



# **The Effortless English Club**

*Automatic English For The People*

**DVD 5**

**POWER ENGLISH NOW**

**with AJ Hoge**

[www.EffortlessEnglishClub.com](http://www.EffortlessEnglishClub.com)

# ***DVD5.Power English Now***

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# 01.Intro Text

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## Intro Main Text

These lessons are sold only on our website, [EffortlessEnglishClub.com](http://EffortlessEnglishClub.com). If you bought these lessons somewhere else, you have an illegal copy. Please notify us and we will take immediate legal action against the seller. Thank you.

Hi, this is AJ Hoge, Director of the Effortless English Club. Welcome to our new set of lessons, these are called the Power English Lessons. The reason they're called Power English is because in these lessons we're going to do two things. Number one, you're going to learn English, of course. As always, we have the mini-stories which are our favorite lessons for most of our members, but the content, the focus, the topics in these lessons are going to be focused on the psychology of learning and the psychology of success.

Now these ideas, they're not just my ideas. In fact, they come from a lot of other people. They come from people like Tony Robbins, who is a famous success coach, Robert Anton Wilson, Joe Vitale, Robert Kiyosaki, Alan Watt, so I've taken a lot of ideas from a lot of different people about this topic of the psychology of success. And the reason that we're going to talk about this in these lessons is that in my experience, most English students struggle and fail because of psychology, not because of methods, not because of teachers.

Those things are important, but Tony Robbins talks about the fact that psychology is 80% of success. And I think he's right, based on my experience with many, many English students. Psychology is 80% of success, so 20% are the methods you use to study. 20% are the schools you go to, the teachers you have, the books you use. Those are important, we talk a lot about them. But the other 80% is psychology, your motivation, your emotions, how you manage your time. All of these things are in fact much, much more important.

What I saw in my classes were that the enthusiastic students, the energetic students, the optimistic students always learned much faster. They succeeded. The ones who failed, the ones who dropped out and quit, the ones who struggled had the opposite mentality. They had a very negative mentality. Their motivation was low. They tended to be pessimistic. They felt that they weren't good at English. They had ideas that English was very tough, very difficult, they struggled. They didn't have enthusiasm for English. They didn't love English.

So in these lessons we're going to talk about how can you manage your emotions. How can you develop that strong, powerful, enthusiastic attitude towards English, how can you maintain it so that you don't get bored? So that in fact you get stronger and stronger with English and your psychology gets stronger and you succeed, you reach your goals. You speak fluently, effortlessly. So among teachers, English teachers, language teachers, this topic is called Non-Linguistic Factors. Non-Linguistic Factors.

So what "Non-Linguistic Factors" means is things that are not related to language learning directly. When we talk about language learning research, when we talk about the best methods to use when you learn English, those are linguistic factors,

right? They are related to the language. Non-linguistic factors means not related to the language. This has nothing to do with English, it's more about psychology. Motivation, for example, is a non-linguistic factor. So all it really means is just emotional factors. And there are actually many research studies about this topic.

Dr. Stephen Krashen down in Los Angeles, probably again the expert in language acquisition and language learning, has done many studies and he has also looked at many studies and he's found that non-linguistic factors are equally or in fact more important than the linguistic factors to determine who is successful ultimately. What that means is that things like your emotions, things like your peer group, the community that you belong to, your feelings about English are as important or more important than the methods you're using to learn English.

So how are we going to do this? How are we going to learn? Well, one of the things we have to do is create a daily English ritual. You need to engage your physiology. That means you need to engage and use your body. You need to engage and use your subconscious. That's how you start to affect and strengthen your psychology. So we have to strengthen our psychology, what does that mean? Really it means affecting your body and your mind at the same time, so that you actually feel better. Your emotions are happier while you're learning English. And I know this is the opposite of what you learned in school.

You probably didn't feel very happy when you were sitting in your English classes. But when you're learning with Effortless English, it's very important for you to feel happy. For your body to feel good, for your mind to feel good. For you to emotionally enjoy the process of learning English. Of course, it's just more fun, you're going to like it a lot better. But the other benefit is that you actually will learn faster. You'll improve your grammar faster, you'll improve your pronunciation faster. You'll remember vocabulary words better, longer and faster when you feel good. So there's a very practical reason for doing this, too.

So we're going to talk a lot in detail in these lessons about how to do this. But just right now, during this introduction, let's talk a little bit about a daily plan. Something you could do immediately, right now, today, to start improving your success with English by changing your psychology. So here's a little ritual, a little plan you can follow every day to start improving, to start feeling better and therefore improve your motivation and to learn English faster and faster and faster, better and better and better. And it's very simple.

So the first thing you're going to do is when you get up in the morning, the first part of this plan, this daily plan. You want to get into a peak emotional state. Peak means top. For example, the top of a mountain, when we talk about a top of a mountain, the very top we call the peak. So we're saying a peak emotional state means a top emotional state or top emotional feeling. It means you want to feel great. Not just good, you want to feel really great. That's the first thing you need to do before you listen to any English lessons. Before you study you want to first be sure that you feel great.

How can you do it? Well, it's really easy. I recommend, for example, using music. And I actually do this myself in the morning, most mornings. I will put on some great, exciting music that I love, jump around, act like a crazy person, and get myself feeling energetic and happy. Do that first before you listen. So move your body, smile. We're going to talk about this more in detail in later lessons. But just for now, every morning when you get up first put on some music. Some energetic, happy music that you like, smile, move around. Do that for maybe 5 minutes, maybe 10

minutes. Then when you're feeling really great, your body is moving, you feel like you have energy, you're happy, then start your English lessons.

The first thing you want to listen to is the main article, the main audio. So the first thing is listen to the main talk. And you can read this as well the first time if you cannot understand easily, you can read the transcript and listen at the same time. Do this perhaps two times per day, starting with the main story and reading. Use a dictionary if you need to look up new words.

Next, listen to the vocabulary. So in the vocabulary again I will discuss the meanings of some of the difficult words that I used. And again, you can read the transcript of that vocabulary lesson. There's always a transcript you can read if you can't understand my speaking, if I'm too fast, then read at the same time. It's okay.

Next, you'll listen to the mini-story and the mini-story is the most important lesson. The mini-story is designed for deep learning. In the mini-story I am going to ask a lot of very easy questions while I tell a story. In fact I really ask the story, I don't tell the story. Why am I doing this? Students ask me "Why are the questions so easy?" Well, the questions are supposed to be easy because I want you to answer fast and automatically. I want you to train your brain, teach your brain to answer very quickly.

I don't want you to translate from your language to English or from English to your language. It's a bad habit, it will make you speak very slowly. I want you to just answer quickly, automatically, very fast. So that's why I ask so many questions, like questions again, again, again, again, again...very easy. Your job...answer the questions quickly. You can answer with only one or two words, its okay. Short answers are fine. You don't need to answer with a big, long sentence. In fact, short is better.

So that's the order that you're going to follow. You're going to listen to the main article first, one or two times. You can read as well if you need to. Then you're going to listen to the vocabulary one or two times, each day. And then finally you're going to listen to the mini-story, one or two times or more. You can also read the transcript for the mini-story in the beginning.

Now another important point, when you're listening to these lessons do not study them. Don't struggle to memorize. Just relax and listen. If necessary, you can read as well, as I said if you need to. But relax, you're not trying to memorize anything. Just let it come in. Let the English come into your ears and into your eyes. Don't think about it. Don't analyze it. Do not think about grammar. The mini-stories will help you learn grammar subconsciously, so don't interrupt that process by trying to analyze it. Don't think about grammar rules.

You want to learn like a native speaker and that means you're going to learn the patterns of English in these mini-stories. You might not be able to explain them, just like native speakers cannot explain grammar rules. But that's okay, you want to be able to use them correctly. That's the important part. So again, you want to relax. Do not study. Do not think about grammar rules. Do not try to translate. Just relax and listen. That's why we call it Effortless English. It should be effortless. You should be smiling, relaxed and just listening.

Now another important point. You want to move your body while you're listening to the lessons. This will keep your energy high. So, what do I mean by that? Well, a really easy way to do this is just to walk. You've got an iPod, you've got your earphones in, listen to the lessons while you go for a walk. You can do two things at



one time. You exercise, you improve your body and you listen to English lessons and improve your mind at the same time.

If you're sitting in a train, then maybe you just stretch your body a little bit. If you're in your car, you can move a little bit. You can move around in your seat. If you're at your house you can go crazy, you can jump around. You can exercise very strongly. You can go to the gym. Do something with your body while you're listening to the lessons. It will keep your energy high. It will keep you feeling better. You will actually learn faster by doing that.

And finally, a very, very important point. You need to use our deep learning method. That means you listen to each lesson set for one week or more. So for example, this introduction has got three parts. There is a main lecture, a main talk. There is a vocabulary section. And there is a mini-story. Well those three, you want to listen to those three every day for seven days. You want that repetition.

Repetition is very important. You want it to go deeply into your brain. Just one time is not enough. Even if it is very easy for you, if you listen you understand everything, it's simple, still follow the deep learning method. Still listen to the whole set for one week or more. On the other hand, if it seems very difficult, listen longer. Two weeks is okay. Doesn't matter, the point is you want it to go very deeply into your brain which means you want it to be almost effortless. It's going to just go into your brain and eventually just come out without you thinking and that requires deep learning. It requires a lot of repetition.

So that's kind of your basic plan for using these lessons. Again, first you're going to get into a peak state. You're going to get excited. You're going to jump around. You're going to listen to music. You're going to feel great. Then you're going to listen to the main lecture, the main audio, one or two times. Then you're going to listen to the vocabulary, one or two times. Then you're going to listen to the mini-story, one, two, three, four, five times...every day. And remember, relax, feel good and enjoy the lessons while you listen.

Okay, that is it for our main section for this introduction. Next is the vocabulary.

## **Intro Vocabulary Text**

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Hello, welcome to the vocabulary for the "Introduction to Power" lessons. Let's start.

Okay, let's talk about our first word is linguistic, linguistic. Linguistic means related to language or about language. It's an adjective. So linguistic factors, I mentioned linguistic factors. A factor is an element, for example, it's a piece of something. So linguistic factors means elements about language, elements related to language. Or

even more simply, things, things related to language. And then in this talk I talk about non-linguistic factors. Of course, non- means not, it's negative.

So non-linguistic factors means things not about language. Things not related to language. So in the talk I'm talking about, for example, two different things. One are emotional factors, emotional elements, emotional things. And then the other is linguistic factors. So, for example, study method, that's a linguistic factor. It's connected to language learning very directly. It's a linguistic factor. It's a language related thing. On the other hand emotion is not directly related, is not directly connected to language learning. At least most people don't think so, so it's a non-linguistic factor. Alright great, so that's linguistic and factor.

Let's talk about next subconscious. I mentioned the word subconscious. Sometimes you hear the word unconscious is another synonym for that but subconscious means something that is under your normal thinking. So, for example, if you're quite hungry, suddenly you find that you're hungry but you're busy, you're thinking about something else. You're reading a book. But kind of under your thinking you have this idea "I'm hungry, I'm hungry, I'm hungry." It's not a conscious thought, it's not a strong direct thought. It's not at the top of your brain. Sub means under or below. So it's kind of in the bottom, the back of your brain, this sort of quiet, small voice, or this quiet, small thought. So that's subconscious.

So I mention that you want to engage your subconscious. Engage means to use. To use, or to, it's like turn on. So to turn on your subconscious, to use your subconscious, to engage your subconscious. It means you want to use those emotions that are in the back of your brain or the bottom of your brain. You want to use that quiet voice. You want to use those strong emotions that are kind of in the back because they are very powerful. So engage your subconscious means use those. It means choose to use them in a powerful way.

I also talk about engaging your physiology, physiology. Physiology means related to the body. It's related to the word physical, alright? Physical means body, something that is connected to your body and in your body and not your brain, not your mind, it's body. And physiology again is a similar idea. Physiology means what is happening in your body. It's the systems in your body. It's the parts of your body. So again, engage your physiology means use your body, right? Engage is turn on or use. Physiology, body. So engage your physiology, engage your body. Use the parts of your body. Use the systems in your body. That's what that means. Alright, great.

Next, let's talk about the word peak. So peak I mentioned in the main story. Peak means top. Now, often we use this to describe, for example, a mountain. The very top of a mountain we say it's the peak, the mountain peak, the peak of the mountain. The very top part. We also use it in the phrase "peak performance". Of course performance means performing or doing something. Peak means top, so it means doing something in a top way, in the very best way. Sometimes we use this with sports, say he is a peak performance athlete. He is a top-performing athlete. He is the very best performing athlete. So again that is peak meaning top, very top, or sometimes meaning best. Okay so peak meaning top. So emotional state, I talk about peak emotional state. So top or best, peak, emotional, of course, feelings, and state. State means kind of your situation or experience. So an emotional state means it's the general emotional feeling you have right now. So I might say I'm in an angry emotional state. That means, it's kind of a long-term idea, it means generally for some time I feel angry. Now this is a very formal, kind of academic, or intellectual way to say "I'm angry." Okay? So this is a little bit more formal kind of English. But again, an emotional state, it's a general emotional feeling and it has a little bit of the

idea of a long time. So a peak emotional state, a top or best emotional state, it means feeling very good for a while. Right, say I am in a peak emotional state. I'm feeling very good for some time.

