


MAXIMUM SPEED LEARNING



By the
WORLD'S FASTEST READER™

HOWARD STEPHEN BERG

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IMPORTANT

To begin — Please save this workbook to your desktop or in another location.

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MAXIMUM SPEED LEARNING



Dear Friend,

Thank you for purchasing Maximum Speed Learning. This program is designed to compliment the results obtained from Maximum Speed Learning. It provides additional hand motions and memory strategies, and it focuses upon using the information gathered from reading. Strategies for achieving peak learning are also covered. You will learn how to get into a flow state for problem solving and for overcoming writer's block, and you will have the opportunity to practice all your skills in a variety of subject areas.

My reading strategies have enabled me to read up to 80 pages per minute and write over 100 words per minute. In our information-rich world, your ability to learn and apply information determines your ability to succeed. I know that my strategies will help you fulfill your dreams and objectives by empowering you with better information to base your decisions upon.

Your friend,

Howard Stephen Berg

The World's Fastest Reader

Getting Started

How To Use Maximum Learning™

The Program

To get the benefits of the Maximum Learning program, follow the instructions given in this section. Begin by playing each CD in sequence and following along with the page in the workbook at home. The drills on how to overcome writer's block and get into a flow state should be done while seated at a table with a writing pad available for practice. The program concludes with practice reading in various subject matter areas. Use the materials printed in the workbook, and read them while seated at a desk or table.

How can you get the most out of this writable workbook? Research has shown that the more ways you interact with learning material, the deeper your learning will be. Nightingale-Conant has created a cutting-edge learning system that involves listening to the audio, reading the ideas in the workbook, and writing your ideas and thoughts down. In fact, this workbook is designed so that you can fill in your answers right inside this document.

For each session, we recommend the following:

- Preview the section of the workbook that corresponds with the audio session, paying particular attention to the exercises.
- Listen to the audio session at least once.
- Read the text of the workbook.

In addition to the exercises and questions, we've created an "ijournal" to make this an even more interactive experience for you. At the end of this guide, you can write down any additional thoughts, ideas, or insights to further personalize the material. Remember, the more you apply this information, the more you'll get out of it.

Scheduling Your Studies

Maximum Learning™ is broken down into several modules that include:

- Brain-based learning strategies.
- How to overcome writer's block and get into a flow state.
- Practicing your skills in a variety of subject matter areas.

You can study each individual section at a different time, but complete an entire section during a single study session.

Brain-Based Learning

Brain's Learning Potential

- Brain has one hundred billion cells.
- Number of connections you brain can make is 10^{800} .
- More than the number of atoms in the known universe.

Survival Underlies All Brain Functions

- Brain learns patterns that lead to survival.

Learning Is Multi-path

- Even simple learning events stimulate numerous regions of the brain.

Your Brain's Three Parts

- Cortex.
- Mid-brain.
- Brain stem.

The Importance Of Significance In Learning

- Brain finds patterns.
- Understanding comes by relating what we learn to our personal life.
- Understanding patterns discloses their significance.

The Importance Of Emotion In Learning

- Feeling something is true is necessary for learning to take place.
- Your emotions are controlled by the limbic system.

The Importance Of Biological Cycles To Learning

- Time of day and other cycles can affect learning ability.
- Biological cycles affect your ability to remember and learn.
- Breathing has cycles of about 3 hours in length.
- Peak learning often occurs in the late afternoon and early evening.

The Importance Of Lighting

- Brain responds to movement, contrast, and color changes.
- Intense and specific visual information boosts understanding.

Effects Of Color On Learning

- Red is stimulating.
- Yellow can cause stress and is mentally stimulating.
- Blue calms.
- Green calms.
- Darker colors mitigate stress.
- Bright colors increase energy levels.

Effects Of Temperature And Dehydration

- 68–72 degrees is ideal temperature for learning.
- Need to drink as many as 15 glasses of water each day.

Choosing The Correct Clothing

- Formal or informal.

Choosing The Perfect Learning Location

- Desk.
- Chair.

Using Your Senses To Enhance Learning

- Vision.
- Hearing.
- Taste.
- Smell.
- Touch.

Studying Using Accelerated Learning

- Set goals.
- Skim the material.
- Create questions.
- Read for meaning.
- Summarize key meanings.
- Use the information.
- Visualize using the information in the future.

Boosting Meaning

- Make it important.
- Relate it to a feeling.
- Look for the context or theme.

Using Eye Movements To Enhance Learning

- Visual: eyes look up.
- Auditory: eyes look towards the ears.
- Kinesthetic: eyes look down to the right.
- Past: generally towards the left.
- Future: generally toward the right.

Howard Gardner's Seven Intelligences

- Verbal-linguistic.
- Musical-rhythmic.
- Bodily-kinesthetic.
- Spatial.
- Mathematical-logical.
- Intrapersonal.
- Interpersonal.

Increasing Emotional Intelligence

How To Relax

- Using breathing.
- Using breathing and colors.
- Using relaxation response.

Learning Is State Dependent

- State you are in during learning is the state you need to be in when using the information.

Exercise Demonstrating Importance of State Learning

- Get a partner.
- Hold out your arm and have them try to push your arm down.
- Look down and think of something terrible.
- Have them push your arm down.
- Look up and feel wonderful.
- Have them push your arm down again.

Creative Blockbusting & Overcoming Writer's Block

The Four Types Of Writing

- Personal: focused upon the recipient.
- School: focused upon the instructor.
- Business: focused upon the client or supervisor.
- Professional: focused upon the audience.

The Four Writing Stages

- Getting started.
- Creating a rough draft.
- Revising.
- Completion.

Getting Started

- State your purpose.
- Let your ideas flow freely.
- Make no attempt to criticize or refine these ideas.
- Imagine the person you are writing for sitting in front of you and analyze their learning mode.

Visual

- Bright or dim.
- Near or far.
- Color or black and white.
- Big or small.

Auditory

- Loud or soft.
- Rhythmic or noisy.
- Fast or slow.

Kinesthetic

- Relaxing or stressful.
- Soft or hard.
- Wet or dry.

The Learner's Mode

- Adapt your language to fit the reader's learning mode.

Make Lists Of Your Ideas

Random list.

Question: What are some things you would do if you suddenly inherited a great sum of money?

Answers:

- Take a vacation
- Buy a home
- Purchase a car
- Invest the money
- Travel to Rome
- Travel to England
- Purchase a home
- Purchase stocks
- Donate money to charity
- Pay bills
- Pay college loan
- Help friends
- Travel to London

List Organized Into Categories

1. Vacation
 - a. Travel to England
 - i. Travel to London
 - b. Travel to Rome
2. Purchase a home
3. Purchase a car
4. Invest the money
 - a. Purchase stocks
5. Donate money to charity
 - a. Help Friends
6. Pay bills
 - a. Pay college loan

Block And Copy List***Vacation******Travel to England***

(Begin writing here as if answering an essay test question.)

