience, I focus on what they did outside of class. Most students followed **traditional** study methods. They studied textbooks. They used vocabulary books. They went to traditional English (ESL) classes.

But Kyoung and Jin followed a different **approach**. In fact, they actually followed the method I continually **harangued** the class about. They focused on repeated listening and reading for fun. Both students said they **took my advice** seriously and therefore listened to English podcasts and audio articles 1-2 hours every day. Kyoung joined **The Linguist** and **faithfully** uses their system. Both students also read for fun-- mostly "easy" materials such as "National Geographic For Kids", **adolescent novels**, etc.

In TESOL (Teaching English to Speakers of Other Languages) **jargon**, these two **exceptional** students followed an "**input-based approach**". **The bulk of** their study time was spent reading and listening to understandable and interesting English materials.

Most students and schools follow an "**analysis-based approach**". The bulk of their time is spent **analyzing** the language, breaking it apart, memorizing grammar "rules", and doing **drills**.

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**research:** formal investigation, formal study, academic study

**nag:** to ask someone to do something many many times

**cajole:** to beg or try to persuade

**comprehensible:** understandable; can be understood

**thrilling:** exciting

**illustrated:** shown

**quantitatively:** with numbers

**in dramatic fashion:** in a powerful way; in a noticeable way

**section:** part

**remaining:** the rest

**specifically studied:** focused on (studying) one subject

**an isolated incident:** an experience that is not (usually) repeated; a special experience/happening

**replicate:** repeat, copy

**findings:** results; conclusions

**phenomenon:** happening; experience

**starkly:** in a strong and obvious way

**in person:** experienced directly and personally

**quantitative:** numeric, with numbers

**validation:** proof or evidence (that something is right)

**exhort:** try to persuade; try to convince; plea for

**plea:** request

**rely on:** depend on

Plenty of **research** shows that input-based methods are faster and more effective than analysis-based methods. I knew this- which is why I always **nag** and **cajole** my students to focus on **comprehensible** input. But it was still **thrilling** to see this knowledge **illustrated quantitatively**, in such **dramatic fashion**, by my own students.

The truly interesting part is that the pre and post-test I gave them (The Michigan Test) measures listening, vocabulary, and grammar. I'm not surprised that Kyoung and Jin improved their listening skill. But that **section** was only 20% of the test. The **remaining** 80% tested both vocabulary and grammar. In other words, their vocabulary improved dramatically faster than the students who **specifically studied** vocabulary books and lists. Their grammar improved dramatically faster than the students who specifically studied grammar textbooks.

This is not **an isolated incident**. Many research studies **replicate** these **findings** (see [www.sdkrashen.com](http://www.sdkrashen.com) for the most thorough summary of these). In study after study, input-based approaches beat analysis-based approaches- as measured by general English tests, such as the TOEFL, TOEIC, or Michigan Test. These tests measure vocabulary, grammar, listening, and in some cases, speaking and writing.

Though I'm aware of this research, I've never seen this **phenomenon** so **starkly** illustrated **in person** in a **quantitative** way-- mostly because I've never had the opportunity to pre and post-test my students.

These results are a small but powerful **validation** of my own teaching approach- and the methods I continually **exhort** my students to follow.

I will now carry this **plea** to you: Do not analyze English. Do not use analysis-based methods. Do not **rely on** textbooks. Do not focus on grammar rules.

Use an input-based method. Listen to understandable English. Listen repeatedly. Listen one hour every day and listen every day. And read. Read a lot. But don't read textbooks. Read easy materials that are fun and interesting to you.

Many students, for some reason, don't follow my advice. But those that do, such as Kyoung and Jin, improve much more quickly than those who don't

Follow this method, and you too will improve faster, just like Kyoung and Jin.

