



BUILDING VOCABULARY

A.. PREFIXES: un-, im-, in-, ir- (Selected Readings – Pre Int. Chapter 4. Page: 37)

You can change the meaning of many adjectives by adding a prefix that means not: un-, im-, in-, ir-
For example, the word unimportant means not important and the word inactive means not active

Examples:

un-	im-	in-	ir-
unaccustomed	immobile	inconvenient	irreplaceable
uncomfortable	impermanent	incomplete	irresponsible
unprofitable	impossible	inactive	irreplaceable
unwise	immature	inexperienced	
unimportant	Immigrant	independent	
unhelpful		informal	
unsuccessful		indirect	
unhealthy		inexpensive	

B.. WORD FORMS (Selected Readings – Pre Int. Chapter 6. Page: 57)

noun	verb	adjective	adverb
success	succeed	successful	successfully
hope	hope	hopeful	hopefully
rent	rent	rental	
impression	impress	impressive	impressively
profit	profit	profitable	profitably
manager	manage	managerial	managerially

C.. SUFFIX: -al, -ic, -ist, -logy (Selected Readings – Pre Int. Chapter 8. Page: 77)

Suffix	Sample Words	Meaning
-al (adj.)	personal artificial technological	belonging to oneself, not used by others not real, man-made related to technology
-ic (adj.)	scientific futuristic	related to science related to the future
-ist (noun)	scientist	a person who work in science a person who works in futurology
-logy (noun)	technology futurology	area related to studying and creating new things for use in our lives area related to studying and prediction the future.

D.. PHRASAL VERBS (Selected Readings – pre Int. Page: 117 Int. Page:7)

hang out: relaxing

hang up: putting the telephone down or turning it off.

hang on: wait

start out: being a career

run into: suddenly meet.

talk down: say negative things

E.. SUFFIX: -ity, -ness, -tion, -ship, -ful (Selected Readings – Int. Chapter 2. Page: 17)

-ity (n.)	-ness (n.)	-tion (n.)	-ship (n.)	-ful (adj.)
electric <u>ity</u>	business	creation	dictatorship	successful
security	darkness	relation	hardship	harmful
complex <u>ity</u>	sickness	education	leadership	careful
formality	kindness	observation	membership	wonderful
minority	ugliness			painful
impossibility				

F.. SUFFIX: -ence, -ment, -ation, -ion, -ness, -ance (Selected Readings – Int. Chapter 7. Page: 67)

Verb+ -ence=Noun	Verb + -ment =noun	Verb + -ation= noun	Verb + -tion/-ion = noun	Adj. + -ness = noun	Adj. + -ance = noun
occur occurrence	pay payment	relax relaxation	protect protection	sad sadness	important importance
differ difference	advertise advertisement	form formation	react reaction	hard hardness	intelligent intelligence
insist insistence	attach attachment	coordinate coordination	create creation	sad sadness	clear clearance

G.. EXPRESSING CERTAINTY and UNCERTAINTY (Selected Readings – pre Int. Chapter 7. Page: 97)

Writers use different expressions to indicate if they are certain or uncertain about something

Examples

Certain: It's a fact that mobile phones give out some radiation.

Uncertain: It appears that it is dangerous to use cell phones.

EXPRESSING of CERTAINTY

It is a fact that
 It's certain that
 It's sure that
 Studies show that
 Research has shown that
 I am certain that
 I am positive that
 I am sure that
 I know that
 I'm certain about that.
 I certainly believe that
 Obviously, she is against this proposal.