Dear Vicki:

I am trying to write about a vacation to England that I want to take, but I don't know what to say. I can't remember if I want to go to the Tower of London or to see Big Ben first. I know there are many things in England I would like to see, like Stonehenge, Stratford, the birthplace of William Shakespeare...

Travel to London

Travel to Rome

Purchase a home

Purchase a car

Invest

Purchase stocks

Donate money to charity

Help friends

Pay bills

Pay college loan

Organizational Formats For Creative Blockbusting 1

Reporter's Format

- Who
- What
- Where
- When
- Why
- How

Who, What, Where, When, Why, How

Invest

Who will you be investing for?

Yourself
Spouse
Children
Parents

What will you invest in?

Bonds
CDs
90 day paper
Stocks
Small companies
Medium companies
Large companies
Treasury Notes

Where will your investments be located?

U S.
Europe
Africa
Asia

When will you be investing?

Now

On a regular schedule

In the future

Why are you investing?

College

Retirement

House payment

Wealth-building

How will you invest?

Automatic withdrawal

Broker

Advice from friends

Personal skills

Organizational Formats For Creative Blockbusting 2

Book Format

Beginning, Middle, End.

Past, Present, Future

Who are you investing for?

Past

Present

Future

What are you investing in?

Past

Present

Future

Where will your investments be?

Past

Present

Future

When will you be investing?

Past

Present

Future

Why are you investing?

Past

Present

Future

How will you invest?

Past

Present

Future

Organizational Formats For Creative Blockbusting 3

The Four Levels Of Consciousness

Physical, Emotional, Mental, Spiritual.