**Learn More:**

Effortless English

<http://www.effortlessenglish.com>

The Linguist

<http://www.thelinguist.com>

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# Effortless English

**stabbing:** v. to push a knife into something

**kidneys:** n. part of body that cleans the blood

**unavoidable:** adj. can't get away from, can't avoid

**scanned:** v. to look at quickly

**searing:** v. burning

**flesh:** n. skin (& muscle)

**numb:** adj. without feeling, cannot feel pain

**ache:** n. a "dull" pain

**panic:** n. strong fear and confusion

**butterflies in my stomach:**

idiom. nervous, worried

**gulped:** v. swallowed

**sensations:** n. (physical) feelings

**advisors:** n. teachers

**flee:** v. run away from, run from, avoid

**dispassionately:** adv. without emotion

**delved into:** v. go (deeply) into

**drained away:** v. went away, left slowly

**heaved:** v. moved suddenly

**exhaled:** v. breathed out

**wash through:** v. idiom. go (completely through)

**crept:** v. came slowly (present tense- to creep)

**intense:** adj. strong, powerful

**vibration:** n. shaking

**escape:** v. get away from

**broke through:** v. made a big improvement (or change)

**Vipassana meditation:** n. a kind of mental training

**insight:** n. understanding

**consists of:** includes

**systematic observation:** n. careful & organized looking

**variants:** n. variations, kinds

## Vipassana

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It felt like two hot knives were **stabbing** me in the back-- right into my **kidneys**. It was a burning pain-- **unavoidable**.

As my mind **scanned** this area of my back, it imagined two white-hot spots **searing** through my **flesh**. My knees also burned. My ankles burned. My feet were **numb** with a dull **ache**. But my back was the worst.

I felt a wave of **panic**-- **butterflies in my stomach** and a tremendous urge to get up and run away. I **gulped**, refocused my mind on the **sensations** in my body, and remained still. I tried to follow the **advisors** instructions-- don't **flee** from the pain, go deeply into it. My mind concentrated on the burning kidneys. I tried to observe the pain **dispassionately**. What was it exactly? What is pain? How, exactly, did it feel? How large was the painful area? How deep?

As I **delved into** the pain, an amazing thing happened-- the panic and fear **drained away**. My body **heaved** suddenly with a long, slow, very deep breath. As I **exhaled**, I felt a deep sense of calm **wash through** me.

A natural, unforced smile **crept** onto my face. My mind remained focused and suddenly the intense pain didn't seem "painful". I noticed that the pain was, in fact, an area of more **intense vibration**--- but I was no longer experiencing it as something to **escape** or avoid.

That was the moment I **broke through**-- at the end of the 8th day of a 10 day **Vipassana meditation** course.

Vipassana is a form of meditation, sometimes translated to English as "**Insight Meditation**". It **consists of** a deep and **systematic observation** of one's mind and body. Vipassana has many **variants** and is taught by many different meditation schools, teachers, and groups.

[www.effortlessenglish.com](http://www.effortlessenglish.com)

**methods:** n. ways of doing something  
**transformations:** n. big changes, deep and longterm changes  
**intense:** adj. powerful  
**participants:** n. people who join, people who participate  
**theory:** n. (research) ideas  
**philosophy:** n. ideas about how to live, life values  
**unique aspect:** special part, special feature  
**donation:** n. money given to help someone, money give to a charity  
**voluntary:** adj. by choice  
**coercion:** n. force, persuasion  
**sense:** n. feeling  
**centered:** adj. balanced, calm  
**initially:** adv. at first  
**meditate:** v. to focus the mind  
**got out of the practice:** v. stopped practicing, stopped doing  
**as a result:** therefore  
**volatile:** adj. changing a lot and changing quickly, chaotic  
**unstable:** adj. not firm, not the same, not consistent  
**gotten:** v. idiomatic. “got”, made me...

The course I took followed the **methods** of S.N. Goenka. Goenka learned Vipassana in Burma and was so amazed by the **transformations** it caused in his life, he wanted to teach others. After some time, Goenka developed a 10 day course. The course is very **intense**. **Participants** do not speak during the course and they meditate from 4 AM to 9 PM, with only short breaks.

The focus of the course is on the direct experience and practice of meditation rather than **theory** or **philosophy**. Another **unique aspect** of the course is that it is free. At the end of the course, participants may give a **donation** if they wish to help others do the course-- but this is **voluntary** and there is no **coercion**.

When I finished the course I felt a powerful **sense** of calm. I felt **centered**. My mind was clearer than it had ever been. The course was one of the most powerful experiences I've ever had in my life-- and one of the most positive.