Okay, now that is the vocabulary lesson for the Introduction to Power. Of course, if there are other words you did not understand, you can use the text, use the transcript and a dictionary and just find the word in your dictionary and write it on the text and you can learn more vocabulary that way. It's very difficult for me to guess exactly which words you know and which words you don't know, because every student is different.

So I will cover some of the main words, the words I think are quite important. But if there are other words you don't know, just use the text and a dictionary and write the meaning on the text, that's fine.

Okay, I will see you next for the mini-story. Thanks.

## Intro Mini-Story Text

Hi this is AJ Hoge. Welcome to the mini-story for "Introduction to Power English". Let's get started. In the mini-story I will tell a kind of strange, funny, stupid story. Usually actually I will ask the story. It means I will ask a lot of questions. The reason I ask these questions is to get a lot of repetition so that the grammar structure, the grammar pattern will go into your brain deeply because you're getting it again and again and again.

You don't need to think about it. Just relax, listen to the story, answer the questions quickly. If you need to you can pause your iPod, pause your computer and answer the questions. Or if it's too fast, just listen. You don't have to speak. Speaking is optional. If you can do it, if you want to answer the questions, great! Shout them out. If you don't, if it's too difficult or you're in a train with other people, that's fine. Just listen and relax, that's okay too. Okay, let's start.

\* \* \* \* \*

**There was a beautiful woman named Sophie. Sophie had to play Tiger Woods in golf in just one month.**

Who had to play Tiger Woods in golf in just one month?

*Well, Sophie. Sophie had to play Tiger Woods in golf in just one month.*

What kind of woman was Sophie?

*Sophie was a beautiful woman.*

Who did she have to play?

*Tiger Woods, she had to play Tiger Woods.*

Who had to play Tiger Woods?

*Sophie, Sophie had to play Tiger Woods.*

In tennis, right?

*No, no, no, not in tennis. In golf, Sophie had to play Tiger Woods in golf.*

When did Sophie have to play Tiger Woods in golf?

*In one month, Sophie had to play Tiger Woods in golf in just one month.*

Was Sophie worried or was Sophie happy?

*Sophie was worried.*

Why was she worried?

*Because Tiger Woods is the number one golfer in the world and Sophie was not good.*

Was Sophie a good golfer?

*No, no, no, no, no. Sophie was a terrible golfer in fact.*

Was Tiger Woods a good golfer?

*Oh yes, of course. Tiger Woods was a great golfer. And he still is a great golfer.*

**So Sophie went to Japan.**

Where did she go?

*Japan, Sophie went to Japan.*

Who went to Japan?

*That's right, Sophie. Sophie went to Japan.*

Why did she go to Japan?

*To find a golf coach, of course.*

**She went to Japan to find a golf coach.**

Where did she go to find a golf coach?

*To Japan, she went to Japan to find a golf coach.*

To find what?

*A golf coach, she went to Japan to find a golf coach.*

**She found a coach named Yoda.**

What was the coach's name?

*Yoda, the coach's name was Yoda.*

Was the coach's name Bob?

*No, the coach's name was not Bob. The coach's name was Yoda.*

Whose name was Yoda?

*Well, the coach's name was Yoda.*

What was Yoda?

*Yoda was a golf coach.*

**He said "I can help you learn golf Sophie." He said "If you use your subconscious, you will become a golf master."**

What did Yoda say?

*He said "If you use your subconscious, you will become a golf master."*

What did Sophie need to use?

*Her subconscious, Yoda said "If you use your subconscious, you will become a golf master."*

So if she used her subconscious, what would she become?

*A golf master, he said "If you use your subconscious, you will become a golf master."*

Would she become a tennis master or would she become a golf master if she used her subconscious?

*Well, if she used her subconscious, of course she would become a golf master.*

What did she have to use?

*Her subconscious, she had to use her subconscious to become a golf master.*

Who said this to Sophie?

*Yoda, Yoda said this to Sophie.*

What did he say?

*He said "If you use your subconscious, you will become a golf master."*

**So Sophie tried to use her subconscious. She closed her eyes every time she played golf. Yoda said "Use your subconscious, close your eyes." Unfortunately, it didn't work.**

Did Sophie become a golf master?

*No, she didn't. She did not.*

**Every time she hit the ball it went into the trees.**

Did Sophie try to use her subconscious?

*Yeah, she did. She tried to use her subconscious. She closed her eyes and tried to use her subconscious.*

When she tried to use her subconscious, was she successful?

*No, she wasn't. She was not successful when she tried to use her subconscious. Every time she hit the ball it went into the woods, into the trees. Poor Sophie.*

**So Sophie went to Hawaii.**

Who went to Hawaii? Yoda?

*Not Yoda, Sophie. Sophie went to Hawaii.*

Why did she go to Hawaii.

*To find another golf coach.*

Why did she go?

*To find another golf coach.*

Did Tiger Woods go to Hawaii?

*No, no, no. Tiger Woods didn't go to Hawaii.*

Where did Tiger Woods go?

*South Carolina.*

**Tiger Woods went to South Carolina.**

Where did Sophie go?

*She went to Hawaii.*

Why did Tiger Woods go to South Carolina?

*Well, to find a coach.*

**He also wanted a golf coach. He found an Army golf coach. The Army golf coach**

**said "You must run 30 miles every day."**

Did Tiger Woods close his eyes when he played golf?

*No, no, no. He didn't try to use his subconscious. Tiger Woods ran 30 miles every day. He did not try to use his subconscious. Sophie had tried to use her subconscious. Tiger Woods did not.*

**So Sophie went to Hawaii and she found a surfing golf coach named Farley.**

What kind of golf coach did she find?

*A surfing golf coach.*

Who found a surfing golf coach?

*Sophie, Sophie found a surfing golf coach.*

**He said "If you practice and surf every day, you will always succeed."**

What did she have to do?

*She had to practice golf while surfing.*

Did she have to practice golf and surfing at the same time or at different times?

*Well, at the same time. She had to practice golf while surfing, at the same time as surfing.*

**So she got on the surfboard. She was surfing and she was trying to play golf at the same time.**

Who was trying to practice golf while surfing? Tiger Woods?

*No, not Tiger Woods, Sophie. Sophie was trying to surf while playing golf. She was trying to play golf while surfing.*

Was she successful?

*No, unfortunately not.*

**She got very wet but she did not improve.**

Was Sophie successful practicing golf and surfing?

*No, she wasn't.*

**She fell into the water every time. Every time she got wet. She was still a terrible golfer.**

Was Tiger Woods still a terrible golfer?

*No, of course not, Tiger Woods was still a great golfer, the best golfer.*

So who was still a terrible golfer?

*Sophie, Sophie was still a terrible golfer.*

**She had tried to use her subconscious and she failed. She had tried to surf and play golf and she had failed. Now she was very worried. Only one more week to play Tiger Woods. She went to San Diego.**

Why did she go to San Diego?

*Well, of course, she went to San Diego to find another golf coach.*

Why did she go?

*To find another golf coach.*

**She went to Tony Robbins.**

Who was Tony Robbins?

*Tony Robbins was a peak performance coach.*

Was he a peak performance coach? Or did he teach people to do things badly?

*Well, of course, he was a peak performance coach. He taught people to do things very well.*

Who was a peak performance coach?

*Tony Robbins, Tony Robbins was a peak performance coach.*

Was Sophie a peak performance coach?

*No, she wasn't. Sophie was a terrible golfer. Tony Robbins was a peak performance coach.*

**Sophie said "Help me, Tony. Help me." Tony said "If you engage your physiology, you will be a master."**

What did he say?

*He said "If you engage your physiology, you will be a master."*

Did Tony want her to use her mind, her brain?

*No, no, no. He said "If you engage your physiology, you will be a master." Your body.*

Did he want her to use her body very well or did he want her to use her mind, her brain very well?

*He wanted her to use her body, her physiology. He said "If you engage your physiology," if you use your body, "you will be a master."*

Who wanted Sophie to engage her physiology?

*Tony Robbins, Tony Robbins wanted Sophie to engage her physiology. Tony Robbins wanted Sophie to use her body correctly in a peak performance way.*

**Tony taught her to get into a peak state.**

Did he teach her to feel bad?

*No, no, no. He taught her the opposite. He taught her to get into a peak emotional state. He taught her to feel really great.*

Was she in a peak emotional state or a bad emotional state?

*She was in a peak emotional state, a top emotional state. She felt top, great, wonderful, best.*

Who was in a peak emotional state?

*Sophie, Sophie was in a peak emotional state.*

**Then Tony said "Now practice golf."**

Did Sophie practice golf while she was in a peak emotional state?

*Yes, exactly. Sophie practiced golf while she was in a peak emotional state.*

Did she practice golf at the same time that she was in a peak emotional state?

*Yes, at the same time. She practiced golf while she was in a peak emotional state.*

**She improved very quickly. Finally, the day came. Sophie played Tiger Woods. Tiger was very tired. He looked very tired. But Sophie was in a peak emotional state during the whole game. Finally, at the end of the game Sophie won. She beat Tiger Woods! Tiger cried "Sophie, you're the best now." He wrote a check to Sophie for \$85 million.**

How much money did Tiger give Sophie?

*\$85 million, he wrote a check for \$85 million. He gave Sophie \$85 million.*

How much did Sophie earn?

*She earned \$85 million.*

Did Tiger Woods earn \$85 million or lose \$85 million?

*Tiger lost \$85 million.*

Was Tiger happy?

*No, he wasn't.*

**Tiger cried and cried. He was very sad.**

Was Tiger in a peak emotional state?

*No, Tiger was in a terrible emotional state. He was sad. He was depressed. He was in a very bad emotional state.*

How about Sophie? Was Sophie in a great, top, peak emotional state?

*Oh yeah, she was in a top, great, fantastic, peak emotional state. She was happy, she was excited and now she was rich.*

Okay, that is the end of the mini-story for the "Introduction to Power English." Again, listen to this mini-story once or twice every day for seven days or more. The questions, the repetition will help you effortlessly learn the vocabulary and you'll be learning grammar, too. It's kind of a secret grammar method. Don't think about the grammar, please do not think about it. Just relax, listen to the questions, answer the questions. And every day you will start to learn these basic patterns of English, again and again and again, more deeply each day. So again, listen to this lesson every day

for seven days or more. If you get bored, move your body, jump up and down, feel better and then start again.

## 02. Emotional Mastery Text

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### Emotional Mastery Main Text

Okay, welcome to the main audio for “Emotional Mastery.” So let’s talk about emotional mastery in more detail now. How can you manage your emotions, how can you control, I don’t like the word control, but let’s just say manage your emotions so that you feel better and stronger while you’re learning English. So it’s easy to say that “Oh, feel good when you’re learning English,” but unfortunately a lot of people feel bad when they’re learning English. A lot of people feel bored. Or maybe just in your life in general, you’re tired, you’re working hard, and it’s difficult to learn English also and still feel energetic and happy.

So we have to learn some techniques, some methods to manage our emotions, to make sure our emotions are feeling strong while we’re learning. And remember, again, that emotion and psychology are 80% of success. And a lot of people talk about this in the academic world. Dr. Stephen Krashen, again he’s the top expert on language acquisition, language learning and language education, and he talks about this idea of non-linguistic factors. Which basically means psychological and emotional factors, that they’re more important than the method you’re using. Tony Robbins, the famous peak performance coach, talks about this as well. He says directly success comes from emotion, 80% of success is emotion. The other 20% is the method, it’s how you do it.

So we’ve got to master our emotions to master English. How are you going to do to that? Let’s talk about that now. There are two keys to emotional mastery. One is your physiology, again it’s your body, how you use and manage your body. And second is your focus, your mental focus. Now a lot of this comes from again Tony Robbins and Joe Vitale and some other peak performance coaches so I’m using their information and I’m applying it, I’m focusing it on this process of learning English and how can you take those ideas and use them to increase your English learning power, so you learn faster, so that you speak better. So again we have two ways to manage our emotions. One is physiology, through the body. And the other is through focus, mental focus. What you think about again and again and again.

In this lesson we’re going to talk about physiology, managing physiology. So this is an easy way to change your emotional state. So let’s imagine that you are tired. You’ve gone to work, you’ve worked a very long day. You’re tired. And you’re thinking “I don’t want to study English.” How can you change that feeling? Well you can try to talk to yourself “Oh, I should study, I should study, I should feel better,” but usually that doesn’t work, right? Usually you still feel tired. What you have to do is start with your body. Change your body. What does your body look like when you’re tired?