EXPRESSING of UNCERTAINTY

It appears that
 It seems that
 It's possible that
 I think that
 The research indicates that
 I imagine that
 I suppose that
 I guess that

Source: https://www.learnthat.org/word_lists/view/1336

SAMPLE FINAL EXAM QUESTIONS

SUFFIX: -ence, -ment, -ation, -ion, -ness, -ance
(Selected Readings – Int. Chapter 7. Page: 67)

Verb+ -ence=Noun	Verb + -ment =noun	Verb + -ation= noun	Verb + -tion/-ion = noun	Adj. + -ness = noun	Adj. + -ance = noun
occur <u>occurrence</u>	pay <u>payment</u>	relax <u>relaxation</u>	protect <u>protection</u>	sad <u>sadness</u>	important <u>importance</u>
differ <u>difference</u>	advertise <u>advertisement</u>	form <u>formation</u>	react <u>reaction</u>	hard <u>hardness</u>	intelligent <u>intelligence</u>
insist <u>insistence</u>	attach <u>attachment</u>	coordinate <u>coordination</u>	create <u>creation</u>	sad <u>sadness</u>	clear <u>clearance</u>

A) Choose a word from the chart above to complete these sentences

- The President said that many children need _____ (n.).
- My brother is responsible for the _____ (n.) of all the company's training activities.
- Two months after his heart attack, my father received medical _____ (n.) to go back to work.
- The film has a _____ (adj.) ending.

Answers: 1. protection 2. coordination 3. clearance 4. Sad

B) Choose the best answer.

- This method of operation will _____ give the team overall control.
 a) hopefully b) hopeful c) profit d) profitably
- They made a strong _____ on me the first time I met them.
 a) impress b) impression c) impressively d) impression
- Many students suffer financial _____.
 a) membership b) hard c) harmful d) Hardship

Answers: 1. a 2. b 3. d

C) Make a sentence with the given words.

- unhelpful: _____
- irreplaceable: _____
- inactive: _____
- talk down: _____

Sample Sentences:

- unhelpful:** The men in the cafe were impatient, rude, and unhelpful.
- irreplaceable:** Almost all holy books contain irreplaceable information.
- inactive:** The virus can be inactive in the body for more than ten years.
- talk down:** I wish politicians wouldn't talk down to us as if we were stupid.

Suffix	Sample Words	Meaning
-al (adj.)	personal artificial technological	belonging to oneself, not used by others not real, man-made related to technology
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-logy (noun)	technology futurology	area related to studying and creating new things for use in our lives area related to studying and prediction the future.

D) Write definition of the words.

- personal: _____
- technology: _____
- futuristic: _____

Answers:

- personal: belonging to oneself, not used by others
- technology: area related to studying and creating new things for use in our lives
- futuristic: related to the future; something which is futuristic looks unusual and modern, as if it belongs in the future instead of the present

E) Complete the given expressions

- I imagine that _____
- I suppose that _____
- I am sure that _____

Sample Answers:

- I imagine that they've already left for the airport.
- I suppose that she must be pleased about getting the job.
- I am sure that the coach will want to meet all the team members before the match.

F) Reading Passages

SELECT READINGS PRE- INTERMEDIATE:

Pages: 73-74

SELECT READINGS INTERMEDIATE:

Pages: 19-33-34-35-39-63-64-73-74-79-83-84-85

PAGE 19 (INTERMEDIATE)

B. Apply the Reading Skill

Read the article and then answer the questions in the chart below.

ETRO

W12

Chen Shu-chu, Taiwanese Vegetable Seller, Inspires Others with Generous Donations to Charity

Over her lifetime, Chen Shu-chu, a Taiwanese woman who makes a modest⁶ living selling vegetables, has donated over NT\$10 million to charity (the equivalent of over \$300,000 in U.S. currency). Chen accumulated the money working long 18-hour days at a local market and living frugally.

For her amazing contributions to local libraries and orphanages, *TIME* magazine named Chen one of the most influential people of 2010. Now AFP reports that Chen's generous giving has set off a nationwide trend, encouraging others of small means⁷ to donate to charity. "The point of Chen's story is that all of a sudden many people found that even though they may not be rich, their tiny but persistent small donations may come as a great help to some people," said Hu Yu-fang of United Way.