Unfortunately, that was almost 3 and a half years ago. **Initially** I continued to **meditate** after the course. But slowly I **got out of the practice**. Its been quite a while now.

**As a result**, I feel my mind and emotions have grown **volatile** and **unstable** again. Which, lately, has **gotten** me thinking about Vipassana.

There are Vipassana courses and centers all over the world, so it would be easy to find one.

To learn more, go to [www.dhamma.org](http://www.dhamma.org)

### Learn More:

#### 10 Day Vipassana Courses

<http://www.dhamma.org>

#### Vipassana Article

<http://en.wikipedia.org/wiki/Vipassana>



# Effortless English

**trapped:** stuck; cannot escape; cannot leave  
**staring:** looking at something a long time  
**at a glacial pace:** very very slow  
**screen:** monitor

**mind numbing:** very boring  
**routine:** an action you do many times; a habit  
**miserable:** very unhappy; very painful and terrible  
**inspiring:** makes you feel excited; makes you want to be better  
**autonomy:** self-reliance; personal freedom and power  
**degrading:** makes you feel weak  
**comedy:** a funny movie  
**captured:** caught; showed  
**sterility:** without beauty, life, or emotion  
**numbness:** no feeling; cannot feel  
**pointlessness:** without a purpose  
**degradation:** weak and powerless feeling  
**crushed:** destroyed; broken into many tiny pieces; pressed until broken  
**heartless:** having no kindness or emotion  
**oppressive:** controlling; something that controls you and makes you weak  
**face (verb):** encounter; meet  
**misery:** pain, sadness, suffering  
**insincerity:** without honesty; dishonesty  
**drab:** ugly; without color  
**humiliation:** embarrassment  
**quest:** a search for something  
**livelihood:** way of making money; way of working  
**searching for:** looking for; trying to find  
**inspire:** create feelings of excitement; make someone want to be a better person.

## Worthy Goals

**Podcast Date:** November 25, 2006

**All Sound Files Available At:**  
<http://www.effortlessenglish.libsyn.com>

There I was, **trapped** in a tiny office, **staring** at the clock. Time seemed to go **at a glacial pace**. I turned back to the computer, put my hands on the keyboard, and stared at the **screen**. I sat like that for hours- doing no work. But if someone walked by my office, it looked like I was working on the computer.

Day after day, I did the same **mind numbing routine**. It was the most **miserable** job I ever had-- working for IBM.

Is it possible to make a living in an honest, **inspiring**, interesting way? Is it possible to have freedom and **autonomy** in one's work life? Does work have to be boring and **degrading**?

Last night I watched the movie "Office Space", a **comedy** about office workers. It was very funny because it was so true. As I watched, I remembered my experiences working for IBM- many years ago. The movie **captured** the **sterility**, the **numbness**, and the **pointlessness** perfectly.

Sadly, most jobs are like this. Most jobs, in my opinion, are factories of **degradation**. The workers' spirit and soul are **crushed**. Over time, people who work in such jobs become empty- depressed, **heartless**, and boring. Hakim Bey once wrote that "work is the most **oppressive** force we **face**, the greatest source of **misery** in our lives." This has certainly been true for me. I hated my job at IBM. I hated the sterility. I hated the **insincerity**. I hated the **drab** offices. I hated the boredom and **humiliation**.

Since then, I've been on a **quest** for a better **livelihood**. I've been searching and **searching for** a good job- for something I love to do. I found that in teaching English. I love doing it. I love working with the students. They excite and **inspire** me. I love my time in the classroom.

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**right livelihood:** an honest and good job (or business)  
**employee:** worker (for someone else)  
**administrators:** managers; bureaucrats  
**element of:** kind of; piece of  
**a whiff of:** a little  
**command:** tell other people what to do  
**self-employment:** working for yourself (no boss)  
**principles:** rules for living  
**launched:** started; began (something new)  
**sick of:** tired of; don't like anymore  
**useless:** without purpose; not useful; not helpful or effective  
**risk:** chance; (possible to fail or succeed)  
**follow my heart:** do what I really want to do; follow my feelings  
**to pursue:** to follow, to try to get  
**guarantees:** promises of certain success  
**spectre:** ghost  
**hangs over you:** follows you; is always there  
**worthy:** good enough; noble; great  
**goal:** a specific thing you plan to do; something you want to accomplish  
**terrify:** scare (a lot)  
**adventure:** an exciting experience  
**asking out:** ask for a date  
**abroad:** outside your country; in another country  
**hesitated:** waited; paused