Usually your shoulders are going to be forward. Is your head going to be up or is your head going to be down? Well, usually when you’re tired your head is going to be a little bit down, your chin will be kind of down. What about your face? Will you have a big smile on your face or will your face be kind of loose? Well, it’s usually going to be more use, right? You’re not usually smiling big when you feel tired. And



your eyes, where are your eyes looking usually when you're tired? Again, down. So the whole body tends to be forward and down when you feel tired. So an easy, very simple way to change how you feel, how you physically feel, your emotion and in your body is to just make small changes in the way you're using your body.

Try it now. Lean forward. Put your shoulders forward. Put your chin down. Look down. Put your body into a tired position, notice how you feel. Now let's change it. Pull your shoulders back and your chest up. Bring your chin up. Bring your eyes up. Look up. And now, even if you don't feel happy, I want you to smile really big. Put a big smile on your face, fake it. Look stupid. Okay, so a big smile, shoulders back, chest up, eyes up and a big stupid smile, a big grin, on your face. Do you feel differently now? You probably do.

Just by changing the position of your body, I'm doing it right now myself, I can feel that I feel more energetic. I feel happier just by shifting my body. When I go back and I put my shoulders forward and my chin down and my eyes down, I can feel some energy going down, right? The energy in my body gets less. When I pull my shoulders back, my chest up, my chin up, my eyes up, I'm smiling big, just faking it, acting like a crazy person, I feel much better. And you do, too. So that is such an easy way to change how you feel, to change your emotional state just by shifting your body. It's a simple way to get control of your emotions and to master your emotions.

So here's what I want you to do. Every time you listen to these lessons or any English lessons or any kind of English studying, I want you to first change your body. Before you listen to those lessons and while you're listening, I want you to think about, consciously think about pulling your shoulders back, pushing your chest up, chin up, eyes up, and make yourself smile. You probably didn't smile much in your English classes when you were younger but this time I want you to smile even if you feel like you are being stupid. It doesn't matter, do it.

You're going to change your body and by changing your body you're going to feel better, you're going to have more energy. And when you have more energy, when you feel better, you learn faster. There's a lot of research about this. And it shows that people who have more energy, who are feeling good emotionally, learn faster. People who are tired and bored learn much more slowly.

What's another way that you can change your emotion by changing your body? Well another very easy way is through breathing. How you breathe determines the energy in your body and how you feel. So for example if you have a very shallow breath, you're breathing very shallowly...small little breaths...tight chest. You're going to feel different than if you're taking big breaths that are deep...that was just two breaths, already I can feel in my body a lot more energy. So taking deep breaths, it's such a simple way and yet it's very powerful. That's why in a lot of spiritual traditions, in Buddhism for example, and also in martial arts, in sports, you find that they will focus on breathing. They will tell their students to breathe more deeply. They have a very kind of controlled way of breathing because they know by breathing very deeply they can change their emotional state and their physical state. Increase their energy. Increase the aliveness in their brain, the alertness in their brain.

So this is another thing I want you to do before you learn English. Any kind of studying, these lessons or a book, anything, I want you to focus on breathing deeply. Maybe just two minutes, for two minutes I want you to take deep breaths. Hold it for maybe 2, 3, 4 seconds and then let it out. Then do it again. Hold it...and breathe

out...and again and again, 1 or 2 minutes deep breathing. Of course at the same time remember you're changing how your body is moving and how you're sitting.

You're changing your posture. Of course posture means body position so you're going to have a strong posture. It means you're going to have the shoulders back, your chin up, your eyes up, chest out. That's number one. And then number two you're going to breathe deeply. Hold...and out...and again. So again, strong posture, shoulders back, chin up, eyes up and then deep breathing. Do this for 1 or 2 minutes every time before you study English. I know it seems crazy, it seems so simple and yet it will totally change the way you feel while you're learning. Because you will feel differently you will learn differently.

Just this simple, simple technique can increase your learning by two or three times, two or three times faster because your brain will be awake when you're listening to English. When you're bored, when you're tired, your brain is half asleep. You're just not learning efficiently. When you're breathing deeply and your body is in a strong posture you feel better and you learn faster.

Of course the next factor we already talked about a little bit is your face. You gotta control your face. Why? Because your face shows emotion. But your face also can create emotion. Just by smiling big, pretending, looking like a stupid person, it doesn't matter. Just by faking it, just by making yourself smile bit you'll actually change your emotion. You'll change your feeling. It's very hard to feel depressed and tired when you have a big smile, even if you're forcing the smile.

So that's another thing I want you to do. Everyone on the train will think you're crazy while you're listening to Effortless English but I want you to have a big smile every time while you're listening to the lessons. Right now, do it. So you're going to have a strong posture. You're going to breathe deeply. And you're going to smile big, every time, before, during and after your English lessons.

What's another way we can control our physiology and therefore influence our emotional state? Well another thing about the body is the body likes to move so we're going to talk about movement. You're going to have a strong posture. You're going to breathe deeply. You're going to have a big grin on your face, smiling. And then you're going to move. Because movement creates energy and energy wakes up your body so that you learn faster. I mentioned this in the introduction a little bit. We're going to talk about it more now in detail.

You should always be moving your body while you're learning English. This is the opposite of everything you learned in school. In school they told you "Don't move. Sit in your chair." Right, so you're sitting in your chair and what happened? Your body became stiff, you became tired. You were bored. Well this is the opposite. You're not in school anymore. You're learning independently and it means you're in control now.

And so I want you to do the opposite of what happened in school. I want you to move your body every time you're learning English. This can be very simple. If you're sitting in a train, okay, it's hard to walk around. So you could just stretch your body. Consciously stretch, stretch your leg a little bit. Stretch your arm.

Move your head around in a circle. Small little stretches, just make sure your body is moving even a little bit. Even better is to go for a walk. You have an iPod. You're listening to the lessons. Get outside. Walk on the street. Walk in the country. Walk in the woods. It doesn't matter. Get out and walk. Move your body. Keep your posture

strong while you're walking. Shoulders back, chin up, eyes up, chest up...breathe deeply while you walk. And of course, smile big while you're walking.

Everyone will think you're crazy. It doesn't matter. Use this system. I promise you you're going to have a totally different experience while you're learning English. Nothing like the schools you went to before. So it's very important. If you want to, if you love to exercise, you can run while you're learning English. Put on your running shoes. Get some exercise in your body at the same time that you're learning. You can do two things at the same time. So walk or run. Keep that body moving at the same time always. It's going to keep energy coming into your body, flowing into your body. That wakes up your brain and that makes you learn so much faster. Another idea is go to the gym. Bring your iPod again and work out, lift weights or do whatever you do at the gym. Again you're using your body, engaging your body at the same time.

Okay so let me just review very quickly how you're going to use physiology to master your emotions. Number one, posture. Shoulders back, chin up, eyes up, chest up. Number two, breathing...deep, deep breathing. Number three, your face. A big smile every time you're learning English. Even if you feel terrible, I don't care. Smile big while you're listening to these lessons. And then finally, number four, movement.

You're always going to be moving your body somehow. If you're in your car, if you're in the train or the bus, you're going to maybe make small movements. But ideally the best thing to do is to be outside walking, moving that body, or in the gym, or even running. So you're going to change your physiology. Now what happens if after maybe 20 minutes, 30 minutes, you start to feel tired again. You're listening to the lesson and you're starting to get a little bored "Oh, AJ keeps talking...oh god...oh I'm getting bored with this." Well, you can just quit...that's what most people do. But don't do that. What you need to do is just wake your body up again so pause. Pause that lesson. Stop. Give yourself a little break. Change. Listen to some exciting fun music again. Get up, dance around, move, smile big, get your posture strong again, breathe more deeply. Wake up your body, maybe for 5 minutes...and then back to the lesson again. Do this every time.

Anytime during a lesson you start to feel tired or bored, just pause. Take a break, a 5 minute break and wake up your body. So anytime during a mini-story, during a main article, during a vocabulary lesson, it doesn't matter. Pause anytime you feel your energy going down. Change, listen to your favorite music, jump around, move, make your posture strong again, smile bigger. Start feeling great. Get that energy in your body then return to the lesson again.

Okay, so that's it for the main article here of "Emotional Mastery." You're going to focus on your physiology. You're going to focus on mastering your body, using your body to change your emotions. Using your body to change the energy that you feel and therefore using your body to learn English much, much faster.

## Emotional Mastery Vocabulary Text

Okay, welcome to the vocabulary lesson for “Emotional Mastery.” Let’s get started.

A few of the words I used in the main speech, the main article. First let’s talk about posture. Posture. So posture means the position of your body, it’s how you stand or sit. So we talk about good posture, for example. Good posture means your shoulders are back. Your back is straight, your chin is up. That’s what we usually call good posture. And bad posture would mean, you know again, you’re leaning forward. Your shoulders are forward. Your back is not straight. So again, posture just means the position of your body, how you position your body. How you hold your body, that’s posture.

Another word I used was grin. A grin can be a noun, it’s a thing. Or it can be a verb, it’s something you do. So to grin means to smile, but to smile in a big way. When you grin, you’re not using a small smile. You’re using a very, very big smile. Again, it’s also a noun so if you have a very big smile on your face, we say that is a grin. He has a big grin. You could use both, I guess. You could say he is grinning a big grin. Okay, so grin again is a large smile or the act of doing a large smile.

Another phrase I used was “tends to be.” He tends to be an angry person. Tends to be means usually is. So he usually is an angry person. He tends to be an angry person. So it’s something that usually happens, usually is true, mostly is true. But not always, not always. So I could say, Tomoe tends to be happy. It means she usually is happy. It’s her normal thing to do or normal thing to feel. But not always, sometimes she’s not happy. So tends to be, usually is or often is or mostly is.

Okay, another word I used was shifting. Shifting your body and the verb is to shift. To shift your body means to move it. It really means kind of to change its position. A shift is a change of position. So if I have my head down and then I shift it, then maybe I move it to a different position. Now it’s up. I shifted from down to up. We use this in other areas, not just body. You can use it for driving, for example. When you’re driving you can shift from first gear to second gear. Or reverse, you’re going backwards, then you stop, you shift the car and you change and you go forward. So again, you’re changing the gear’s position. Okay, so shift is a change in position.

I used the word shallow, shallow breath or shallow breathing. And I also used the word deep, deep breathing or a deep breath. So they’re opposites, of course. Deep, we also use this with water, for example. Deep water means water that goes down very far. Shallow water means water that’s not very deep, right? It’s the opposite, water that does not go down far. So shallow breathing is the same idea. It means breathing that is very small, that doesn’t go down into your body very much. So...that’s shallow breathing, right? It’s small little breaths. The air does not go down deep into the body. That is shallow breath or shallow breathing. And the opposite is deep. Deep breathing is...right, the air goes down into my body very far, very deeply. But shallow...does not go deeply. Okay, so we use this a lot with breathing. Shallow breathing and deep breathing, they’re opposites.

Another word I used is force, to force, using it as a verb, an action. To force something or to force yourself to do something. It’s a very common phrase. The whole thing again, to force yourself to do something. For example, force yourself to smile. So force means to try hard. It has an idea that you don’t want to do it but you

do it anyway. You make yourself do something difficult. You make yourself do something maybe you don't want to do. So you use effort. You use your energy. You use your power to do something. So when you force something it's the opposite of really relaxed. It's the opposite of doing it effortlessly. So force yourself to smile means use your energy.

Make yourself smile, even if you don't want to. Use energy. Force it. Try hard to smile.

So that's to force yourself to do something. Another word I used is depressed or depression. So depression is the noun, depressed is the feeling, it's an adjective. Like I feel depressed, it's how you feel. So depressed means very, very sad. Feeling very, very sad and bad about yourself, about your life, about everything. So if you say "I'm sad," usually that's more specific, you have a reason. I'm sad about something. I'm sad because I lost my job. But if you're depressed, it's a very more general kind of feeling. You're depressed about everything usually. "I'm depressed because I lost my job and I have no money and I don't have a girlfriend," many reasons. Depression is deeper than just sadness.

So again, to be depressed, you say "I am depressed" or "I have depression." This is a general kind of rule in English. It's not always, but generally we say "I have a noun...a thing." I have depression. Not I have depressed. Say, I have depression. But if you're talking about an adjective, then you use "am". I am depressed. They mean basically the same thing. I have depression means I have the feeling of being depressed. I am depressed is more common. It just means I feel very, very, very sad.

Okay, well that is the end of the vocabulary lesson for "Emotional Mastery." Listen to it a couple of times. In general the vocabulary lessons are the least important lesson. So if you listen to them a few times, if they're boring, if you understand them all, it's fine, you can skip the vocabulary. I want you to focus mostly on the main article, the main speech and on the mini-story. Those are the two most important lessons. The vocabulary gives you a quick little lesson about some of the words and phrases. Listen to it a few times until you know these words, but once you know the words focus on the main story, the main article and on the mini-story.