Police say they arrested the couple on Sept. 19 after they were allegedly spotted creating prostitution in an open

What does the article say about Chen Shu-chu? What are the facts?	What can you infer from the facts?
She doesn't earn a lot of money, yet she has given a lot of money to charity.	<i>She is very generous.</i>
She has given money to orphanages and libraries.	
<i>TIME</i> magazine named her one of the most influential people of 2010.	

⁶ modest limited

⁷ of small means who don't earn a lot of money

PAGES 33-34-35 (INTERMEDIATE)

Reading Passage

AUDIO
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Babies Prove Sound Learners

by Emily Sohn
from *Science News*

1 It can be hard to know what newborns want. They
can't talk, walk, or even point at what they're thinking
about. Yet babies begin to develop language skills
long before they begin speaking, according to recent
5 research. And, compared to adults, they develop these
skills quickly. People have a tough time learning new
languages as they grow older, but infants have the
ability to learn any language, even fake¹ ones, easily.

For a long time scientists have struggled to
10 explain how such young children can learn the
complicated grammatical rules and sounds required
to communicate in words. Now, researchers are
getting a better idea of what's happening in the brains
of society's tiniest language learners. The insights might eventually help
15 kids with **learning disabilities** as well as adults who want to learn new
languages. The work might even help scientists who are trying to design
computers that can communicate like people do. "The brain of the baby
is a new frontier,"² says Patricia Kuhl, co-director of the University of
Washington's **Institute for Learning and Brain Sciences**.

20 The Learning Process

For decades scientists have debated how the brains of young children
figure out how to communicate using language. With help from new
technologies and research strategies, scientists are now finding that babies
begin life with the ability to learn any language. By interacting with other
25 people and using their superb listening and watching skills, they quickly
master the specific languages they hear most often.

"The [baby] brain is really flexible," says Rebecca Gomez, an
experimental psychologist at the University of Arizona, Tucson. Babies
"can't say much, but they're learning a lot." Kuhl's research, for example,
30 suggests that the progression from babbles like "gaga" to actual words
like "good morning" begins with the ability to tell the difference between
simple sounds, such as "ga," "ba," and "da." Such studies show that, up to



about six months of age, babies can recognize all the sounds that make up all the languages in the world. "Their ability to do that shows that [babies] are prepared to learn any language," Kuhl says. "That's why we call them 'citizens of the world.'"

About 6,000 sounds make up the languages spoken around the globe, but not every language uses every sound. For example, while the Swedish language distinguishes among 16 vowel sounds, English uses only eight vowel sounds, and Japanese uses just five. Adults can hear only the sounds used in the languages they speak fluently. To a native Japanese speaker, for instance, the letters "R" and "L" sound identical. So, unlike someone whose native language is English, a Japanese speaker cannot tell "row" from "low" or "rake" from "lake."

Starting at around six months old, Kuhl says, a baby's brain focuses on the most common sounds it hears. Then, children begin responding only to the sounds of the language they hear the most. In a similar way, Gomez has found, slightly older babies start recognizing the patterns that make up the rules of their native language. In English, for example, kids who are about 18 months old start to figure out that words ending in "-ing" or "-ed" are usually verbs, and that verbs are action words.

Language on the Brain

Scientists are particularly interested in the brains of people who speak more than one language fluently because that skill is hard to acquire after about age seven. In one of Kuhl's studies, for example, native Mandarin Chinese speakers spoke Chinese to nine-month-old American babies for twelve sessions over four weeks. Each session lasted about 25 minutes. At the end of the study, the American babies responded to Mandarin sounds just as well as did Chinese babies who had been hearing the language their entire lives. (English-speaking teenagers and adults would not perform nearly as well.)

If a child regularly hears two languages, her brain forms a different pathway for each language. However, once the brain solidifies those **electrical language pathways** by around age seven, it gets harder to form new ones. By then, a baby's brain has disposed of,³ or pruned, all the unnecessary connections that the infant was born with. So, if you don't start studying Spanish or Russian until middle school, you must struggle against years of brain development, and progress can be frustrating. A twelve-year-old's brain has to work much harder to forge language connections than an infant's brain does. "We ought to be learning new languages between ages zero and seven, when the brain does it naturally," Kuhl says.