**accept:** don't fight against; acknowledge  
**give up:** quit

**antidote:** cure; medicine (for poison)

Being an English teacher is much better than working for IBM, but it's still not what I consider a "**Right Livelihood**". As an **employee**, I must still follow **administrator's** rules. I must still use their textbooks, even when I think they are terrible. As an employee, there is always an **element** of humiliation, always a **whiff of command** and control.

After many years of searching and thinking, I now believe that **self-employment** is the only way to have a right livelihood. You simply must be your own boss or you will never be able to live according to your own **principles**. Truthfully, this is the major reason I **launched** Effortless English. I was **sick of** teaching the way other people wanted me to teach, sick of using **useless** textbooks, and sick of expensive schools that failed their students.

I suddenly realized that I had to take the **risk** and **follow my heart**. I had to have the freedom to do what I loved.

It's a little scary when you start to **pursue** your dream. There are no **guarantees**. People tell you that you are crazy. The **spectre** of failure always **hangs over you**. For the first time in your life you and only you are responsible-- completely responsible.

I once read that a **worthy** and powerful **goal** should both **terrify** and inspire you. If you don't feel both excited and scared, it's probably not a worthy goal. I agree. Perhaps you also have big dreams. Maybe you also dream of starting your own business.. or writing a book.. or going on a great **adventure**.. or **asking out** a girl or guy... or studying **abroad**. Perhaps you've **hesitated** to try because actually pursuing the dream terrifies you. Or maybe the fear of failure scares you.

If so, you should realize that this is good. The fear is good. Your terror is a good sign, it means you have chosen a worthy goal.

My best advice to you is the **accept** that fear. Accept it, but don't let it stop you. Whatever your dream, be terrified, but don't **give up**. Be terrified, and then do it.

Because the best **antidote** to fear- is action.

**Learn More:**

Working For The Man

<http://www.workingforthemman.com/>

Why Work?

<http://www.whywork.org/>

**www.effortlessenglish.com**

# Effortless English

## Hitch Intro

**Publish Date:** February 14, 2007

**Old Audio Article Archives Available At:**  
<http://www.effortlessenglish.libsyn.com>

**swept off my feet:** idiom. fall in love very strongly

**need some space:** idiom. need time alone, need time away from other people

**into my career:** idiom. focused on my job, concentrating on my job

**nonverbal:** adj. not speech, not related to speaking

**tone:** n. intonation, pitch

**ain't:** v. (casual) am not, are not, is not

**wanna:** v. want to

**hurt your feelings:** idiom. make you feel upset or sad or hurt

**that's where I come in:** idiom. that's when I begin, that's where I start

**open her eyes:** idiom. make her understand, make her realize

**sweep any woman off her feet:** idiom. make any woman fall in love with (him, you)

**needs the right broom:** joke. needs the right technique (he's joking about the different meanings of the word "sweep" here).

Basic principles:

No woman wakes up saying: "God, I hope I don't get **swept off my feet** today."

Now, she might say, "This is a really bad time for me."

Or something like, "I just **need some space**." Or my personal favorite: "I'm really **into my career** right now."

You believe that? Neither does she. You know why? Because she's lying to you, that's why. You understand me? Lying.

It's not a bad time for her. She doesn't need any space.

She may be into her career... but what she's really saying is, "Get away from me now." Or possibly, "Try harder, stupid." Well, which one is it?

60 % of all human communication is **nonverbal**-- Body language.

30% is your **tone**. So that means that 90% of what you're saying... **ain't** coming out of your mouth.

(Toby! Shit!)

Of course she's gonna lie to you. She's a nice person; she doesn't **wanna hurt your feelings**. What else is she gonna say? She doesn't even know you. Yet.

Luckily, the fact is, that just like the rest of us... even a beautiful woman doesn't know what she wants-- until she sees it.