Physical Invest

Past

Who, what, where, when, why, and how

Present

Who, what, where, when, why, and how

Future

Who, what, where, when, why, and how

Emotional Invest

Past

Who, what, where, when, why, and how

Present

Who, what, where, when, why, and how

Future

Who, what, where, when, why, and how

Mental Invest

Past

Who, what, where, when, why, and how

Present

Who, what, where, when, why, and how

Future

Who, what, where, when, why, and how

Spiritual Invest

Past

Who, what, where, when, why, and how

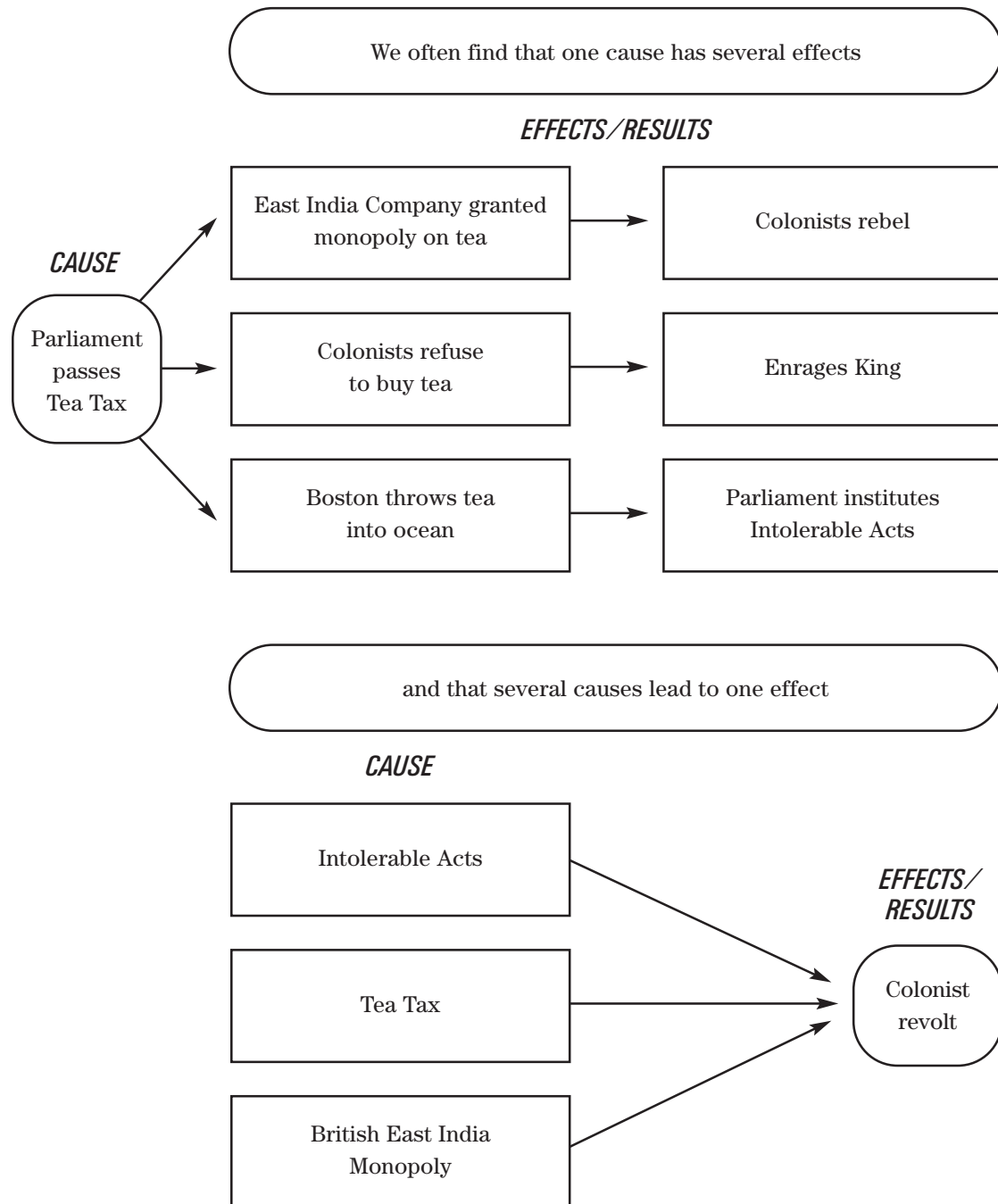
Present

Who, what, where, when, why, and how

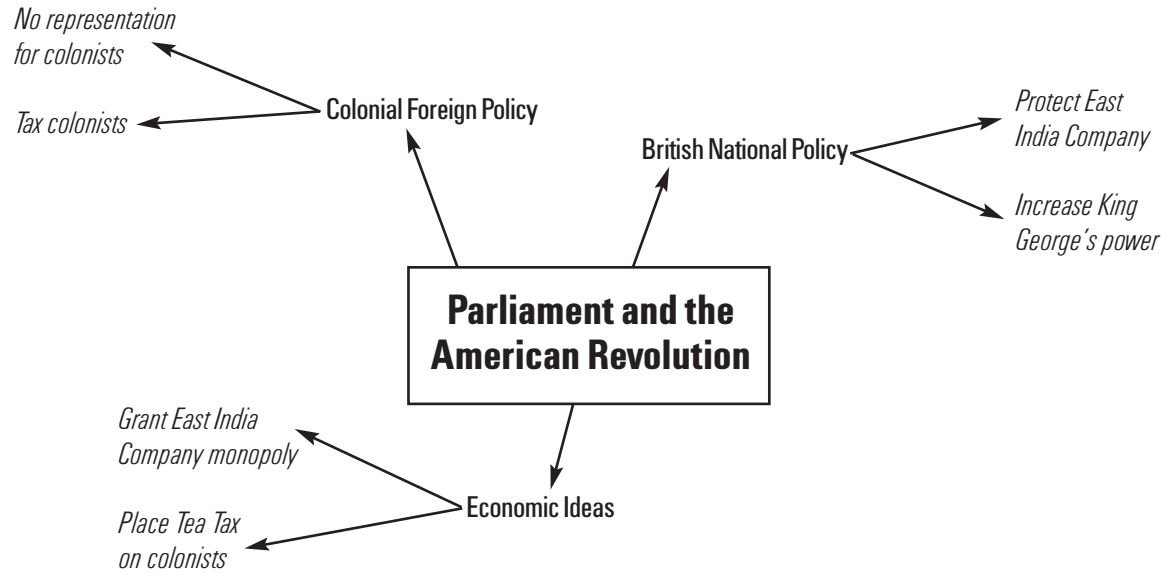
Future

Who, what, where, when, why, and how

Non-Linear Outlining Strategy



Organizational Formats: Brain Drawings American History Lesson



Putting Organizational Frameworks To Work

Sentence Outline

- Traditional outline format.
- Adjust your outline after doing research.

Research Tips

- Contact an expert.
- Go online to a special-interest group.

Using The Computer To Outline

- Review your purpose.
- Free associate and list your ideas.
- Print them out.
- Remove ineffective ideas.

Writing The Rough Draft

- Getting started.
- Focus upon your purpose.
- Review your outline.

Starting The Creative Flow

- Use simplistic sentence structures.
- Pretend you're writing a letter to an acquaintance.
- Use someone else's work for inspiration.

Writing Efficiency Tips

- Use your most creative moments for writing.
- Begin writing at the easiest point.
- Use your imagination to unlock your creative potential.

Releasing Your Creative Potential

- Write what you are trying to say on top of a page.
- Write without stopping 5-10 minutes.
- Write down anything that pops into your head.
- Review what you wrote. Analyze it. Use what is useful and delete everything else.

Dealing With Blocks

- Continuous writing.
- Write without stopping for 50 minutes.
- Keep your flow going.
- At the end of 50 minutes, review what you wrote and delete what is useless. Keep what is useful.

Using Alternative Writing Tools

- Tape recorder.
- Voice decoding software.
- Different pen.
- Use a flair.
- Change your location.

Overcoming Distractions

- Set goals and reward yourself for achieving them.
- Use your paper margin to write yourself notes.
- Split your computer screen to write notes to yourself.
- Use time planner software.
- Use music to enhance creative mood.

Writing Over A Period Of Time

- When done for the day, write yourself a memo describing what you intend to write next.
- Be as specific as possible to help stimulate the creative flow and style.

Returning To Uncompleted Work

- Reread last few pages to get a feel for the style.
- Read your notes to reconnect to your writing purpose.

Maximizing Creativity

- Maintain several projects at once.
- Start on the easy phrase of a project first.
- Switch to a more challenging portion of another project once your creative juices start flowing.

Revising

- Take a break before returning to work.
- Analyze your work objectively.
- Be prepared to eliminate things that don't work.
- Consider saving eliminated ideas into a file for future use.
- Read your work aloud to others.
- Sharpen your transitions.
- Vary the positions of the subject, verb, and object in your sentences.
- Do not overuse words. Use a thesaurus.
- Use specific verbs and nouns when possible. Remember to focus upon the reader's learning mode.
- Vary your sentence lengths.
- Use Ericsonian language structures.
- Use a grammar and spelling checker.
- Use a fog index.

Completion

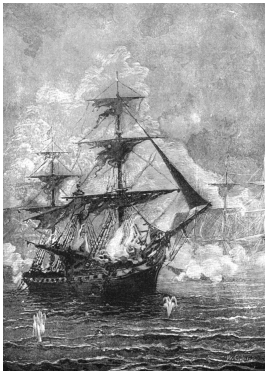
- Take a break.
- Read your work aloud.
- Have someone else read your work.
- Consider any formatting changes you may want to make.
- Print out final copy.

Practicing Reading In Subject Matter Areas

History: The War Of 1812

Attack on Canada

During the War of 1812, many Americans believed that conquering Canada could be



easily accomplished for several reasons. Canada had a very low population and French Canadians were not fond of English rulership.

Moreover, many major Canadian

settlements were near the United States. Montreal, Canada's strategic center, was only thirty miles north of New York State.

Canada resists attack

Unexpectedly, Canada withstood American invasion attempts. America's army was almost completely unqualified to launch an

assault. The standing army included only 6,000 soldiers who were scattered throughout the frontier. America's top commanders were veterans of the Revolution and too old to successfully fight a new war. In fact, there wasn't even a single general in command of the entire war effort, and no coordinated plan on how to fight the war existed.

The failure of militia

Lacking sufficient regular troops, President Madison requested the

states to provide militia. Many

governors refused to provide any troops.

This included many vital New England

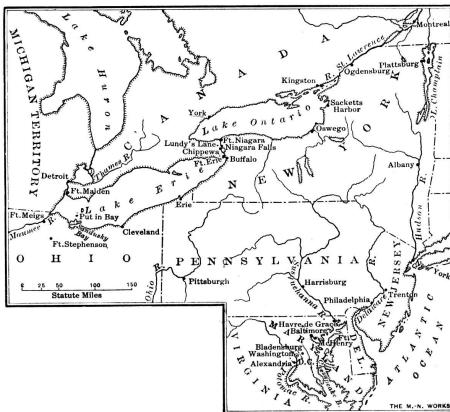
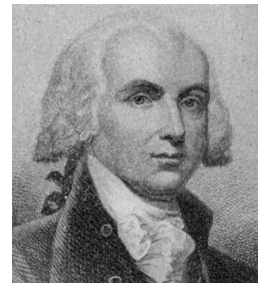
states. Moreover, New

York's militia refused to enter Canada to wage a war, and they were content to only

fight to defend their state if invaded. To make matters worse, militia men were

poorly trained and often fled during a battle. Their lack of discipline, training, and

reliability played a major role in America's failed attempt to conquer Canada.