Learning from the Baby Brain

75 For teenagers and adults who want to learn new languages, baby studies
may offer some useful tips. For one thing, researchers have found that
it is far better for a language learner to talk with people who speak the
language than to rely on educational CDs and DVDs with recorded
conversations. When infants watched someone speaking a foreign
80 language on TV, Kuhl found, they had a completely different experience
than they did if they watched the same speaker in real life. With real
speakers, the babies' brains lit up with electrical activity when they heard
the sounds they had learned. "The babies were looking at the TV, and they
seemed mesmerized,"⁴ Kuhl says. Learning, however, did not happen.
85 "There was nothing going on in their brains," she says. "Absolutely
nothing."



Word Count: 883

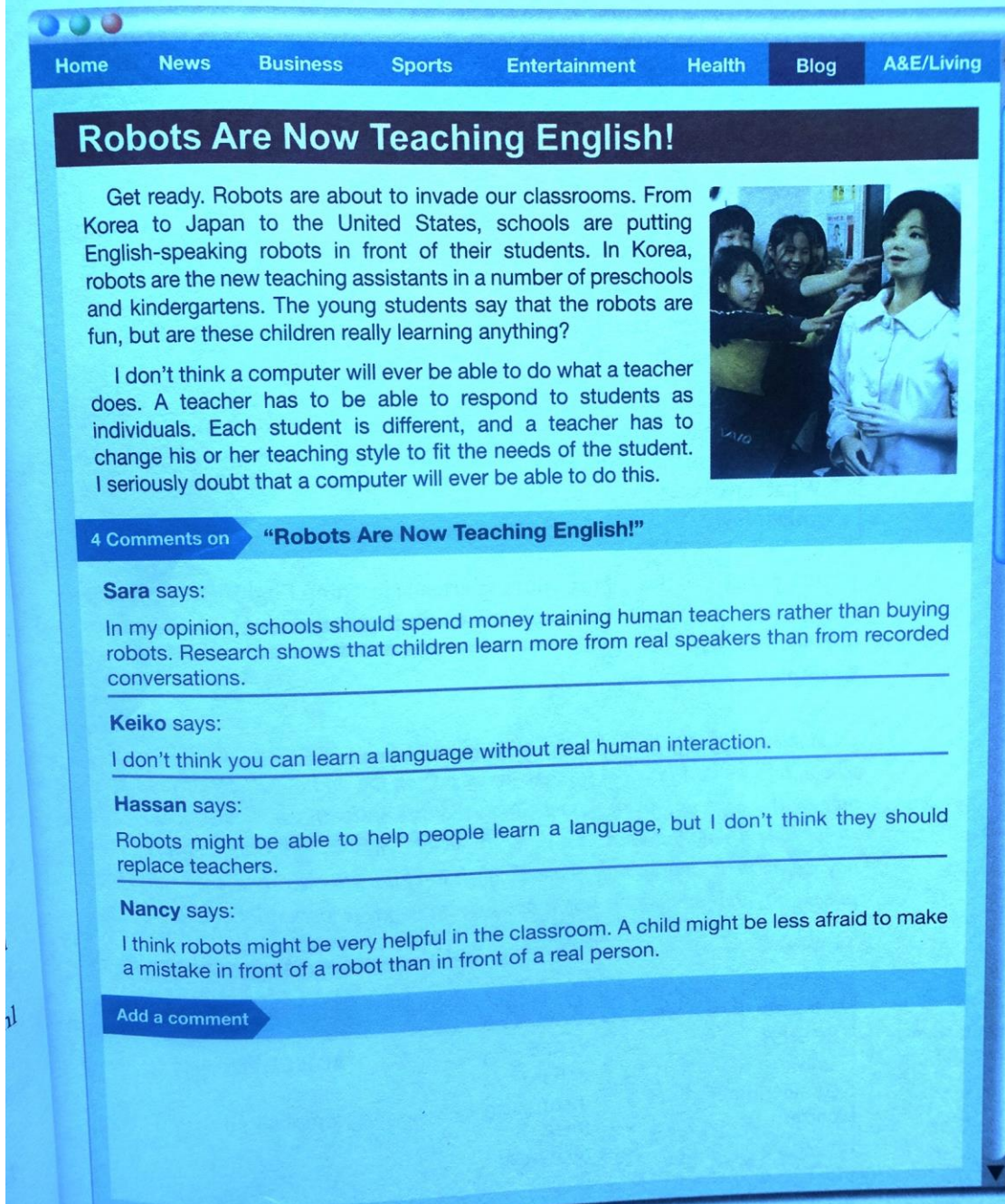
Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