And **that's where I come in**.

My job is to **open her eyes**.

(Toby! Oh, my God! Is this what you're looking for?)

Basic principles: No matter what, no matter when, no matter who.. any man has a chance to **sweep any woman off her feet**.

Just **needs the right broom**.

[www.effortlessenglish.com](http://www.effortlessenglish.com)

# Effortless English

## Hitch 1

swept off my feet:  
idiom. fall in love very strongly

need some space:  
idiom. need time alone,  
need time away from  
other people  
into my career: idiom.  
focused on my job, con-  
centrating on my job  
nonverbal: adj. not  
speech, not related to  
speaking  
tone: n. intonation, pitch  
ain't: v. (casual) am  
not, are not, is not  
wanna: v. want to  
hurt your feelings:  
idiom. make you feel  
upset or sad or hurt

that's where I come  
in: idiom. that's when I  
begin, that's where I  
start  
open her eyes: idiom.  
make her understand,  
make her realize

sweep any woman off  
her feet: idiom. make  
any woman fall in love  
with (him, you)  
needs the right  
broom: joke. needs the  
right technique (he's jok-  
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Well, which one is it?

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ful woman doesn't know what she wants-- until she sees it.

And that's where I come in.

My job is to open her eyes.

(Toby! Oh, my God! Is this what you're looking for?)

Basic principles: No matter what, no matter when, no matter  
who..

any man has a chance to sweep any woman off her feet.  
Just needs the right broom.



# Effortless English

## Hitch 2

outgoing: adj. friendly & sociable, (opposite of shy)

all at once: idiom. suddenly; everything done very quickly

blown you off: idiom. to reject someone; to skip an appointment with someone (similar to "to stand you up")

mess it up: idiom. ruin it, cause a big problem, make a big mistake

hot: adj./idiom. great (look great)

they're (really) me: idiom. they fit my personality, they fit my usual style

fluid: adj. easily changed, very flexible

concept: n. idea

hang back: idiom. stay back, don't get too close  
lingers: v. stays at, remain in one place for a while

maintain the visual: idiom. keep eye contact, stay in eye contact

You cannot use what you do not have. So if you're shy, be shy.

If you're outgoing, be outgoing.

- I'm not outgoing.
- That's okay.

She may not want the whole truth, but she does want the real you.

She may not want to see it all at once, but she does want to see it.

So tonight, when you're wondering what to say, how you look, or if she likes you... just remember, she is already out with you.

That means she said yes when she could have said no.

That means she made a plan when she could have just blown you off.

So that means it is no longer your job to try to make her like you.

It is your job not to mess it up.

The shoes are hot.

You went to the place I told you?

Yeah, but I don't think they're really me.

"You" is a very fluid concept right now.

You bought the shoes. You look great in the shoes.

That's the you I'm talking about.

The key tonight is hang back. Give her plenty of space.

If she lingers at a photograph, move on. But maintain the visual.

It's supposed to be 64 and clear tonight.

So when you leave the club, walk a little.

Ask her what she thought about the show...

what was her favorite photograph, why that one.

And when she answers, don't be looking at her mouth.

naked: adj. without clothes

Bomb Pop: n. a kind of ice cream  
Screwball: n. a kind of ice cream  
in the blink of an eye: idiom. suddenly, instantly

high stakes: idiom. very important and risky; action with potentially big gains and/or big losses  
you're on your own: idiom. you are alone, you are independent  
take your breath away: idiom. amaze and surprise you

Don't be wondering what she looks like naked.  
Listen to what she is saying and respond.  
Listen and respond.  
That way, when it's your turn to talk...  
you'll have something better to say than,  
"I like your mouth."  
What was your favorite one?  
The elephant, definitely.

And all of a sudden, we're on date number two.  
-Ready.  
-No way.  
-We're going back in there.  
-You have to smile.  
In case you didn't go to high school, hitting is a good thing.  
So how does it happen, great love?

Are you okay?  
- Nobody knows.  
- I'm good.