Canadian military preparedness

Unlike America's poorly prepared military, Canadian military forces had excellent leadership. They quickly conquered forts in Detroit and two forts on Lake Michigan.



When America launched an attack across the Niagara River it was quickly turned back.

**Success in the west—
failure in the east**

In 1813, Commodore Oliver H. Perry fought and won a brilliant battle against a British fleet on Lake Erie. This defeat forced the British to retreat from Detroit. A future American President, William Harrison, led a force of Kentucky militia who defeated the British army at the battle of the Thames. These Western victories were offset by America's inadequate military leadership in the East. Attempted invasions into Canada from Sackett Harbor and Lake Champlain all failed.

The significance of Napoleon's defeat

Napoleon's defeat in Europe in 1814 enabled England to send much stronger forces to America. Over 10,000 British veterans, under the Command of Sir John Prevost, advanced toward America. This



force was triple the size of the American force opposing it at Plattsburgh. By now, older American military leaders were retired and replaced by younger, more able leaders. General Alexander Macomb lead the American land forces at Plattsburgh. Commodore Thomas Macdonough commanded a small fleet. Although their forces were much smaller than the British, under their capable leadership they inflicted heavy losses upon the British which prompted them to retreat back to Montreal.



ALEXANDER MACOMB

Questions

1. List three reasons why America believed Canada would be easy to conquer.
2. Why was Canada able to withstand an American invasion?
3. What was President Madison's solution for adding soldiers to the war?
4. Why didn't Madison's solution work?
5. Describe Canadian military preparedness.

Vocabulary

Montreal

President Madison

Commodore Oliver H. Perry

William Harrison

Sir John Prevost

General Alexander Macomb

Commodore Thomas Macdonough

Sample Notes For Questions

The War of 1812	– America fought English and Canadians.	P 28
Attack on Canada	– Americans believed Canada would quickly lose. – Canada had a low population, French Canadians disliked England, and Montreal was a major target and close to the United States.	P 28
Canada resists attack	– Canada resisted attack. America had only 6,000 regular soldiers. Top American commanders were old Revolutionary War veterans. No general commanded entire army. There was no coordinated battle plan.	P 28
The failure of militia	– Many states refused to send troops. NYS militia refused to invade Canada. Militia were poorly trained and often fled during battles.	P 28
Canadian military preparedness	– Canadian troops were disciplined and well trained. – Conquered forts in Detroit and two forts on Lake Michigan.	P 29
Success in the west— failure in the east	– 1813: Commodore Perry defeated British on Lake Erie. – Forced British to retreat from Detroit. William Harrison defeated English at Battle of Thames. Attempts to invade Canada failed at both Sackett Harbor and Lake Champlain.	P 29
The significance of Napoleon's defeat	– Napoleon's defeat enabled England to send more seasoned troops. Over 10,000 came under Command of Sir John Prevost.	P 29
List 3 reasons why America believed Canada would be easy to conquer?	– Canada's population was low. – French Canadians didn't like English. – Montreal, the major target, was only 30 miles from NYS.	P 29
Why was Canada able to withstand an American invasion?	– America had only 6,000 regular troops. – American leaders were old. – No single general commanded entire army. – There was no coordinated plan.	P 29
What was President Madison's solution for adding soldiers to the war?	– States should provide militia.	P 29
Why didn't Madison's solution work?	– Many states refused to send troops. – Many New England states refused to send troops. – New York State militia refused to invade Canada. – Would only defend NYS.	P 29
Describe Canadian military preparedness	– Excellent leadership and well trained.	P 29

Sample Notes For Vocabulary

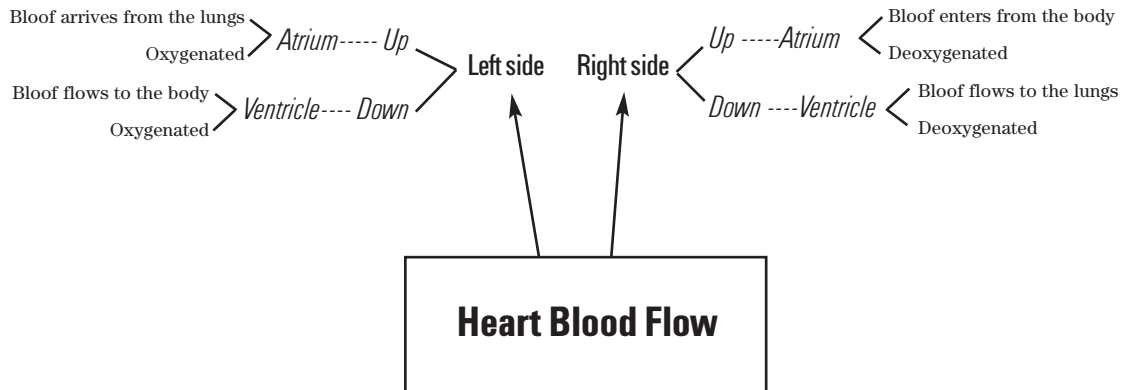
Montreal	<ul style="list-style-type: none">– Canada’s strategic center.– Only 30 miles from NYS.	P 28
President Madison	<ul style="list-style-type: none">– President during War of 1812.	P 28
Commodore Oliver H. Perry	<ul style="list-style-type: none">– 1813: Perry fought and defeated British fleet on Lake Erie.– Forced English to retreat from Detroit.	P 29
William Harrison	<ul style="list-style-type: none">– Future President.– Led Kentucky militia.– Defeated British at Battle of Thames.	P 29
Sir John Prevost	<ul style="list-style-type: none">– 10,000 English troops were lead by him following defeat of Napoleon.	P 29
General Alexander Macomb	<ul style="list-style-type: none">– Lead American forces at Plattsburgh and defeated much larger British invasion force.	P 29
Commodore Thomas Macdonough	<ul style="list-style-type: none">– Commanded American fleet at Plattsburgh and helped defeat much larger British invasion force.	P 29

Chapter 12**The Circulatory System**

The human circulatory system is closed and includes a single heart that pumps the blood and vessels that distribute the blood throughout the body.