PAGE 39 (INTERMEDIATE)

B. Apply the Reading Skill


Read the blog and comments and underline the opinions. Then add your opinion to the blog.



The screenshot shows a web browser window with a navigation bar containing links for Home, News, Business, Sports, Entertainment, Health, Blog, and A&E/Living. The main content area features a blog post with the title "Robots Are Now Teaching English!". The post text discusses the use of English-speaking robots in classrooms in Korea and Japan, and includes a photograph of a woman in a white lab coat interacting with children. Below the post are four comments from Sara, Keiko, Hassan, and Nancy, each followed by a horizontal line for a response. At the bottom, there is an "Add a comment" button and a large empty text area for user input.

Robots Are Now Teaching English!

Get ready. Robots are about to invade our classrooms. From Korea to Japan to the United States, schools are putting English-speaking robots in front of their students. In Korea, robots are the new teaching assistants in a number of preschools and kindergartens. The young students say that the robots are fun, but are these children really learning anything?



I don't think a computer will ever be able to do what a teacher does. A teacher has to be able to respond to students as individuals. Each student is different, and a teacher has to change his or her teaching style to fit the needs of the student. I seriously doubt that a computer will ever be able to do this.

4 Comments on "Robots Are Now Teaching English!"

Sara says:
In my opinion, schools should spend money training human teachers rather than buying robots. Research shows that children learn more from real speakers than from recorded conversations.

Keiko says:
I don't think you can learn a language without real human interaction.

Hassan says:
Robots might be able to help people learn a language, but I don't think they should replace teachers.

Nancy says:
I think robots might be very helpful in the classroom. A child might be less afraid to make a mistake in front of a robot than in front of a real person.

Add a comment

PAGES 63-64 (INTERMEDIATE)

Reading Passage

AUDIO
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Private Lives

by Diane Daniel
from the *St. Petersburg Times*

1 *Life seems a little less fragile¹ when you can depend on a special place to
always be there for you.*

There is a tiny slice of the **Gulf of Mexico** that belongs to me. Looking across the water, or down the shoreline, I see the past
5 20 years play over and over,² like an old **Super 8 movie**.

I'm 16, writing poetry while sitting on a bench at sunset. I'm floating atop the salty sea on my yellow raft. I'm sitting at the water's edge, gathering a rainbow of shells. I'm in college, burgundy hair glistening.³ I'm a working woman, thinking about my career, paying
10 the bills. I'm heavy, I'm thin. My hair is long, short, long again. I'm happy, sad. Growing older, growing up.

My parents and I moved from **North Carolina** to St. Petersburg, **Florida**, when I was just about to start my senior year of high school. It was a difficult time to be uprooted; I had lived in North Carolina
15 all my life. But I loved the water, so Florida seemed an okay place to live. I can't remember how I first chose my special beach at the end of Eighth Avenue. But once I chose my spot, I never switched beaches.