Okay, I will see you in the next lesson.

## Emotional Mastery Mini-Story Text

Okay, welcome to the mini-story for “Emotional Mastery.” Let’s get started.

\* \* \* \* \*

**Vanilla wanted to be rich.**

Who wanted to be rich?

*Vanilla, Vanilla wanted to be rich.*

Who was Vanilla?

*Vanilla was a beautiful, intelligent woman.*

What kind of woman was Vanilla?

*She was a beautiful, intelligent woman.*

And what did she want?

*She wanted to be rich.*

**She said “Show me the money.”**

What did she say?

*She said “Show me the money.”*

Who wanted a lot of money?

*Vanilla, Vanilla wanted a lot of money.*

**She was beautiful. She was intelligent. But, unfortunately, she was poor. So Vanilla went to Las Vegas. She went to Las Vegas to get rich.**

Where did she go?

*Las Vegas.*

Why did she go to Las Vegas?

*To get rich, of course, she went to Las Vegas to get rich.*

Who went to Las Vegas to get rich?

*Vanilla, Vanilla went to Las Vegas to get rich.*

**She walked into Caesar’s Palace.**

Where did she go?

*Caesar’s Palace, she walked into Caesar’s Palace.*

Did she run into Caesar’s Palace or did she walk into Caesar’s Palace?

*She walked, she walked calmly into Caesar’s Palace.*

What is Caesar’s Palace?

*It’s a casino.*

**Caesar’s Palace is a casino.**

Did Vanilla go to a casino in Japan?

*No, no, no, no, no. She didn’t go to a casino in Japan. She went to a casino in Las Vegas.*

What was the casino’s name?

*Caesar’s Palace, the casino’s name was Caesar’s Palace.*

And where was it?

*Las Vegas, it was in Las Vegas.*

**She walked into Caesar’s Palace with a big grin on her face.**

Was Vanilla happy or sad?

*She was happy. She had a big grin on her face. A big, huge smile.*

Was she grinning or was she frowning?

*She was grinning. She had a big smile on her face. She was grinning.*

Who, who was grinning?

*Vanilla, Vanilla was grinning.*

When was she grinning?

*When she walked into Caesar's Palace, when she walked into Caesar's Palace she was grinning.*

Why?

*Well, because she thought she was going to become rich.*

**She was grinning because she thought she was going to become rich. In fact, she knew she was going to become rich.**

Why was she grinning?

*Because she knew she was going to become rich.*

**She walked to the blackjack table.**

Which table did she walk to?

*The blackjack table, she walked to the blackjack table.*

Did she walk to the poker table?

*No, no, no, no, no, no, not the poker table. She walked to the blackjack table.*

Who walked to the blackjack table?

*Vanilla, Vanilla walked to the blackjack table.*

What was she doing when she walked to the blackjack table?

*She was grinning, of course. She was grinning when she walked to the blackjack table.*

**She took out money from her pocket.**

How much money did she take out of her pocket?

*\$6,000.00.*

**She took \$6,000.00 out of her pocket.**

Where did she take it out of?

*Out of her pocket, she took \$6,000.00 out of her pocket.*

Whose pocket?

*Vanilla's, Vanilla's pocket, of course. Her own pocket. She took \$6,000.00 out of her own pocket.*

**She put the money on the table. She bet all of the money on the first game.**

How much money did she bet?

*Well, all of it, all \$6,000.00. She bet all \$6,000.00.*

And did she win or did she lose?

*Well, Vanilla lost.*

**Vanilla lost all her money. She was really, really poor. She cried, "Oh no, I lost all my money."**

What about Warren Buffett?

*Huh, who's Warren Buffett?*

**Warren Buffett is the richest man in the world.**

Does Warren Buffett play blackjack?

*No.*

**Warren Buffett does not play blackjack.**

What does he do?

*He buys stocks.*

He buys what?

*He buys stocks. Stocks are parts of companies, like a piece of a company. So Warren Buffett buys stocks. He goes to New York and buys stocks.*

**So Warren Buffett went to New York at the same time that Vanilla went to Las Vegas.**

When Vanilla was in Las Vegas, where was Warren Buffett?

*New York, he was in New York. Warren Buffett was in New York when Vanilla was in Las Vegas.*

Did Warren Buffett lose money in New York or make money?

*He made money.*

**He made \$60 billion.**

How much money did Warren Buffett make?

*He made \$60 billion.*

How much did Vanilla make?

*Zero, she made no money. In fact, she lost money. Vanilla lost \$6,000.00. Warren Buffett made \$60 billion.*

Did Vanilla grin?

*Well no.*

**First she cried. But then she changed her physiology. She pulled back her shoulders. She put her chin up. And she grinned. She said “I will become rich.”**

Did Warren Buffett grin after he made \$60 billion?

*No, he didn’t grin, he frowned.*

**Warren Buffett always frowns.**

Who frowned?

*Warren Buffett frowned.*

And who grinned?

*Well, Vanilla grinned. She cried and then she grinned.*

**Next, Vanilla went to Alaska.**

Why did she go to Alaska?

*She went to Alaska to dig for gold.*

What did she want to do?

*She wanted to dig for gold.*

Who wanted to dig for gold?

*Vanilla, Vanilla wanted to dig for gold.*

**So she got a shovel and she started to dig. Every day she dug for gold, five days, ten days, digging for gold, digging for gold. After sixty days, her back hurt.**

Why did Vanilla’s back hurt?

*Because she had bad posture, of course.*

**Vanilla had bad posture while she was digging.**

Did she have good posture or did she have bad posture?

*Vanilla had bad posture while she was digging.*

What kind of posture did Vanilla have?

*Bad, she had bad posture.*

Was her back straight or was it bent?

*It was bent. Her back was bent. She had bad posture while she was digging for gold.*



Where did she have bad posture?

*Well, in Alaska, she had bad posture in Alaska while she was digging for gold.*

When, when did she have bad posture?

*While she was digging for gold.*

**After ninety days, Vanilla's back hurt and she had no money. She started to cry "Oh, my back hurts. And I have no money."**

Did she cry, did she feel bad, was she depressed?

*Yes, Vanilla was depressed.*

How did she feel?

*Depressed.*

Was she super-sad?

*Yes, she was depressed.*

Why was Vanilla depressed?

*Because her back hurt and she had no money.*

**But then Vanilla changed. She changed her posture again. She smiled. She brought her shoulders back. She breathed deeply. She said "I will become rich." So she went to Singapore.**

Where did Vanilla go next?

*Singapore, that's right, of course. Singapore, she went to Singapore.*

Why did she go to Singapore?

*Well, it's obvious.*

**She went to Singapore to start a chili business.**

What kind of business did she start?

*A chili business, not a cold business. Chili, c-h-i-l-i, little pepers that you eat, very spicy. She started a chili business.*

**Okay, so she grew chilis in her apartment. She grew chilis, hot chilis, in her apartment and sold them to restaurants.**

So she grew broccoli in her apartment and she sold them to restaurants?

*Not broccoli, chilis, not broccoli...chilis. She grew chilis in her apartment and she sold them to restaurants.*

What did she sell?

*Chilis, hot chilis, she sold hot chilis to restaurants.*

In which city?

*Singapore. In Singapore she sold hot chilis to restaurants.*

Where did she grow the chilis?

*She grew them in her apartment. She grew them in her apartment then she sold them to restaurants.*

What did she sell to restaurants?

*Hot chilis, she sold hot chilis to restaurants.*

So, what did Vanilla want?

*Vanilla wanted to be rich.*

Where did she go first?

*Las Vegas, she first went to Las Vegas. She played blackjack. She lost all her money.*

Where did she go next?

*Alaska.*

She went to Alaska, she dug for diamonds and she got a bad painful back?

*No, no, no, no, no, she didn't dig for diamonds. She dug for gold. She went to Alaska, she dug for gold. But her posture was bad so her back hurt. No money and a painful back. And finally she went to Singapore. She grew hot chilis in her apartment and sold them to restaurants.*

**And she made \$28 billion. She became the Queen of Hot Chilis...the Asian Queen of Hot Chilis. Vanilla became super-rich. She got the money.**

Did Vanilla become super-rich?

*Oh yes, she did.*

How much money did she make? \$26 billion?

*Oh no.*

\$27 billion?

*No, no, no. \$28 billion, Vanilla made \$28 billion. She was beautiful. She was intelligent. And finally, she was super-rich.*

\* \* \* \* \*

Okay, that is the end of the mini-story for "Emotional Mastery." How about you? Was your posture good during this lesson? Were you smiling while you listened? Were you breathing deeply...while you listened? Were you moving your body as you listened to this story? I hope so. You should. If not, it's okay but next time, next time be sure.

Strong posture, deep breathing, big grin and moving your body as you listen to the story. And one more thing you can do. If you're at home, if you can be loud, you can listen to the story and shout your answers.

So if I say "What was her name?" you shout "Vanilla." You can do this in the train on the bus, too, if you want to. In San Francisco we have a lot of crazy people so if you do something like this nobody cares. So you can do that, too. But if you feel strange about shouting in public, then maybe do it at home. If you listen at home, you know, stand up, move your body and shout the answers. Loud, strong posture, don't be shy about speaking English. Teach yourself to be strong when you speak English. And remember, posture, breathing, big smile, big grin and move your body as you listen to every lesson.

Okay.

## 03.Emotional Master 2 Text

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### Emotional Mastery 2 Main Text

Hello and welcome to the next lesson “Emotional Mastery 2.” So in Emotional Mastery 1 we learned about changing our physiology, changing our bodies to change our emotions. Remember in that less I said there are two ways to change your emotions. Number one is physiology, we talked about that. There is something else you can change so you can be in a peak emotional state as you learn English and that is your focus, your mental focus. What you think about consistently, that will change your emotion also. So what do I mean by mental focus? How do you change your mental focus? What should you focus on? What should you not focus on?

First, let’s talk about the negative. What should you not focus on? Try to remember when you were in school in your English classes. What did you focus on when you were in school? What did you think about, worry about, consistently, frequently? Well probably tests, right? That was one I always thought about. You probably were focused on tests a lot. “I gotta pass this test, I gotta pass this test.” Tests, and then grades. “Will I get an A? Will I get a B? Will I get a C? Will I fail this course?” So you were thinking about judgment, other people judging you, the teacher judging you, getting a grade, getting a score. How did you feel about that? When you think about tests, tests, tests a lot and you think a lot about a score, a grade, A, B, C.

Or maybe now you’re thinking about the TOEFL exam and you’re worried “What number will I get on the TOEFL exam?” How does that affect your emotions? Do you feel more relaxed or more stressful? Well, most people feel more stressful, of course. The more you think about judgment, the more you think about a test score, the more nervous you become, the more worried you become. And that’s not good. You actually learn more slowly when you’re worried. You learn more slowly when you’re nervous, when you have anxiety.

Again, I’ll talk about Dr. Stephen Krashen, our favorite researcher. Anxiety is a major part of his research. It is the single number one most negative factor in language acquisition, in language learning. Anxiety means worry or stress and there are many, many studies about this. They study different language learners, study different English learners. And they put them in a situation where they are more stressed or more worried. And they have others that are in a more relaxed situation. And the relaxed students always learn better and faster.

So let’s say after six months the relaxed students will have better grammar, better pronunciation, better listening and understanding, better writing skill, better everything. The anxious students, the worried, nervous students, the stressed students, of course, have worse pronunciation, worse speaking ability, less vocabulary, worse writing, less listening comprehension, listening understanding. So what was happening in school was you were actually learning to fail. You were training yourself to be stressed and nervous. You were training yourself to focus on things, tests, grades, teacher’s opinion of you, that make you feel nervous and that nervousness made you learn more slowly. So you don’t want to focus on that.

Something else you don’t want to focus on. You don’t want to focus on every small step to reach your goal. Your goal is to speak excellent English, to feel strong and

confident when you speak. That's a great goal. But what happens if you focus on everything you must do to reach the goal? For example, you think "Oh god, to become a great speaker that means I've got to study every day. I've got to learn 20,000 vocabulary words. I've got to listen to 2 or 3,000 hours of English." How does that make you feel? Probably a little nervous, probably stressed, right, you think "Oh my god, it's too much." So you want to focus on the little individual steps because it's going to seem huge, it's going to seem so big it's going to kill your motivation.

What else do you not want to focus on? Problems. Problems, so many students focus on problems. In my classes in San Francisco they come to me "AJ, my pronunciation is bad. AJ I make grammar mistakes." Well, of course you do. You're a student. You're learning. It's normal. You're going to make mistakes. You're going to have problems sometimes. You're going to make a mistake with your pronunciation. I do, I'm a native speaker, I'm an English teacher. I make mistakes all the time. It's normal. You can't focus on it. If you focus on it, if you focus on the negative, if you focus on mistakes, if you focus on problems your emotions become weaker and weaker. You actually get worse. So you just need to relax about this. Everybody is human. Everybody makes mistakes. It's a normal thing.