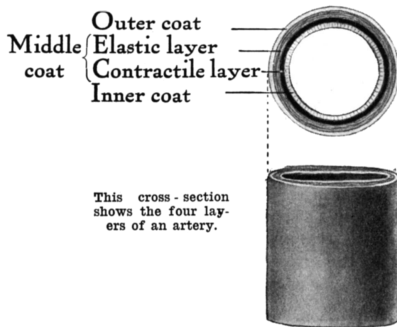
Goals of this section:

1. Define and contrast the structure of a vein, artery, and capillary.
2. Describe the structures of the heart and their function.

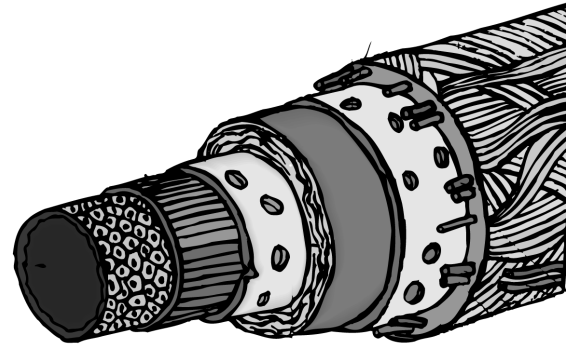


12-1 The blood vessels

Arteries. Blood vessels that carry blood away from the heart and into the body are called arteries. Once an **artery** enters an organ or tissue, it divides many times into smaller and smaller arteries. **Arterioles** are the smallest arteries.



Artery walls are thick and also elastic. Layers of connective tissue and smooth muscle surround them. Epithelial tissue is also associated with arteries.



Capillaries connect arterioles and venules. Capillary walls are formed from a single layer of epithelial cells and are so narrow that only a single red blood cell can pass through at a time. The blood flowing through the capillaries exchanges nutrients, wastes, oxygen, and other things between the cells and the blood.

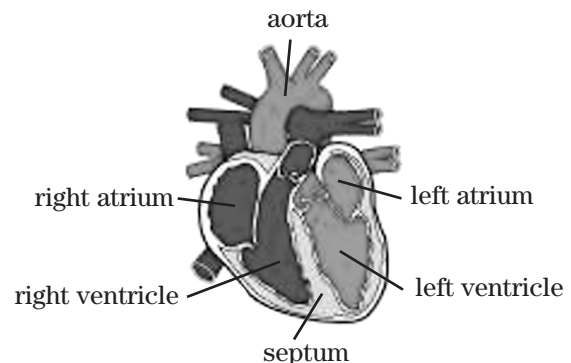
Veins. Blood vessels that carry blood from the body back to the heart are called **veins**. The tiniest veins are called **venules**. These venules

combine to form veins and continue merging into larger and larger veins. Unlike arteries, vein walls are thin and only slightly elastic. Flaplike **valves** are within the veins that only permit blood to flow toward the heart. This is especially helpful when blood has to be pumped up from the feet and legs against the pull of gravity. When valves malfunction, blood accumulates within the vein and stretches it out. This condition is called **varicose veins** and can be seen in the accompanying diagram.



12-2 The heart

The **heart** pumps the blood through the vessels in a rhythmic fashion. About the size of a fist, the heart is a muscular organ located around the middle of the chest. The cardiac muscle comprising the heart is unique amongst the body's muscles. They form an interlocking network that enables them to contract and pump the blood with great pressure.



The **pericardium**, a tough protective membrane, surrounds the heart. Four chambers can be seen within it. The lower two chambers are called the **ventricles**. Thick walled, they pump blood out of the heart and into arteries. The ventricles are separated by a thick dividing wall called the **septum**. The two upper chambers of the heart are called **atria**. Atria receive the blood from the veins. Blood flow through the heart is controlled by **valves**, four flaplike structures that permit the blood to flow in a single direction.

The heart is actually two pumps in one. Oxygen-low blood is pumped to the lungs on the right side. Oxygen-rich blood is pumped to the body on the left side.

12-3 The blood flow

Deoxygenated blood, dark blue blood, from the body enters the right atrium. The deoxygenated blood is then pumped into the right ventricle. The right ventricle pumps the blood to the lungs where it is mixed with oxygen and turns a scarlet red. The oxygenated blood from the lungs enters the left atrium. The left atrium pumps the oxygen rich blood to the left ventricle. The left ventricle pumps the oxygenated blood throughout the body. The blood exits the left ventricle through the aorta.

Vocabulary

Arteries	Veins
Arterioles	Venules
Valves (veins)	Varicose Veins
Capillaries	Heart
Pericardium	Ventricles
Atria	Valves (heart)
Aorta	Septum

Questions

1. Describe the five types of blood vessels.
2. What causes varicose veins?
3. Describe the flow of blood through the heart and lungs.

Sample Notes For Vocabulary

The circulatory system	Closed system. Includes a single heart. Distributes blood throughout the body.	P 34
The blood vessels	Carry blood to and from the heart and body.	P 34
The heart	Pumps blood throughout the body. Is rhythmic.	P 34
The blood flow	Deoxygenated blood flows into the heart on the right side. Oxygenated blood flows from the heart to the body on the left side.	P 34
Arteries	Carry blood from the heart to the body. Are thick walled. Are elastic. Divide into smaller groups.	P 34
Arterioles	The smallest artery is called a arteriole.	P 34
Veins	Carry blood toward the heart. Have valves. An less elastic than arteries.	P 34
Venules	The smallest vein is called a venule.	P 34
Valves (veins)	Permit the blood to flow in one direction to the heart. Help fight the pull of gravity.	P 34
Varicose veins	When the valves malfunction and blood pools up it can stretch the vein. This condition is called varicose veins.	P 34
Capillaries	Single layer of epithelial cells. Red blood flows through one cell at a time. Blood flows through them and exchanges wastes, nutrients, and other things with the body.	P 34