Almost daily, I swam and sunned there. I watched the sun set. I thought about life. On weekend nights in college, I hung out⁴ at the beach with
20 friends, playing music or just listening to the waves. My bedroom at my parents' house holds no memories for me. My memories of Florida are all a mile away, at Eighth Avenue beach.

I live in Boston now and visit my parents in Florida twice a year. Whenever I visit, I spend many hours at my beach, usually under a hot
25 sun, but sometimes at night, when the sand is cool and the sea seems to offer answers it won't share during the day. I go to my beach not only to relax and think, but also to feed off the sea.⁵ The waves are gentle, the water soothing. But more important to me is the sea's permanence and sheer force.⁶ I want to be strong like that.



Map page 161

Culture and
Language Notes
page 148

- 1 **fragile** easily hurt or broken
2 **play over and over** repeat themselves many times
3 **burgundy hair glistening** red hair shining
4 **hung out** relaxed
5 **feed off the sea** get energy and inspiration from the ocean
6 **sheer force** great strength

30 During one visit to Florida last year, I was sad about the end of a
relationship, and I knew that my sadness would worry my parents. I had
to stop at Eighth Avenue before I could see them. After flying in from
Boston, I drove straight to the beach. It was late afternoon in May, and the
sun had softened. When I reached the beach, I parked at the end of Eighth
35 Avenue and slowly walked barefoot to the water. I tasted the Gulf, and
with it, some hope.

I have taken a few friends to my sanctuary,⁷ but it's not a place I share
with many. Five years ago I brought Jack, a former **boyfriend**, and I'm
glad I did. Now when I look down the shore or across the water, he is
40 there, too, laughing at the pelicans as they dive for food, holding me
while we watch the sunset from the edge of the water.

Jack will always be there. So will my friend JoEllen, who came to Eighth
Avenue with me a couple of years ago. We walked and walked until the sun
and sand had exhausted us. Sometimes I talk my mother into⁸ going to
45 watch the sunset, and we sit on the bench, appreciating our time together.

Last year, I had planned to take Tom to Eighth Avenue. He was going
to be the most important visitor of all, the person I thought I would spend
the rest of my life with. A few days before we were supposed to leave, he
changed his mind, about the trip to Florida and about us. I'm glad he
50 never saw my beach.

As long as my parents are alive, I will go to Eighth Avenue. It has
occurred to me that I will probably mourn their deaths there, listening to
the waves and watching the gulls. I wonder how often I will see my beach
after my parents are gone. I'm sure I will go there from time to time, maybe
55 even stay in one of the cottages nearby that I've passed so often. But it
doesn't matter. My tiny slice of the Gulf of Mexico is always within reach.



Word Count: 706

Reading Time: _____
(Minutes)

Words per Minute: _____

(Word Count/Reading Time)



About the Author

Diane Daniel (1957-) is a freelance writer. She was married near Eighth Avenue at Indian Rocks Beach in 2004, a decade after this essay was written.

PAGES 73-74 (INTERMEDIATE)

Reading Passage

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Can You Live Forever?

1 There's an old saying: *An apple a day keeps the doctor away*. Certainly, apples are good for you, but can eating them really help you avoid getting sick? Could they even help you live forever? Eating apples may not be enough, but there's at least one man who thinks that living forever is possible.

Ray Kurzweil: Inventor¹ and Futurist

Ray Kurzweil was born in 1948 and grew up in New York City. Kurzweil is an inventor and is well known for his work in technology. Many of his inventions have been in the area of **artificial intelligence**,² or AI for short. Kurzweil is also well known as a *futurist*—a person who has strong ideas about how the future might be, or perhaps should be, based on his knowledge of science.

Kurzweil's View of the Future

Kurzweil believes that by 2050, there will be a new technology called **nanobots**, tiny³ machines that will be so small that billions⁴ of them will be able to travel inside your body and fix problems in each cell.⁵ Kurzweil also believes that by then, computers will be able to think just like a person's brain. He just has to live long enough so that he can take advantage of⁶ these inventions. He believes that diet⁷ and exercise are the keys.