Finally, you do not want to focus on the past. Most of my students have very negative experiences with English from the past. Most did not enjoy their English classes in school. When I ask about their past with English "Oh, oh, it was terrible." People tell me, students tell me "I'm not good at English. I was always bad in my English classes. I've studied for 6 years, 8 years, 10 years, still I cannot speak well." Focused on the past, well the past is not the same as the present. The past doesn't equal the future as Tony Robbins likes to say.

And it's true. In the past you used very old traditional methods that made you feel bad. Sitting in a class still, not moving, being graded and tested constantly. Studying boring grammar textbooks, that's not a method for success for most people. Some people succeed with that but very few. So the past was different. You're now learning in a very different way. You are different now. Don't focus on the past.

Alright, so enough of what not to do. What should you focus on if you want to be happy, if you want to be excited, if you want to learn very quickly, faster than before. What should you focus on? What should you think about consistently all the time? Well number one, instead of focusing on the little steps and all the little problems, instead focus on the end result. The final result, that's what you need to focus on. Focus on your ultimate success.

So in other words use your imagination and see yourself, imagine yourself speaking English fluently, quickly. Imagine yourself smiling as you speak English with a native speaker. Imagine yourself feeling strong and confident as you speak English easily, effortlessly. Every day focus on this thought, the end result. What you will ultimately reach, ultimately achieve, what you will finally do. Focus on the end result every day, the final result. Do not focus on the little steps you must take every day. Focus on the final result every day.

Second, focus on the purpose, the reason you are learning English. I mean why? If your purpose is to take the TOEFL exam, you're going to be stressed and depressed. Nobody is excited about a test, nobody I know. That's not a good emotional thing to focus on. It's not a good reason to learn English. Taking a test is a terrible reason because it makes you feel stressed, nervous, tired and bored. You need bigger, better reasons. Yes, maybe you need to take the TOEFL exam but

why? Why do you want to pass the TOEFL exam? Maybe you want a great job that requires English, where you can use English in international trade perhaps.

Maybe you want to study in the United States, go to a University in the United States, have a great adventure in another country. Well that makes you feel good, right, thinking about that? Imagine yourself in New York City or in San Francisco, meeting native speakers, talking effortlessly, easily. Making new friends, a great new job with more money, now those are great things to focus on. So you want to focus on compelling strong reasons why you're learning English, why it's important, the benefits, things that make you feel great. Do not focus on a test, please.

So those are the two things, you focus on the end result and they're related, they're basically the same thing. Number two you focus on the reasons why, the purpose. So you have to imagine very vividly, very strongly in your head what it is you will finally do. See the end result. And then feel the emotions. The last step is you want to see the end result with emotion, let yourself feel that it's real. So when you focus on speaking great English, feel the emotions. Feel proud. Feel happy. Feel confident. Smile big. Imagine how you will feel speaking excellent English.

Okay, so let's review very quickly about focus. The main thing about focus, it's very, very simple. You're going to focus on the end result, the final result. You want to focus on the thing that makes you feel great, the situation, the benefits, all the great things that will improve in your life by speaking excellent English. That's what you need to focus on every day. Write it down. Write down, make a list of all the great things that will happen in your life when you speak excellent English.

New friends, maybe? Maybe great new travel experiences. Maybe living or working abroad. Maybe a better job. I don't know, you have to make your own list, but make it a big list. Write down all the great things that will happen in your life and then every day focus on those. Review those every day. Teach your brain to focus on these positive inspiring things, not on these negative things, not on problems, not on the past.

Okay, so that is it for this main speech on "Emotional Mastery 2." Focus. Next let's listen to the vocabulary and then we'll have the mini-story.

## Emotional Mastery 2 Vocabulary Text

Hello. Welcome to the vocabulary lesson for “Emotional Mastery 2.” Let’s get started. Now are you smiling? Is your posture strong? Are your shoulders back? Is your head up? Are you moving? You should be. Get in a strong peak emotional state right now before we begin. Okay, let’s start.

Acquisition, the word acquisition. I talk about language acquisition. Acquisition means to get something and keep it. So to get and keep. So language acquisition means you get language, in other words you learn it. You get it and you keep it. So the idea is that you don’t lose it. And sometimes, some teachers talk about language learning and language acquisition. And the idea is that learning is more temporary, for example, in school for a test you learn English, you take the test then you forget it. That’s language learning. Language acquisition means you get the English, you keep it, you never forget it. So acquisition, to get and keep something.

Another word we use in this lesson is anxiety. Anxiety. Anxiety is nervousness or a feeling of stress. So anxiety, a feeling of nervousness or a feeling of stress. Anxiety, it’s the feeling, it’s a noun. Now the adjective is anxious. So you might say “I am anxious” or “I feel anxious.” It means I feel worried, I feel nervous, I feel stressed. I feel anxious. So anxiety is the noun, anxious the adjective.

Our next word, vividly. I say imagine your future vividly. Imagine your goal vividly. Vividly means clearly, colorfully. It has this idea of very powerfully, right? You can imagine your future. Let’s say, imagine yourself speaking English very well. Maybe the picture is kind of small and dark, not clear. But if I say imagine your future vividly, you see yourself speaking English but it’s a big, clear, colorful picture. So vividly has this idea of colorfully. The adjective is vivid. Vivid, we sometimes talk about a vivid picture, a vivid photograph. Very colorful, clear, strong photograph, a vivid photograph.

Alright, another word we have in this lesson is visualize. You probably know visual. Visual means related to seeing, related to the eyes. To say “I am a visual person” means I like to look at things. My emotions are strongest when I look. So visual, related to seeing or about seeing, about your eyes. To visualize is a verb, it’s an action. And it really means to imagine. It means to see in your head. So visualize your future means see your future in your head. I can say “Visualize a hamburger right now” it means see a hamburger in your head, visualize. Visualize.

Another word we have in this lesson is comprehension. I talk about listening comprehension. Comprehension means understanding, very simple. So listening comprehension means listening understanding. It means you understand what’s happening. The verb is to comprehend. I comprehended the story. I understood the story. So what’s the difference, understand and comprehend? Well, comprehend is really more formal, it sounds a little more intellectual or something. Understand is more common.

Okay, our next word is ultimately. Ultimately or ultimate. Ultimately means finally. In the end, finally. Ultimately you must study every day. It means finally, the final point, you must study every day. Ultimately. And ultimate means final, the last. Sometimes ultimate has the idea of most or best, it can have that idea in some situations also. But the direct meaning is final or last.

And our final ultimate word in this lesson is compelling. Compelling. Compelling means inspiring, something that motivates you. You say “That was a compelling

story,” it was an emotionally powerful story. It was an inspiring story. It created strong emotion. It made you want to do something. So in the lesson I say you need compelling reasons to learn English. You need inspiring reasons to learn English. You need strong, positive, emotional reasons to learn English. Reasons that make you want to take action, to do something. Compelling has this idea of wanting to take action, wanting to do something.

And that is all for our vocabulary lesson for “Emotional Mastery 2.” Again, listen to it a few times. Remember you need to be in a peak emotional state. If you get tired, anytime, any lesson, pause, change your posture. Breathe deeply. Smile and move. Feel better and then come back and start again.

Okay, I’ll see you for the mini-story.

## Emotional Mastery 2 Mini-Story Text

Hello, this is AJ Hoge. Welcome to the mini-story for “Emotional Mastery 2.” Now, before we start this story, I want you to do something. You know what I want you to do.

Stand up. Pull your shoulders back. Chest up. Chin up. Eyes up. Stand strong. Now breathe deeply. Good. Now big grin, a big, stupid, crazy smile on your face, come on, you can do it. And finally, move your body. Walk, you can walk in one place without moving if you want. Just lift up your feet. If you’re outside, then move. Move your body. Okay, you need to be awake. You need to be alive while you’re learning. You ready? Let’s start the mini-story.

\* \* \* \* \*

**Elvis the spider can’t swim. But he wants to.**

What does Elvis want to do?

*Swim, Elvis wants to swim.*

What is Elvis?

*Well, of course, Elvis is a spider.*

How many legs does Elvis have?

*Eight, just checking.*

Okay, Elvis has eight legs because?

*Because he’s a spider, of course.*

**Elvis has eight legs because he’s a spider. Elvis the spider has a problem.**

What is his problem?

*Well, his problem is he can’t swim.*

**Poor Elvis, he can’t swim. He wants to swim. In fact he wants to swim a very long way.**

Does he want to swim a short way or a long way?

*A long way, he wants to swim a very long way.*

How far does Elvis the spider want to swim?

*He wants to swim across the Atlantic Ocean.*

So where does Elvis live?

*Elvis lives in London, he’s a British spider.*

Which city does he live in? New York?

*No, London. Elvis the spider lives in London and he has a problem. He can’t swim.*

Where does he want to swim to?

*He wants to swim to New York City.*

Who wants to swim to New York City?

*Elvis the spider.*

From where?

*From London, he wants to swim to New York City from London.*

Can he swim now?

*No, no, no, Elvis can’t swim now. He can’t swim now but he wants to swim from London to New York City.*

**So he decides “I’m going to practice.”**

What does he decide to do?

*To practice, he decides to practice.*

Where does he practice?

*In the North Sea.*



**He practices in the North Sea.**

What does he practice in the North Sea?

*Swimming, he practices swimming in the North Sea.*

So Elvis the dog practices swimming in the North Sea?

*No, not the dog, Elvis the spider, of course. Elvis the spider practices swimming in the North Sea.*

**He tries to swim but he has another problem. It's very cold in the North Sea.**

Is it hot? Is it warm?

*No, it's cold. It's very cold in the North Sea.*

Is the North Sea hot or cold?

*Well, it's cold, it's very cold in the North Sea.*

**Elvis freezes.**

Does he freeze? Is he very, very cold?

*Yes, he freezes.*

Where does he freeze?

*In the North Sea, of course, he freezes in the North Sea.*

**And he almost drowns.**

Does Elvis almost die?

*Yeah, exactly, he almost drowns. He almost goes under the water forever.*

Why does he almost drown?

*Because he's freezing, it's so cold he can't swim.*

Does Elvis swim successfully or not?

*Not, he does not swim successfully. He almost drowns. He almost dies.*

**So next he decides "Hm, I know. I will go to the gym. I will go to the YMCA and swim in the pool."**

Why does he go to the YMCA pool? Why? What's his purpose?

*Well, his purpose is to practice for swimming from London to New York.*

What does he want to practice for?

*He wants to practice for swimming from London to New York.*

What is his purpose? What is his reason for practicing?

*Well, swimming from London to New York. That is his ultimate purpose.*

So what is his ultimate purpose? What is his final goal?

*His ultimate, his final purpose, is to swim from London to New York.*

Is his ultimate purpose to swim from London to Rome?

*No, that's not his ultimate purpose. His ultimate purpose is to swim from London to New York.*

What does he want to swim across?

*Across the Atlantic Ocean to New York.*

Does he want to swim across New York?

*Not across New York, to New York.*

Does he want to swim to the Atlantic Ocean?

*No, he wants to swim across the Atlantic Ocean.*

Is that his ultimate purpose?

*Yes, it is. It's his final reason for practicing. His ultimate purpose is to swim from London to New York.*

Whose ultimate purpose is it?

*Elvis the spider, it's Elvis' ultimate purpose.*

**So every day he goes to the pool. And every day he visualizes arriving in New York.**

Every day does he imagine himself arriving in New York?

*Yes, every day he visualizes, he imagines himself arriving in New York.*

Every day does he seem himself in his mind arriving in New York successfully?

*Yes, absolutely. He visualizes, every day he visualizes, he imagines, he sees, every day he visualizes himself arriving in New York. All his eight legs swimming across the Atlantic arriving in New York.*

What does he visualize?

*He visualizes arriving in New York City.*

How often does he visualize this?

*Every day, every day he visualizes arriving in New York.*

**He sees it clearly, vividly, in his head.**

Does he visualize vividly?

*Yes he does. He visualizes vividly. He visualizes powerfully, clearly and colorfully, vividly.*

How does he visualize?

*Vividly, he vividly sees himself arriving in New York City.*

Does he vividly imagine success?

*Oh yes, very clearly. Very powerfully, very colorfully, he sees success. He imagines success. He vividly visualizes arriving in New York. And he practices every day.*

Where does he practice swimming every day?

*At the YMCA, every day he practices swimming at the YMCA pool. He swims with all his eight legs in the pool. Swimming every day, swimming and visualizing. Swimming and visualizing. Swimming and visualizing. He sees in his head arriving in New York. And he swims in the pool, swims in the pool.*

**Finally, the day comes. He jumps into the Atlantic and he starts swimming. Swimming toward New York City. After 15 days he's still swimming. Sharks try to attack him. He hits them with his legs and he escapes. Storms come, bad weather, rain, he continues to swim. Ultimately, ultimately, ultimately and finally he arrives in New York City. He is successful. The mayor of New York City gives him the key to the city. They have a big parade for Elvis to celebrate his success.**

What does Elvis ultimately do?