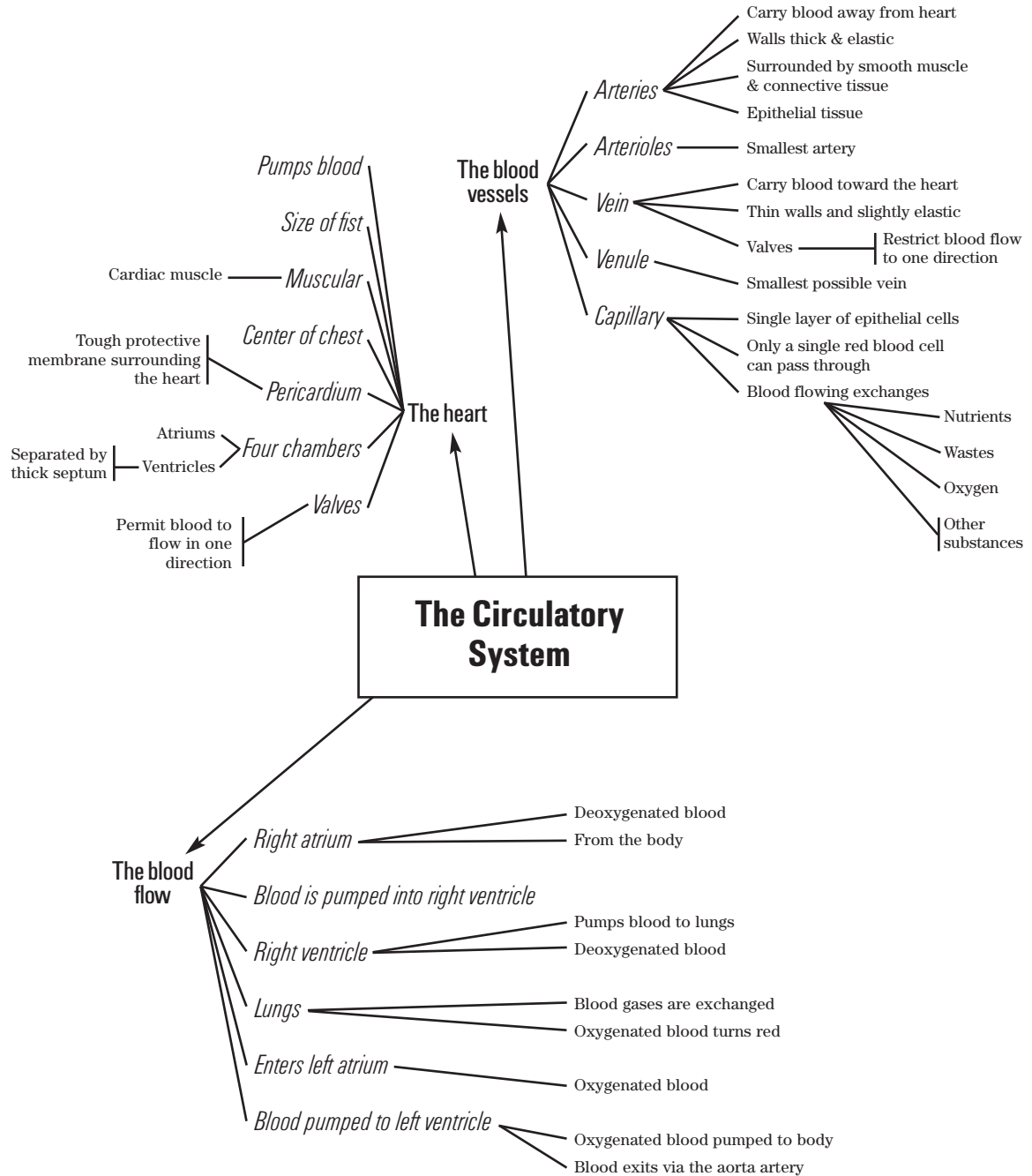
MAXIMUM SPEED LEARNING *practicing reading in subject matter areas*

Heart	Pumps the blood throughout the body. Size of a fist. Located in the center of the chest.	P 34
Pericardium	Tough, protective membrane surrounding heart.	P 35
Ventricles	Located at the bottom of the heart. There are 2 ventricles.	P 35
Septum	Thick wall separating right and left ventricle.	P 35
Valves (heart)	Permit blood to flow in only one direction through the heart.	P 35
Atria	Located at the top of the heart. There are two atria.	P 35

Sample Notes For Questions

Describe the five types of blood vessels	<ol style="list-style-type: none"> 1. Arteries: Thick walled vessels, surrounded by muscle, that move oxygenated blood away from the heart. 2. Arteriole: The smallest artery 3. Capillary: One-cell-thick blood vessel. Blood flowing through them exchanges wastes, nutrients, and other substances with the body. 4. Venules: The smallest vein 5. Vein: Slightly elastic, and carry deoxygenated blood towards the heart.
What causes varicose veins?	When the valves in veins malfunction causing the blood to pool up inside the vein and stretch it.
Describe the flow of blood through the heart and lungs.	<p>Deoxygenated blood enters the right atrium. Blood is pumped into the right ventricle. The right ventricle pumps deoxygenated blood into the lungs. The oxygenated blood returns to the heart via the left atrium. The atrium pumps the blood into the left ventricle. The left ventricle pumps the oxygenated blood back to the body through the aorta</p>

Biology Mind Map



Speed Multiplication

Contents

- Definition of Speed Multiplication.
- Two numbers near 100 and both greater than 100.
- Two numbers near 100 and both less than 100.

Definition

Often multiplication needs to be carried out under conditions that would not permit the use of a calculator. **Speed multiplication** is a powerful tool for effortlessly multiplying two numbers without the aid of a calculator. It is based upon a simple model in which both numbers to be multiplied are both near the number 100. Both numbers can be greater than 100, or both numbers can be less than 100 for the technique to work. For example, you could use speed multiplication to multiply 103 and 105 (which are both greater than 100) or 98 and 97 (which are both less than 100). However, if one number is greater than 100, and the other is less than 100, this method will not work. For example, when multiplying 98 and 103, you can not use speed multiplication since 98 is less than 100 and 103 is greater than 100.

Two Numbers Near 100 And Both Greater Than 100

Step one: Write down each number to be multiplied.

$$\begin{array}{r} 103 \\ \times 105 \\ \hline \end{array}$$

Step two: Calculate the difference of each number from 100.

Write down the difference in a column to the right of the number.

$$\begin{array}{r} 103 \qquad 3 \\ \times 105 \qquad 5 \\ \hline \end{array}$$

Step three: Multiply the differences of both numbers.

Write down the multiplicand.

This number will be the final two digits in your completed answer.

$$\begin{array}{r} 103 \qquad 3 \\ \times 105 \qquad \times 5 \\ \hline \qquad 15 \end{array}$$

Step four: Add the differences of each number to the other number.