Kurzweil's Plan: Diet and Exercise

Besides all of his famous work in technology and futurology, Kurzweil may be best known for what he eats and drinks. Kurzweil and his personal doctor, Dr. Terry Grossman, have created a special diet and exercise program. Using these tools and a few others, Kurzweil hopes to live forever.

Kurzweil drinks very large amounts of water every day. He believes that a lot of water is needed to get all of the toxins⁸ out of his body. He never drinks soft drinks or coffee, but he does drink green tea. He thinks it does many good things for his body.



Map page 156

Culture and
Language Notes
page 148

- 1 **inventor** person who makes, or creates, new things
- 2 **artificial intelligence (AI)** machines that can "think" like a person's brain does
- 3 **tiny** very small
- 4 **billions** one billion = 1,000,000,000
- 5 **cell** the smallest living part of an animal or plant
- 6 **take advantage of** make full use of something
- 7 **diet** what you eat and drink
- 8 **toxins** things that are bad for your body; poisons

Kurzweil also believes that certain kinds of foods are unhealthy. Instead of eating foods like white bread, potatoes, and white rice, he thinks people should eat foods like whole wheat bread and brown rice. For many years, Kurzweil has not eaten any food that has sugar in it. He eats mostly
35 vegetables, lean⁹ meats, and tofu.

Kurzweil also does a few other things for his health. He tries to have very little stress in his life, and he makes sure he gets enough sleep every night. He exercises daily and meditates¹⁰ regularly as well. Kurzweil also takes special vitamins and other supplements¹¹ that he feels will help slow
40 the aging of his body. In fact, he takes over 150 different supplements every day.

The Race Between Age and Invention

Will this routine help him live until 2050? Maybe. Kurzweil regularly takes tests to check the “age” of his body. When he was 40 years old,
45 the age test said his body was like a 38-year-old’s. In 2009, at age 61, the same test said that his body was like a 40-year-old’s. He feels that if his body only seems 2–3 years older after 20 years, living until 2050 may be possible.

“Plan B”

50 What if his body dies before nanobots can save him? Kurzweil is already planning to have his body frozen¹² by a company called the Alcor Life Extension Foundation. They will keep his body frozen until they feel that the technology is ready to bring him back to life.

Many scientists believe that Kurzweil’s ideas about living forever are
55 not really scientific at all. But Kurzweil thinks that as long as he waits for enough technological inventions, both his mind and his body may be able to live forever.



Word Count: 613

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

⁹ lean with very little or no fat

¹⁰ meditates thinks deeply in a special way to be

¹¹ supplement

PAGES 83-84-85 (INTERMEDIATE)

Reading Passage

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How To Make A Speech

by George Plimpton

from *How to Use the Power of the Printed Word*

1 One of life's terrors for the uninitiated¹ is to be asked to make a speech.

"Why me?" will probably be your first reaction. "I don't have anything to say." The fact is that each one of us has a store of material which should be of interest to others. There is no reason why it should not be adapted to

5 a speech.

Why Know How to Speak?

Scary as it is, it's important for anyone to be able to speak in front of others, whether 20 around a conference table or a hall filled with a thousand faces.

10 Being able to speak can mean better grades in any class. It can mean talking the town council out of² increasing your property taxes. It can mean talking top management into³ buying your plan.

How to Pick a Topic

You were probably asked to speak in the first place in the hope that you would be able to articulate a topic⁴ that you know something about. Still, it helps to find out about your audience first. Who are they? Why are they there? What are they interested in? How much do you already know about your subject?

How to Plan What to Say

20 Here is where you must do your homework.

The more you sweat in advance, the less you'll have to sweat once you appear on stage. Research your topic thoroughly. Check the library for facts, quotes, books, and timely magazine and newspaper articles on your subject. Get in touch with experts. Write to them, make phone calls, get interviews to help round out your material. In short, gather—and learn—25 far more than you'll ever use. You can't imagine how much confidence that knowledge will inspire.