*He ultimately is successful. He ultimately arrives in New York City. He ultimately swims from London to New York City. He finally swims from London to New York City.*

Who is ultimately successful?

*Elvis, Elvis the spider is ultimately successful. He has problems, he has difficulties but ultimately, but finally, he is successful.*

\* \* \* \* \*

That is the end of the mini-story for "Emotional Mastery 2." Again, listen every day, 1 time, 2 times, 3 times, it doesn't matter, as much as you can. When you listen, always have a strong posture. Breathe deeply, smile and move as you listen. If you get tired, it's okay, it's normal. To get bored is also normal. Just pause, change your posture. Change your breathing. Change your smile. Move and then start again.

Okay, I will see you next time. Enjoy.

# 04. Beliefs Text

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## Beliefs Main Text

Hello, welcome to the fourth lesson. This one is called “Beliefs.”

Let's get started. Beliefs are another important part of managing your psychology, of strengthening your psychology so that you will learn English, or anything in fact, much faster. And there are two kinds of beliefs to general categories of beliefs. Limiting and empowering.

Let's talk about limiting beliefs first. Now limiting means, limit is something that stops you. It's like a boundary. It stops you from going ahead. So a limiting belief is a belief that stops you from improving, a belief that stops you from getting better. And I'd say most English students have limiting beliefs and many English students have very strong limiting beliefs. I call these beliefs English trauma and I got that name from a few of my Japanese students. They would tell me “AJ, I can't speak English well because I have English trauma.”

What is English trauma? What is that, what are they talking about? Well, trauma means some kind of injury, some kind of hurt. Emotional hurt, deep emotional hurt. So what they mean is that they had some very negative, painful experiences with English in the past. In other words, when they were in school in English classes, even as adults going to other English schools, they had very negative experiences. And all these negative experiences have created some very negative beliefs, some very limiting beliefs. For example, they say “I am not good at English.” Well, that's a belief. It may be true, it may not be true. But it's an opinion, it's a belief that they have.

Another belief, a very common belief, English is difficult. Or, English is complicated. Well, that's just a belief. For me English is very easy, because I'm a native speaker, just like your native language for you is very easy. Tomoe can speak Japanese fluently because she's Japanese, so I might say “Japanese is difficult,” and she would say “No, Japanese is super easy.” These are just beliefs that come from our experiences. The problem is these limiting beliefs limit us. They in fact do limit us. They stop us from getting better. They cause a lot of problems for us as students, as learners. I have them, too. As I try to learn Japanese, for example, I have a lot of these limiting beliefs I realize. I think “Oh, Japanese is so difficult.” Japanese is complicated, just look at the writing system. It's so different from English.

And these beliefs hurt my motivation. They lower my energy, and in fact they're wrong. They're not true. Japanese does not have to be difficult, it does not have to be complicated. A small child, even a small American child, could learn Japanese very effortlessly, very easily. And the reason is, the number one reason is, they don't have the limiting beliefs. They can sing songs and play games and enjoy the language, and they'll learn it so quickly, so easily, they'll say “Japanese is easy.” Well, it's the same with English with you. You learned in a very painful, difficult way in the past. And so you developed, you created these beliefs in your head. English is difficult. English is boring. English is painful. I'm not good at English. I'll never speak excellent English. These are just beliefs.

So how do you eliminate these beliefs? Okay, you have these beliefs. You know they're negative, you know they're not helping you. But we have to figure out, how can we get rid of the limiting beliefs? That's the first step, you have to weaken them. You have to make them weaker and weaker and weaker. You have to cut them down. Well beliefs get stronger from references. And reference is just an experience or a memory. Sometimes it's just something you imagine, actually. But it's a specific experience or a specific imagination, a specific moment, that makes the belief stronger or weaker.

So, for example, you have this idea "English is painful and boring." And when you think of this belief, where does it come from? Well, you think of all these past experiences. You think of the time in middle school where your teacher corrected your mistake and you felt terrible. And you think of maybe the bad grades you got on the test or all the red marks on your English papers. And you start adding more and more and more memories, more of these negative experiences, these negative references. And if you get enough, you will develop a very, strong, deep, powerful belief "English is difficult. English is painful. I'm not good at English." So to weaken these, you just have to question the references.

You have to question the experiences. Take the power away from the experiences. And an easy way to do that is just to ask questions about them. For example, let me ask this question. Your past English schools, were they excellent? Were they just fantastic English schools with fantastic, amazing, fun, positive English teachers? Did you have a great time every day? Well, I know for most of you the answer is no. So that's interesting, so if your schools were not excellent, maybe the school was the problem. Maybe it's not you. Maybe your English is not great because you did not go to great schools. And did those schools that you went to, or the books you used, did they use proven methods?

Did they use research-based methods? Did they know a lot about the research about English learning, English teaching? Did they only use the best methods? Or did they just use the textbook that everybody else uses? Well, I know from my experience as a teacher, most schools just use the same textbooks. They don't know why. Maybe the boss tells them "We must use this book." But they're not choosing the very, very best methods. They're not choosing the very, very best books. And so maybe the reason you believe English is difficult is because you used difficult methods in the past, or your teachers did. Maybe you think English is boring because in the past you used boring methods. You went to boring schools. You had boring teachers. Maybe English isn't the problem. Maybe it was these past experiences. Maybe it was the way you did it or where you did it. Ask yourself these questions. Think about them in detail. Weaken your limiting beliefs. Challenge your limiting beliefs.

Another question, in school did you learn deeply? For example, did you take one chapter in your book and learn it for a long time so that you totally mastered it, so that you knew it completely, 100% and never forgot it? Probably not, most schools I have seen and the ones I have taught in, it's quite the opposite. The teachers go very, very, very quickly. You learn one chapter in your book, boom, after one week on to the next one, and the next one. Each chapter has so many new words, so much new grammar.

For example, my experience with Spanish in high school and university, I took Spanish, I've had a total of maybe two years of Spanish, but I forgot it all. Because we never learned deeply. They just tried to make us learn as many words as possible, a lot of words, a lot of words, a lot of grammar, very, very fast. And then, of

course, I forgot everything. How about you? Did you learn deeply in your schools? If not, maybe that was one of the problems. Maybe English feels difficult because you never learned deeply. Maybe English is not the problem.

Finally, did you learn with a grammar translation method? Did you study a lot of grammar rules? Did you take a lot of tests? Did you feel good about that? Again, maybe the method was the problem. Maybe the school is the problem, not English. So think about these questions and think about them every day. Think about them a lot, especially this week as you listen to Lesson Number 4. I want you to think about these questions again and again and again. And really be honest about it. And start to destroy these limiting beliefs. Get rid of them. They're wrong. English is not difficult. English is not painful. English is not boring. It's only a belief. It's only a past experience. You can change that now and in the future.

So let's do that. Let's talk now about empowering beliefs, the positive side. So to empower, the verb, to empower means to make stronger. It means to give power to another person. Or in this case, it means the beliefs give you power. An empowering belief is a belief that makes you feel powerful, that gives you power. That's the kind of beliefs you want and you need to choose them.

You must decide which beliefs will make you stronger. For example, here's an empowering belief. You can replace your old limiting belief, add this one instead. You can say "My brain is a natural language learning machine." Because that's what all of the scientific research shows, our brain naturally learns languages. It is designed to learn language. It should be easy. It should be effortless. It should feel good. You learned your native language that way. It wasn't difficult was it? English was easy for me to learn, because I did it in a totally natural way. And the more naturally I tried to learn Japanese, for example, or Spanish, the easier it feels. So this is a new belief and you should write it down, think about it. Write down this idea, this belief "My brain is a natural language learning machine." Think about it every day. Decide to choose that belief.

Here's another belief you might decide to choose "English can be fun and effortless." English can be fun and effortless. That's an empowering belief and it's also true. You can think of a lot of examples for this. Some of these mini-stories you're listening to, right? They're fun. They're stupid, sometimes. They're crazy, sometimes. But they're not serious. English can be fun and effortless. That's an empowering belief you want to choose and you want to remember it every day.

And to make these beliefs stronger, you need experiences. Remember, you need references, you need examples that prove the belief. So I'm going to give you some examples and you can find more. Go find people who speak English very well. Or maybe even that have learned another language very well. I'll give you one of my favorite examples, Steve Kaufman of The Linguist speaks, I believe, twelve languages now. I want you to find these people and look at their beliefs. I'll tell you some of his beliefs because he's a friend, I've talked to him a number of times, and Steve believes, for example, that language learning is easy and effortless. That's his belief.

He's a native English speaker, he speaks Cantonese, he speaks Mandarin, he speaks Japanese, he speaks Russian. These are all, supposedly, difficult languages. For him they're not difficult. They're easy and effortless. That's a very strong belief he has. Another belief he has is that you must learn language naturally and you must focus on meaning. So in other words, he doesn't focus on the grammar. He's not focusing on boring textbooks. He's reading interesting things that he enjoys. He's

listening to interesting things that he enjoys. So, for him, language learning is interesting.

What's really interesting for me is that these are the same beliefs that all of my best students have. They all have these same ideas. The best students, the ones who learn the fastest, the ones who have the best test scores, the ones with the best speaking, they all believe these things. They all believe that English is fun, interesting and effortless. They all believe that language learning is natural. They all believe that they should focus on the meaning, not on the grammar and the little pieces of the language.

So if you want to be like these successful people, you need to think like them. You need to have the same beliefs as them. So here's what I want you to do. Here's your homework. This is the last thing, the last part of this lesson. What I want you to do is write down two, three, four empowering beliefs, beliefs that give you power about English. Maybe "My brain is a natural language learning machine." Maybe "English can be fun and effortless." Maybe "I love English." I don't know, write down, two, three, four empowering beliefs about English. And every day you're going to do an incantation. That's a good word, that's a new word, incantation.

An incantation is a phrase or sentence that you say again and again. It has almost a magic idea, it comes from magic. An incantation is a magical sentence. It's a sentence, if you say the sentence something will happen. That's where it comes from. But for us an incantation is just a belief you are going to repeat again and again and again every day. So here's what you're going to do. For example "English can be fun and effortless." You're going to say that out loud every day while you're walking along and you're doing your posture. And you're breathing and you're smiling. Well, you're going to add one more thing. As you walk, as you're getting ready for the lesson, you're going to repeat this out loud. You're going to say "English can be fun and effortless." You're going to say it with some emotion. Say it with feeling so you're smiling, you're breathing deep, you're moving your body, you have good posture and now you're also saying these strong beliefs. English can be fun and effortless. You repeat it again. English can be fun and effortless. And then you say it again. English can be fun and effortless.

You can do this in your room and it's fine. You can do it outside and make everyone look at you and think you're crazy. Why not? It's better than feeling powerless, right? It's better than being bored. I promise you will learn so much faster if you do this. So do these incantations every day just before you do a lesson. Get your body strong, peak emotional state, and then say these incantations. English can be fun and effortless. English can be fun and effortless. Now your body, your mind, your beliefs, they're all together, very strong. Then you're ready to learn.

Okay, that is the end of the main story for "Beliefs."

## Beliefs Vocabulary Text

Hello, this AJ Hoge again. Time for the vocabulary lesson for “Beliefs.” As always, be sure you’re standing strong. Good posture, big smile. Deep breath, move your body. Let’s begin.

In this lesson I used a few difficult words. Maybe difficult, maybe not, I don’t know. Let’s talk about them. Number one is the word trauma. Now trauma is a noun. Trauma means an injury or a deep hurt. Now it can be physical, for example, if you break your leg that is a physical trauma. It’s a physical injury. It’s a deep physical hurt. Trauma can also mean a deep emotional hurt. So something very painful in your life, you feel very, very sad, for example. Very, very angry, that is also a trauma, a very painful experience. A painful, emotional hurt, trauma. So again, that’s trauma. So we have emotional trauma and we also have physical trauma.

So, of course, in this lesson we’re talking about emotional traumas, hopefully nobody hit you when you’re learning your English, so probably it was emotional trauma. You felt a lot of stress perhaps when you were learning English in the past or maybe just boredom. But for some students, I’d say probably for most students, there are a lot of negative emotional feelings and beliefs about English learning and altogether I call these English trauma, English pain, English hurt. And so really what this entire lesson pack, all of this power English lesson pack is about is healing your English trauma.

Okay, another word we talked about in this lesson, incantation. Incantation. Incantation is a phrase or a sentence that you repeat again and again and again. So, for example, “Every day my English speaking is better and better. Every day my English speaking is better and better. Every day my English speaking is better and better.” That’s an incantation. You saying it again and again and again. And it has a little bit of a magical idea, that these words are magical. And you know, actually they kind of are magical because they change your emotion. They change your feelings about English, in this case.