Let me get a Bomb Pop and a Screwball for the lady.  
But what I can tell you, is that it happens in the blink of an eye.  
One moment, you're enjoying your life.  
And the next, you're wondering how you ever lived without them.  
Three dates is all I need.  
Three dates, and I'll get you here, to the high-stakes medal round...  
where eight out of women believe that the first kiss...  
will tell them everything they need to know about the relationship.  
  
After that, you're on your own.  
But always remember...  
life is not the amount of breaths you take.  
It's the moments that take your breath away.

Learn More:

[Hitch Website](http://www.sonypictures.com/homevideo/hitch/index.html)

<http://www.sonypictures.com/homevideo/hitch/index.html>



# Effortless English

## Hitch 3

**call it:** v. predict it

**screw:** v. have sex with

**going out with:** idiom. dating

**awesome:** adj. fantastic, great

**fabulous:** adj. amazing

**run:** v. print, publish

**aristo-:** n. aristocrat (rich person)

**-brat:** n. a spoiled person

**gorgeous:** adj. beautiful

**cheat:** v. be unfaithful, have sex with someone who is not your spouse/partner

**Bitter:** adj. lonely and angry (he's joking about her)

**party of one:** idiom. group of one (used when entering a restaurant)

**Barbados:** n. a tropical island

**just what the doctor**

**ordered:** idiom. exactly what I needed

**flirted:** v. tease, try to attract someone (who you want to date)

**never left the office:** idiom. never stopped working

Did I **call it** or did I call it? I mean, what did I say, six months? And when was her first date?

So five-and-a-half?

God, I hate it when I'm right.

What is it about guys that makes them want to **screw** anything that walks...

even when they're **going out with** someone as **awesome** as Allegra Cole?

She's only the most **fabulous** thing walking around New York.

Thanks, Young.

Are you kidding? Of course I'm gonna **run** it.

Why should she waste her heart on some Swedish **aristo-brat**? Even if he is **gorgeous**.

If he's stupid enough to **cheat**...

the world should know he's dumb enough to get caught.

Exactly. I'm in the elevator.

See you in a minute.

Good morning, how are you?

**Bitter, party of one.**

You should try it sometime.

**Barbados** by myself? I wouldn't last five minutes.

It was **just what the doctor ordered**.

I slept in, I did my yoga,

I read a couple of books... **flirted** with my scuba instructor.

- And apparently **never left the office**.

- I know, isn't that great?

You should've taken someone with you.

Who am I gonna take with me?

**comes in handy:** idiom. is useful

**cynic:** n. a negative & pessimistic person

**realist:** n. a person who is realistic, a person who is very practical

**masquerading as:** v. pretending to be

**workaholic:** n. someone who works too much (addicted to work)

**lunatic:** n. crazy person

**overwrought:** adj. too nervous, too energetic

**Sebby:** n. name of the rich Swedish guy (in the movie)

**busty:** adj. having large breasts

**dirt:** idiom. gossip

**column:** newspaper article (that appears regularly)

**sip:** v. to drink slowly

**mai tais:** n. a cocktail, a kind of alcoholic drink

This is where a boyfriend **comes in handy**.

- I don't have time for a boyfriend.

- You said that two years ago.

-Yes, and it's as true today as it was then.

-I thought you were on vacation.

-See if these are in focus and have them in my desk in an hour.

Besides, relationships are for people waiting for something better to come along.

Spoken like a true **cynic**.

I'm not a cynic. I'm a **realist**.

You are a realist **masquerading as** a cynic who is secretly an optimist.

What are you doing here?

What is she doing here?

She works here, remember?

No, she doesn't. Not for another four days.

This couldn't wait.

It could.

What are you doing? Go back to the beach. I don't want you here.

No, really, you do.

You are becoming a sick, **workaholic lunatic**... and this is exactly... the kind of nervous, **overwrought** behavior that leads to...

Pictures of **Sebby** with a **busty** brunette.

...A very big raise.

Jesus. You could find **dirt** in a snowstorm.

Comes with the job.

You know, kiddo, there is more to life than watching other people live it.

Can I help he was cheating on my beach?

I think it's great that you're so good at your job.

I'm just a little worried as to why.

Let me worry about that.

Okay. I want that **column** on my desk by lunch.

So you'll pay for my hotel?

For you to **sip mai tais**? I don't think so. Get out.