Culture and
Language Notes
page 151

- 1 the uninitiated people doing something for the first time
2 talking the town council out of convincing government officials that something is a bad idea
3 talking top management into convincing your bosses that something is a good idea
4 articulate a topic talk about a subject

Now start organizing and writing. Most authorities suggest that a good speech breaks down into three basic parts: an introduction, the body of the speech, and the summation.

- *Introduction*: An audience makes up its mind very quickly. Once the mood of an audience is set, it is difficult to change it, which is why introductions are important. If the speech is to be lighthearted in tone,⁵ the speaker can start off by telling a good-natured story⁶ about the subject or himself.
- *Main body*: There are four main intents⁷ in the body of the well-made speech. These are (1) to entertain, which is probably the hardest; (2) to instruct, which is the easiest if the speaker has done the research and knows the subject; (3) to persuade, which one does at a sales presentation, a **political rally**, or a town meeting; and finally, (4) to inspire, which is what the speaker emphasizes at a sales meeting, in a **sermon**, or at a **pep rally**.
- *Summation*: An ending should probably incorporate a sentence or two which sounds like an ending—a short summary of the main points of the speech, perhaps, or the repeat of a phrase that most embodies what the speaker has hoped to convey. It is valuable to think of the last sentence or two as something which might produce applause. Phrases which are perfectly appropriate to signal this are: “In closing...” or “I have one last thing to say...”

50 **How to Sound Spontaneous**

The best speakers are those who make their words sound spontaneous⁸ even if memorized. I've found it's best to learn a speech point by point, not word for word. Careful preparation and a great deal of practicing are required to make it come together smoothly and easily. **Mark Twain** once said, “It takes three weeks to prepare a good ad-lib speech.”⁹

Brevity Is an Asset¹⁰

A sensible plan, if you have been asked to speak to an exact limit, is to talk your speech into a mirror and stop at your allotted time; then cut the speech accordingly. The more familiar you become with your speech, the more confidently you can deliver it.

As anyone who listens to speeches knows, brevity is an asset. Twenty minutes are ideal. An hour is the limit an audience can listen comfortably.

⁵ lighthearted in tone amusing; not serious

⁶ good-natured story funny story

⁷ intents purposes

⁸ make their words sound spontaneous speak very naturally, like they're having a conversation

⁹ ad-lib speech public talk that is not prepared in advance

¹⁰ brevity is an asset shortness is a good thing

How Questions Help

A question period at the end of a speech is a good notion. One would
55 not ask questions following a **tribute to the company treasurer on his retirement**, say, but a technical talk or an informative speech can be enlivened with a question period.

The Crowd

The larger the crowd, the easier it is to speak, because the response is
70 multiplied and increased. Most people do not believe this. They peek out¹¹ from behind the curtain, and if the audience is filled to the rafters,¹² they begin to moan softly in the back of their throats.

What About Stage Fright?

Very few speakers escape the so-called "butterflies."¹³ There does not
75 seem to be any cure for them, except to realize that they are beneficial rather than harmful, and never fatal. The tension usually means that the speaker, being keyed up,¹⁴ will do a better job. **Edward R. Murrow** called stage fright "the sweat of perfection." Mark Twain once comforted a fright-frozen¹⁵ friend about to speak: "Just remember they don't expect
80 much." My own feeling is that with thought, preparation, and faith in your ideas, you can go out there and expect a pleasant surprise.



Word Count: 869

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About the Author

George Plimpton (1927–2003) was a writer, public speaker, editor, and actor who lived in New York. He is best known for participating in many of the activities he wrote about. He trained with a professional football team, boxed three rounds with a light-heavyweight champion, and played on the professional golf circuit.



11 Peek out look out timidly

12 Full to the rafters full of people

13 Butterflies feelings in one's stomach