So saying that again and again, every day, saying it with emotion, saying it strongly, “Every day my English speaking is better and better. Every day my English speaking is better and better. Every day my English speaking is better and better.” That actually is a little bit magical because it changes your feelings. Your feelings about English will improve. You will start to believe this. You will believe your English is getting better.

And when you believe it, it will be true. You will be getting better and better. So there is kind of a magical idea about incantations. By repeating these things again and again with power, that you are changing your mind and you’re changing the situation. Almost like magic. So that’s incantation. It’s the actual sentence that you say again and again.

Another word we use a lot in this lesson is empowering. The verb is to empower, to empower. So, of course, power is the basic word, power, strength, right? Power, but to empower, empower means to give power to someone or to cause power to grow in someone. For example, maybe you have a child, a small child, and every day you tell the child “You are so smart. You are intelligent.” You tell them again “You’re intelligent, you’re smart, you’re intelligent, you’re smart.” You tell this again and again and again, every day for years and years and years.

You are empowering the child. You’re giving them power. Because they will believe it, after some time they will believe it. They’ll think “Oh, wow, I am intelligent. I am

very smart.” Right? So you’re giving them power. You’re making them feel more powerful. You are empowering the child. You’re giving power to the child. So to empower is to give power or cause power in someone else. So in this way, these beliefs empower you. The beliefs give power to you. They cause power in you. So we call them empowering beliefs. We add the “ing” it becomes an adjective. Empowering beliefs.

And the opposite of an empowering belief is a limiting belief. And in the lesson I talked about, limiting means stopping. A limit is something that stops you. It’s kind of like a border, a boundary. You can’t go past it. So a limiting belief is a belief that stops you. It prevents you from doing something. So in this case limiting beliefs prevent you, stop you, from speaking excellent English. The belief stops you. You could speak excellent English but you have these negative beliefs, you have these limiting beliefs, and so you are stopped, you are prevented. You cannot do it. So it’s limiting, limiting beliefs.

Our next word is complicated. Pretty common word, complicated. It’s similar to complex, complex and complicated, very close in meaning, very similar. And they are the opposite of simple. So simple and complicated are opposites. Complicated means not simple. It means there’s a lot of little pieces, alright? If something is simple maybe there’s just one piece. It’s very easy to understand. But if something is complicated, there are many little pieces to it, part of it. It’s difficult to understand all of them.

So some people think English is complicated. Oh my god, nouns and verbs and the past progressive and the future tense and past perfect progressive and all these grammar terms and they “Oh my god, it’s so complicated.” And it is complicated if you learn that way. If you try to memorize, if you try to think about all these little grammar rules then absolutely, yes, it will feel complicated. But luckily it’s not necessary. You don’t need to do that. English can feel simple.

Finally, we have the word reference. Reference or references. A reference is an example. It can have different meanings in different situations, but here it means an example, a specific example of something. So you have this belief “English is painful.”

And then you have references, you have examples, that prove it. For example, “In middle school my teacher made me feel stupid.” Right? That’s the reference, that is the example, the specific reference, the specific example. And then you have another reference, “I failed my high school English test.” So now you have two references, your middle school teacher made you feel stupid and you failed your high school test. Two references, two examples of the belief “English is painful.” So most beliefs have all these little references, these little examples. You use the references to prove the belief.

So if you question the references you can destroy the belief. So again a reference is, in this case, a reference is an example, a specific example of something. And references support beliefs, references create beliefs.

Okay, that is all, a very short and easy vocabulary lesson for this one. That is all of the vocabulary lesson for “Beliefs.” Listen to it a few times. Read the transcript, if necessary. But focus most of your energy on the main speech and on the mini-story. Those are the two most important lessons. Those are the ones you need to listen to very often, repeatedly, and learn them deeply.

Okay, I will see you next time.



# Beliefs Mini-Story Text

Hello, this is AJ Hoge, and this is the mini-story for "Beliefs."

Are you feeling good? Good posture? Deep breathing? Big smile? Moving? I hope so. I'm not going to start this story until you are. Alright, let's do it.

\* \* \* \* \*

**There was a guy.**

Was there a girl or was there a guy?

*A guy, I just said it. There was a guy.*

And what was his name? Was his name Bill?

*No, no, no, no, no.*

What was his name? Well, come on, what was his name?

*His name was George.*

**There was a guy and his name was George. And George, of course, had a problem.**

What was his problem?

*Well in fact, George had two problems.*

*Oh no.*

**Not just one problem, George had two problems.**

How many problems did he have?

*Two, George had two problems.*

What was his first problem?

*Well, his first problem was that girls always laughed at him.*

*Oh, that's not a good problem.*

Who always laughed at George?

*Girls, all girls, all women, they all laughed at George.*

How often did girls laugh at George?

*Well, always. Every time he talked to them, they always laughed at him.*

What did they always do?

*They laughed at him, they always laughed at him.*

They always laughed at...

*...George, that's right. Girls always laughed at George. So that was his first problem.*

What was his second problem?

*Well, his second problem was that he loved, loved Angela. And, of course, Angela was a girl. So girls always laughed at George and George loved Angela. So that was a problem.*

Who did George love?

*Angela, he loved Angela.*

**He wanted to impress Angela.**

Did he want Angela to like him?

*Yes, he wanted to impress her. He wanted Angela to like him. He wanted Angela to think good things about him. He wanted to impress her.*

Who wanted to impress Angela?

*George, George wanted to impress Angela.*

What did he want to do?

*Well, he wanted to impress her, make her think good things about him.*

**But, of course, girls always laughed at him. Oh no, big problem for George. In fact, George had dating trauma.**

What did he have?

*Dating trauma.*

Dating what?

*Trauma, George had dating trauma, dating pain, dating injury.*

Why did George have dating trauma?

**Well, because girls always laughed at him when he asked them for a date.**

They always laughed at him when?

*When he asked them for a date.*

When he asked them for a what they always laughed at him?

*For a date, when he asked them for a date they always laughed at him.*

So what did he have?

*Dating trauma, George had dating trauma, dating pain, deep dating pain.*

Was Angela a girl?

*Yes, she was, she was a girl.*

What kind of girl?

*A gorgeous girl, a beautiful girl.*

Now was this good or bad?

*Of course, it was terrible.*

**Beautiful girls laughed even more at George.**

Did beautiful girls laugh more or less at George?

*More, they laughed more. Poor George, beautiful girls laughed even more at him.*

**With beautiful girls he had super dating trauma. So George had some very big problems. But one day he decided “I will develop new empowering beliefs.”**

What did he say?

*Well, he said “I will develop new empowering beliefs.”*

What kind of beliefs was he going to get?

*Empowering beliefs, he was going to get empowering beliefs. He was going to develop empowering beliefs.*

Was he going to develop old empowering beliefs?

*No, not old, his old beliefs were negative. His old beliefs were limiting. He was going to develop new empowering beliefs.*

New empowering what?

*Beliefs.*

What was he going to heal with his empowering beliefs?

*He was going to heal his dating trauma. He was going to heal his dating trauma with new empowering beliefs.*

**So every day he said an incantation.**

Who said an incantation every day?

*George, George said a new incantation every day.*

When did he do it? How often?

*Every day, every day he said a new incantation.*

What was the incantation? Do you know? Well, I'll tell you.

**His incantation was “I’m handsome and I’m cool.” Every day George looked in the mirror and he said “I’m handsome and I’m cool.” It was his incantation. He**

said it all the time. He was eating breakfast, he said “I’m handsome and I’m cool.” When he was walking to work he said “I’m handsome and I’m cool.” During lunch he said “I’m handsome and I’m cool.” Going home from work he said “I’m handsome and I’m cool.” Eating dinner, watching TV, all the time, every day, he said the same incantation “I’m handsome and I’m cool.”

What was his incantation?

*His incantation was “I’m handsome and I’m cool.”*

**He repeated it again and again and again and again. It was an incantation. He started to believe it. So he started to go to the gym. He went to the gym every day. At the gym he worked out. He lifted weights. He exercised.**

What did he say when he was exercising?

*He said his incantation, of course. He said “I’m handsome and I’m cool” and he exercised “I’m handsome and I’m cool.”*

**And he exercised “I’m handsome and I’m cool” and he exercised. He got stronger. Then he went to a public speaking class. He learned how to speak to people.**

And before every speech, what did he say?

*You know, he said his incantation.*

**He said “Hi, I’m George and I’m handsome and I’m cool” and then he gave his speech. And when he finished he said “Thank you, I’m George and I’m handsome**

**and I’m cool.” He became stronger. His speaking got better and better and better. And one day, amazingly, he was handsome. And one day, amazingly, he was cool. He walked over to Angela’s apartment. He knocked on the door. She answered. He said “Hi, I’m George. I’m handsome and I’m cool and I want you.” Of course, she yelled “You bet, you’re hot, I love you!”**

What did she say?

*She said “You bet.” You bet means of course, definitely, I agree. If you say you bet it means you’re awesome, I agree with you. So she said I agree, definitely. She said “You bet.” And she said “You’re hot.” She said to George you’re hot, hot means sexy. Hot means handsome and sexy, or for a woman, beautiful and sexy. So she said I agree, you’re sexy, she said “You bet, you’re hot.”*

**George was very happy. And of course, he was handsome and cool.**

\* \* \* \* \*

Alright, that is the end of the mini-story for “Beliefs.” As always, listen to it many times. When you listen, strong posture, big smile. Deep breaths and move, and if you want to, you can be like George. You can say “I’m a great English speaker” in the morning. During lunch you can say “I’m a great English speaker.” At work you can say “Hi, how you doing? I’m a great English speaker.” When you answer the phone you can say “Hello? I’m a great English speaker.” When you go home on the train, tell everybody on the train “Hi, I’m a great English speaker, how are you?” And when you get home, jump around your house, tell your girlfriend, tell your wife, tell your husband, tell your kids “I’m a great English speaker.” And before you go to bed, look in the mirror and say “Hi, I’m a great English speaker.” You might actually believe it. It might come true.

Alright I’ll see you next time.

# 05.Thought Mastery

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## Thought Mastery Main Text

Hello, this is AJ Hoge. Welcome to the next lesson. Today we're going to talk about "Thought Mastery." And what thought mastery is, it's controlling and managing your thoughts. And when you control your thoughts, when you manage your thoughts, when you can change and shift your thoughts, you change and shift your motivation. You change and shift your emotion. And that causes you to change and shift your actions. And a lot of what we're going to talk about today comes from NLP. That's neuro-linguistic programming which is a very long word. Neuro means nerve or brain, something to do with the nerves or the brain or the nervous system, neuro. Linguistic we've learned already.

Linguistic means language. And programming, of course, is similar to programming a computer, telling it something, what to do. So what it talks about is how to program your brain with language and with thoughts and with pictures. That's neuro-linguistic programming. It was developed by several different people, one of the most famous people is Richard Bandler developed this system called NLP. And NLP is designed to help you kind of control your brain a little better. To decide the kind of images, decide the kind of thoughts you want to have in your brain. And by doing that, by changing your thoughts you will change your emotions and your actions.

One of the key techniques of NLP is to take images that you have in your brain and to modify them and change them. So a lot of times we have negative pictures in our head and we don't realize how powerful they are, how much they affect us, how they change the way we act, how they change the way we feel. And so what we want to do is look at the pictures that we make in our head and we want to choose them. We want to change them and choose better pictures.

Let me give you an example. Let's talk about English class, English class. Imagine in your head an English class. What do you see? What picture comes into your head when I say English class? For example, do you see a room with a lot of students in it? Are they sitting at little desks in rows? Are they moving a lot or are they still? What about the teacher? Where is the teacher? Is the teacher at the front of the class standing above the students talking down to them? Do the students look happy? Are they smiling or do they look bored? What about the quality of this picture in your head? Is it bright and sunny and colorful? Or is it kind of dark, maybe black and white? Is it loud? Is there music or is it quiet? Or is it silent? Is it big and in your face, close to you, or small and far away?

All of these qualities of the picture will change your emotional feeling. So, for example, if we take this picture and we imagine this class, this is the image I have in my head when I think English class, and you know, it's not a very positive one. It comes from an experience I had in Japan. It's kind of the typical English class that I see in my head whenever I hear that word. It's kind of dark, there's no movement. It's not a happy picture.

So what do I want to do if I want to change my belief about English and English classes? One thing I can do is change the pictures I make in my head. So, for example, we can take that picture, we can change it. We can choose a better

picture. Instead I can see a circle of students. Let's imagine a circle of students. And then I'm going to add color. Everybody is wearing nice colorful clothes. And then I imagine everybody smiling, big smiles. And I imagine movement, I add movement to the picture.

So now people are up, they're jumping around, they're moving, they're talking. They're alive. I add sound. I add happy, talking, smiling, laughing, maybe a little music in the background. I take this happy, colorful picture and I make it bigger in my head. I bring it closer to me and bigger so it fills up everything in front of me. Now do that yourself. Imagine this happy picture of an English class and make it big and colorful, with sound, with laughter, with music. Does it change the way you feel about this word...English class? It probably does.

So we can do this with anything, with any image. And what you do is you take first your negative image, so let's go back again to the negative, sad image of an English class. Maybe you can remember one from your past. What we're going to do now is look at that negative picture and we're going to change it like it's a TV set and we're going to play around with it. So the first thing I want you to do is make it darker. So you have this picture in your head, it's a negative feeling, it's a negative memory...make it darker. Make the picture darker in your head. Next, push it away from you. So if it's close to you, push it away so that it becomes smaller and smaller and smaller. Keep pushing it away until it disappears to nothing.

And now suddenly, think of the positive, happy picture. So replace it with the big, large, colorful, loud picture in your head of a happy, fun English class. See it in your head and let yourself feel how you would feel if you were in that picture. So put yourself now into the picture, step into it so now you are in that English class with all these smiling, happy people with all this color, with all this laughter, with all the music. Does that change how you feel? It should, it usually does.

So what you want to do now is program yourself to do this every time. So what you do, you do this same process again and again and again. Maybe 50 times, maybe 100 times. You do it quickly. So, for example, you go back again. Go back to the negative image. Okay, see that negative class, oh, boring, terrible, that old memory you have.

And again, quickly, make it darker, make it smaller. Push it away, smaller, smaller, smaller, until it disappears. And now suddenly, boom, see the big, happy, colorful picture again. This great, happy, wonderful English class, and step into the picture again. Feel yourself there with all these people who are laughing and having a great time. See the color. Make it big. Okay, great.

Now back again to the negative one, the old memory. See it again, the old, negative, terrible English class. And again, make it darker. Turn the light down, darker, darker, and then now make it smaller and push it away, farther, farther, farther, until it disappears. Boom! See the big, happy, wonderful English class again, color, laughter, happiness. Step into that picture. Be part of it.

Now you can do this again and again and again. In fact, you could do this every day, maybe 10 times or 20 times. If you're really motivated you could do it 100 times in a row at the same time, very fast. You take the negative picture, you shrink it, you make it darker, you push it away. It disappears suddenly, boom, a big, happy, positive, colorful picture. And then you go back to the negative, disappear, boom, a big, happy, colorful, positive picture, again and again and again.

So here's what happens. What's really interesting is when you do this again and again and again you are programming your brain like a computer. So after you do it enough times, in the future when you think English class, or someone says English class, automatically this process happens. Automatically, boom, you see in your head a big, happy, wonderful picture and you feel really good. You're teaching yourself to feel good about this phrase or this idea or this experience called English class. And in this way you can totally change your feelings about English or English class.

You can do this with any negative memory or negative image you have in your head. If you've had several bad experiences with English, take those pictures, take those memories, do this same process. Look at them carefully. Then make them darker, then smaller. Then push them away, and then suddenly, boom, replace them with a big, positive, happy, colorful picture and then join the picture. And back again and again and again and again, you know, probably you need a total of 100 to 200 times, so you can do it very, very fast. It just takes a few seconds, so in 5 minutes or 10 minutes, you could do this 100 times or 150 times. And you're programming your brain just like a computer to think in a more positive way. So you can totally change the way you feel about English learning. You can totally change your old, negative memories, beliefs and feelings about English.

What will this do for you? It will give you so much more energy when you learn English. It will totally change your feelings about learning English that will help your motivation and that will cause you to learn faster. All of the things we're learning in this program and these lessons are about getting you to learn faster. It's not just about feeling happy about English, it's about learning more quickly, more efficiently. And it just so happens that having more positive emotions and more energy and more motivation will cause you to learn English much, much faster.

I've seen this myself in my experience as a teacher with many of my students. And here's also a lot of academic research about this same topic. And it all says the same thing. That when you're happy, when you're motivated, when you have strong, positive feelings and thoughts about the language you're learning, in this case English, you learn much faster. That the psychology and the emotion is more important than the method.

Good methods are important, of course. You want to use the best methods, but without the psychology, without the emotion, no method will work successfully. You absolutely must take care of this part of the learning process. You must manage your thoughts, your emotions, your motivation, if you truly want to speak excellent English.

So, your homework is go through this process. Take some of your negative feelings and memories about English. And then using the same process, see the picture. Make it darker, smaller, push it away, and then suddenly replace it with a big, strong, positive image, picture. And I want you to do this again and again and again. I want you to do it 100 times in a row, very quickly. I think you'll find that it will make big changes to the way you feel about English and will really boost up and strengthen your motivation.

Okay, that is all for this lesson. I will see you for the vocab.

# Thought Mastery Vocabulary Text

Hello, this is AJ. Welcome to the vocabulary lesson for “Thought Mastery.” This is going to be a little bit of a short vocabulary lesson but that’s okay. Let’s start.

Let’s start again with NLP. NLP is an abbreviation for neuro-linguistic programming. NLP is a technique or really it’s a method for managing your brain. It’s a psychological method. And the parts NLP, the parts of that abbreviation are N means neuro, neuro. So neuro means nerve, it really means nerve, something to do with the nervous system, related to the nervous system. So, for example, we have *neurosurgeons*. A surgeon is a doctor, a kind of doctor, so a neurosurgeon is a doctor who specializes, a doctor who focuses on nerves, especially the brain. So again, neuro means related to nerves related to the brain, related to the nervous system, neuro. You see this in a lot of different words, so *neurosurgeon*, *neuroscience*, etc.

Okay, and then we have linguistic which we’ve talked about already but let’s talk about it one more time. Linguistic means related to language, related to language, linguistic. And of course, programming again, programming means to develop specific commands for something, a system of actions. Usually we use it with computers but you can do it with your own brain, too. Alright, so that’s NLP, neuro-linguistic programming.

Another word I use in this talk, a very common word, is modify, to modify. To modify means to change something a little bit. It has the idea of a little bit, so if you say modify the picture, it means change the picture but it usually has this idea of a small amount, not totally. So we modify the color, for example, we change just the color. Then we modify the size, we make something larger or smaller. And we modify, this, this, this, and then totally it might be a big change, but each individual change is small. So we use the word modify, to modify.

Alright, another word I used, another phrase actually I used in this lesson was boost up. To boost or to boost up, sometimes we say to boost, sometimes we add up and we say to boost up. They both have a similar meaning. To boost means to make something stronger or higher. So, for example, we can boost up a child, what does that mean? Well usually, we use it in a situation where the child is sitting on the floor, but they need to be higher.

For example, to eat at the table, maybe they’re too low. They’re short so we want to boost them up. We give them a taller chair, boost up the child. In this talk I’m talking about boosting up your energy. It means lifting your energy, bringing your energy higher. So a boost means to give something extra, extra high, push something up is the idea. You boost up, it means you push up or lift up. So you want to boost up your motivation. You want to boost up your energy. You want to increase it, lift it up, push it up.

Another word I used in this talk, in fact I’ve used it a lot in these lessons, is the word mastery. You probably already know mastery, but let’s talk about it a little bit. Mastery means to be excellent at something. So it comes from the word master, which is a noun. A master is someone who is really, really, really good at something. For example, we’ll talk about Tiger Woods again. Tiger Woods is a master at golf. Right, he’s a super, really excellent, amazing, wow, wonderful guy at golf. He is a golf master. So mastery, mastery is the situation of being really good at something.

It's the quality of being really good at something. I have mastery in English. It means I am super great at English.

So you have mastery. I have mastery in playing tennis. I have tennis mastery. If you say "I have tennis mastery" it means you're a great tennis player. You are great at every part of tennis, you can do everything. You're one of the top tennis players. So that's what mastery means, to have mastery. To have golf mastery, English mastery, tennis mastery. It's not just good, it's not just very good, it's super good. It's the top. It's the very top. So you want English mastery, right? You want to have total skill in English like a native speaker. So I have English mastery, all native speakers...well I won't say all... but most native speakers have English mastery if they were born in an English speaking country. If you're born in a Spanish speaking country you have Spanish mastery. So as a student, you want to acquire, you want to get that same mastery, that excellent level, that top level of ability.

Okay, that is the end of our vocabulary lesson, a very short and easy vocabulary lesson for this lesson. Listen to it a couple of times and then go, as always, to the mini-story. Remember, the mini-story is the most important lesson. In all of these lesson packs, it's always the mini-story that you should focus on. The main article, yes, but also the mini-story. The mini-story is where you will get most of your English. The mini-story is designed to teach you grammar, especially grammar, intuitively, naturally. You don't need to think about it, just listen and answer the questions. Listen and answer the questions. All these easy repetitive questions are actually putting the grammar, English grammar, into your brain a little deeper each time. Don't think about it, just enjoy the stories again and again and again.

Okay, I will see you next time.



# Thought Mastery Mini-Story Text

Hello, this is AJ. Welcome to the mini-story for "Thought Mastery." Are you feeling good? Are you moving your body? Breathing deeply. Smiling big! Good posture? I hope so. Let's get started.

\* \* \* \* \*

**There was an incredible woman named Sri. Sri was a linguist and she wanted to study Swahili.**

What was Sri?

*Well, she was a linguist.*

What is a linguist?

*A linguist is a person who studies languages. Aha.*

So what did Sri study?

*Languages, Sri studied languages. She was a linguist.*

Was Sri a truck driver?

*No, she wasn't a truck driver. Sri was a linguist.*

Who was a linguist?

*Sri, Sri was a linguist.*

How many languages did Sri speak? Three?

*No, not three.*

Six?

*No, not six.*

**She spoke 247 languages.**

How many languages did she speak?

*247, Sri was an amazing linguist. She spoke 247 languages.*

**In fact, she had total mastery in 247 languages.**

Wow. Did she have total mastery or was she pretty good?

*Total mastery, she had total mastery in 247 languages.*

What kind of linguist was Sri?

*An incredible linguist, a super linguist, an amazing linguist.*

**But, she needed another language. She wanted to study Swahili.**

Where do people speak Swahili?

*Africa, in Africa.*

**People speak Swahili in Africa, of course.**

Did Sri want to speak Swahili or did she want to speak Japanese?

*Well, she already spoke Japanese perfectly, so she wanted a new language.*

*She was bored, time for a new language. She wanted to speak Swahili.*

**She wanted to speak 248 languages perfectly.**

What was Sri?

*A linguist, she was a linguist. Not just a normal linguist, she was a super duper incredible linguist.*

**So she wanted to learn Swahili. First she tried a visual method.**

Did she try to learn with her eyes or her ears?

*With her eyes, a visual method. Visual means with the eyes, connected to the eyes, related to seeing, visual. Visual. She tried a visual method first.*

What kind of method did she try to learn Swahili with?

*A visual method, she tried a visual method for learning Swahili.*

**She read textbooks and grammar rules.**

Did she listen to them or did she read them?

*Well, she read them, right? It was a visual method, she used her eyes. She read textbooks. She read grammar rules.*

What language was she studying?

*Swahili, she was studying Swahili with a visual method.*

**She studied Swahili with a visual method for two years. Every day she read textbooks. Every day she read grammar books. After two years what happened? Nothing. After two years Sri was frustrated. She still could not speak Swahili.**

Was the visual method successful for Sri?

*No, no, no, no, no, it was not successful for Sri. Sri failed with the visual method.*

For how long did she study with the visual method?

*For two years, right? She studied with a visual method for two years.*

Which language did she study for two years?

*Swahili, right? She studied Swahili with a visual method for two years.*

Who studied Swahili with a visual method for two years?

*Sri, Sri studied Swahili with a visual method for two years.*

Was she successful after two years?

*No, she failed. She was not successful after two years. She still could not speak Swahili.*

**So, she modified her approach.**

Did she change her approach or did she keep the same approach?

*Well, she changed it. She modified her approach.*

What did she modify?

*Her approach, her method, her technique. She changed her technique. She changed her way of learning. She modified her approach.*

She modified her approach to what?

*To learning Swahili, she modified her approach to learning Swahili. She changed her technique for learning Swahili.*

What kind of approach did she try next? Was it a visual approach again?

*No, it wasn't. She modified her approach. She changed that.*

**It was a kinesthetic approach, a kinesthetic method.**

Ooh, a new word, kinesthetic. Kinesthetic means related movement and the body.

So

related to movement, feeling, physical feeling, and the body.

**She learned Swahili with her body, with movement and feelings in her body.**

Sounds interesting. What kind of method did she try next?

*Kinesthetic, she tried a kinesthetic method.*

Who tried a kinesthetic method?

*Sri, Sri tried a kinesthetic method.*

For what?

*For learning Swahili, she tried a kinesthetic method for learning Swahili.*

Did she try to learn with her body or with her ears?

*With her body, she tried to learn Swahili with her body. She tried a kinesthetic method.*