Adding diagonally either way gives the same answer.

$$\begin{array}{r} 103 \qquad 3 \\ \times 105 \qquad \times 5 \\ \hline \qquad 15 \end{array} \quad \begin{array}{r} 103 \\ + 5 \\ \hline 108 \end{array} \quad (or) \quad \begin{array}{r} 105 \\ + 3 \\ \hline 108 \end{array}$$

Step five: Write the sum of either diagonal addition.

$$\begin{array}{r} 103 \qquad 3 \\ + 5 \qquad \times 5 \\ \hline 108 \qquad 15 \end{array}$$

Step six: Combine both answers to get the final answer: **10,815**

Practice Speed Multiplication

$$\begin{array}{r} 103 \\ \times 107 \\ \hline \end{array}$$

$$\begin{array}{r} 105 \\ \times 106 \\ \hline \end{array}$$

$$\begin{array}{r} 107 \\ \times 109 \\ \hline \end{array}$$

$$\begin{array}{r} 108 \\ \times 102 \\ \hline \end{array}$$

Two Numbers Near 100 And Both Less Than 100

Step one: Write down each number to be multiplied.

$$\begin{array}{r} 98 \\ \times 95 \\ \hline \end{array}$$

Step two: Calculate the difference of each number from 100.

Write down the difference in a column to the right of the number.

$$\begin{array}{r} 98 \qquad 2 \\ \times 95 \qquad 5 \\ \hline \end{array}$$

Step three: Multiply the differences of both numbers.

Write down the multiplicand.

This number will be the final two digits of your completed answer.

$$\begin{array}{r} 98 \qquad 2 \\ \times 95 \qquad 5 \\ \hline \end{array} \qquad \begin{array}{r} \times 5 \\ \hline 10 \end{array}$$

Step four: Subtract the differences of each number to the other number.

Subtracting diagonally either way gives you the same answer.

$$\begin{array}{r} 98 \qquad 2 \\ \times 95 \qquad 5 \\ \hline \end{array} \qquad \begin{array}{r} 98 \qquad 2 \\ - 05 \qquad 5 \\ \hline 93 \qquad 10 \end{array} \quad (or) \quad \begin{array}{r} 95 \qquad 5 \\ - 02 \qquad 2 \\ \hline 93 \qquad 10 \end{array}$$

Step five: Write down the difference of either diagonal subtraction.

$$\begin{array}{r} 98 \qquad 2 \\ - 05 \qquad 5 \\ \hline 93 \qquad 10 \end{array} \qquad \begin{array}{r} \times 5 \\ \hline 10 \end{array}$$

Step six: Combine both answers to get the final answer: **9,310**

Practice Speed Multiplication

$$\begin{array}{r} 98 \\ \times 94 \\ \hline \end{array} \qquad \begin{array}{r} 97 \\ \times 91 \\ \hline \end{array} \qquad \begin{array}{r} 92 \\ \times 99 \\ \hline \end{array} \qquad \begin{array}{r} 93 \\ \times 96 \\ \hline \end{array}$$

MAXIMUM SPEED LEARNING *speed multiplication*

Math Note-Taking Practice

Two numbers less than 100

Two numbers greater than 100



Speed Multiplication

Mind Map Practice

CINDERELLA

Once upon a time...

there lived an unhappy young girl. Unhappy she was, for her mother was dead, her father had married another woman, a widow with two daughters, and her stepmother didn't like her one little bit. All the nice things, kind thoughts and loving touches were for her own daughters. And not just the kind thoughts and love, but also dresses, shoes, shawls, delicious food, comfy beds, as well as every home comfort. All this was laid on for her daughters. But, for the poor unhappy girl, there was nothing at all. No dresses, only her stepsisters' hand-me-downs. No lovely dishes, nothing but scraps. No nice rests and comfort. For she had to work hard all day, and only when evening came was she allowed to sit for a while by the fire, near the cinders. That is how she got her nickname, for everybody called her Cinderella. Cinderella used to spend long hours all alone talking to the cat. The cat said, "Miaow", which really meant, "Cheer up! You have something neither of your stepsisters have and that is beauty."

It was quite true. Cinderella, even dressed in rags with a dusty grey face from the cinders, was a lovely girl. While her stepsisters, no matter how splendid and elegant their clothes, were still clumsy, lumpy and ugly and always would be.

One day, beautiful new dresses arrived at the house. A ball was to be held at Court and the stepsisters were getting ready to go to it. Cinderella, didn't even dare ask, "What about me?" for she knew very well what the answer to that would be:

"You? My dear girl, you're staying at home to wash the dishes, scrub the floors and turn down the beds for your stepsisters. They will come home tired and very sleepy." Cinderella sighed at the cat, "Oh dear, I'm so unhappy!" And the cat murmured "Miaow."

Suddenly something amazing happened. In the kitchen, where Cinderella was sitting all by herself, there was a burst of light and a fairy appeared.

"Don't be alarmed, Cinderella," said the fairy. "The wind blew me your sighs. I know you would love to go to the ball. And so you shall!"

“How can I, dressed in rags?”

Cinderella replied. “The servants will turn me away!” The fairy smiled. With a flick of her magic wand, Cinderella found herself wearing the a beautiful dress, the loveliest ever seen in the realm.

“Now that we have settled the matter of the dress,” said the fairy, “we’ll need to get you a coach. A real lady would never go to a ball on foot! Quick! Get me a pumpkin!”

“Oh, of course,” said Cinderella, rushing away. Then the fairy turned to the cat. “You, bring me seven mice!”

“Seven mice!” said the cat. “I didn’t know fairies ate mice too!”

“They’re not for eating, silly! Do as you are told! And, remember they must be alive!”

Cinderella soon returned with a fine pumpkin and the cat with seven mice he had caught in the cellar.

“Good!” exclaimed the fairy. With a flick of her magic wand — wonder of wonders! — the pumpkin turned into a sparkling coach and the mice became six white horses, while the seventh mouse turned into a coachman, in a smart uniform and carrying a whip.

Cinderella could hardly believe her eyes.

“I shall present you at court. You will soon see that the Prince, in whose honor the ball is being held, will be enchanted by your loveliness. But remember! You must leave the ball at midnight and come home. For that is when the spell ends. Your coach will turn back into a pumpkin, the horses will become mice again, the coachman will turn back into a mouse... and you will be dressed in rags and wearing clogs instead of these dainty little slippers! Do you understand?”

Cinderella smiled and said, “Yes, I understand!”

When Cinderella entered the ballroom at the palace, a hush fell. Everyone stopped in mid-sentence to admire her elegance, her beauty and grace.

“Who can that be?” people asked each other. The two stepsisters also wondered who the newcomer was, for never in a month of Sundays, would they ever have guessed that the beautiful girl was really poor Cinderella who talked to the cat!

When the prince set eyes on Cinderella, he was struck by her beauty. Walking over to her, he bowed

deeply and asked her to dance. And to the great disappointment of all the young ladies, he danced with Cinderella all evening.

“Who are you, fair maiden?” the Prince kept asking her. But Cinderella only replied, “What does it matter who I am! You will never see me again anyway.”

“Oh, but I shall, I’m quite certain!” he replied.

Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock: the first stroke of midnight! She remembered what the fairy had said, and without a word of goodbye she slipped from the Prince’s arms and ran down the steps. As she ran she lost one of her slippers, but not for a moment did she dream of stopping to pick it up! If the last stroke of midnight were to sound... oh... what a disaster that would be! Out she fled and vanished into the night.

The Prince, who was now madly in love with her, picked up her slipper and said to his ministers, “Go and search everywhere for the girl whose foot this slipper fits. I will never be content until I find her!”

So the ministers tried the slipper on

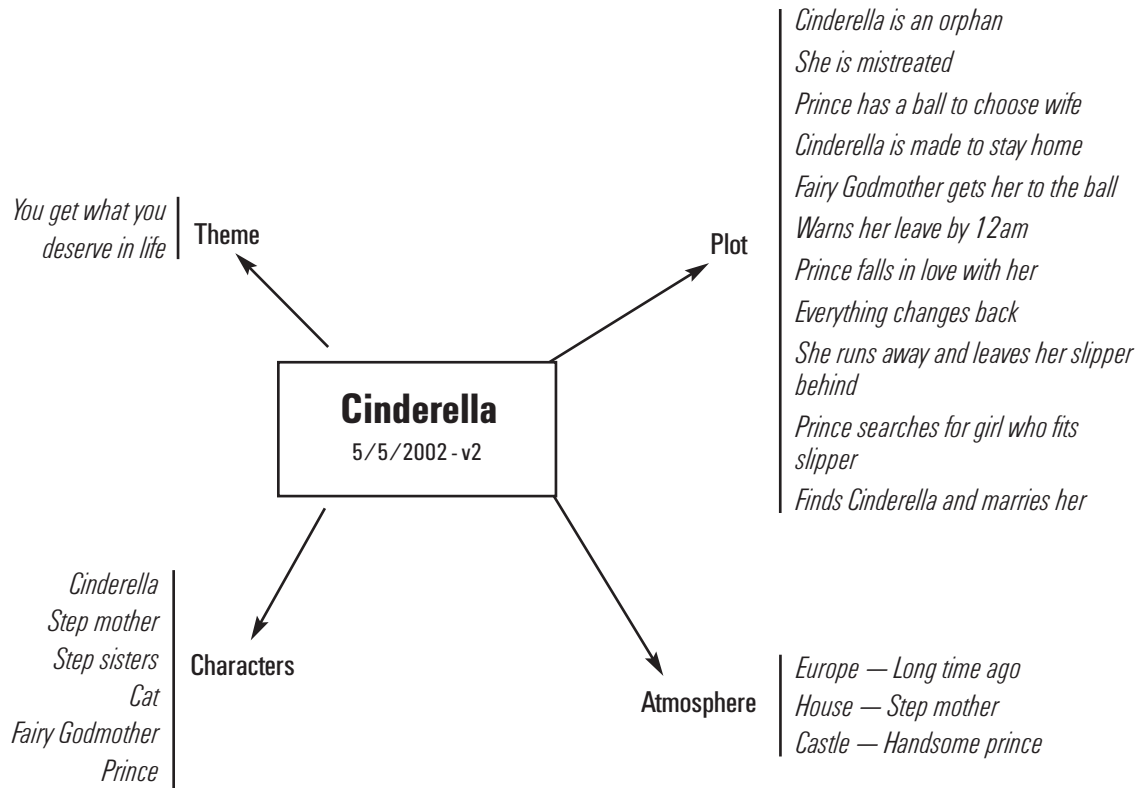
the foot of all the girls and even on Cinderella’s foot. Surprise! The slipper fitted perfectly.

“That awful untidy girl simply cannot have been at the ball,” snapped the stepmother. “Tell the Prince he ought to marry one of my two daughters! Can’t you see how ugly Cinderella is! Can’t you see?” Suddenly she broke off, for the fairy had appeared.

“That’s enough!” she exclaimed, raising her magic wand. In a flash, Cinderella appeared in a splendid dress, shining with youth and beauty. Her stepmother and stepsisters gaped at her in amazement, and the ministers said, “Come with us, fair maiden! The Prince awaits to present you with his engagement ring!”

So Cinderella joyfully went with them, and lived happily ever after with her Prince.

And as for the cat, he just said “Miaow.”



How To Read Letters

Letter One

Dear Alex,

It was a pleasure meeting you on our recent flight to Dallas. It is rare to find someone on a flight as interesting as you were, and I truly enjoyed what you had to say about the need for improving learning in the work environment.

I want to thank you for the information you gave to me about your associate Stephen Howard and his work on improving learning in the workplace. I think you are correct that my work in this area might interest him as well. I am enclosing the information you requested and am delighted you are willing to pass it along to Mr. Howard.

Why don't I call you in 5 days to see whether you've received this letter, the material, and to see if you had the opportunity to send it to Mr. Howard.

Thanks so much for your kind offer of help.

Sincerely,
J.R. Bergling

Letter Two

Dear Robert,

I would like to explore the possibility of securing representation from your firm. I am an experienced speaker, as you can see from the numerous enclosed materials that accompany this letter. In fact, I've made over 50 presentations in the last year alone at a rate of \$7,500 per day.

I speak on the following topics:

- Mastering Your Information Glut Using Speed Reading
- Overcoming Writer's Block
- Speed Math Made Easy
- Accelerated Learning Skills For The Workplace

In addition to the numerous testimonials, brochures, and newspaper clippings enclosed with this letter, I also have available upon request audio and video materials for you to review.

I will call you in the near future to arrange a meeting so we can discuss representation, and I would appreciate you sending me some information about your firm as well.

Yours truly,
Howard Stephen Berg
The World's Fastest Reader

Letter Three

Dear Stephen,

We appreciate your patience and willingness to work with us to resolve the problems you are experiencing with our new computer system. It is unfortunate this problem occurred, but we are fully able to provide you with onsite help to make certain that your equipment is functioning properly and that your audio features work properly.

To that end, please call us immediately to arrange a suitable time and date for our expert to visit your site and make the necessary adjustments to your computer.

Please let us know if you require any additional assistance from us. We are eager to please you.

Sincerely,
Mike Comp Uter

Letter Four

To All Employees of Berg Enterprises:

Berg Enterprises has reached an agreement with our investment managers to purchase Microgentle and Intelichip Corporations. Our agreement is subject to several conditions that must be met before this deal becomes final, and this may take six additional months to complete. Until this agreement is final, no changes will occur in our current work schedule.

When final agreement is reached, we will dominate the entire globe in computer manufacturing and distribution. The entire world will be at our mercy!

The investors request that existing management of Berg Enterprises remain with the company until after the transaction is completed. All of our other employees will be asked to remain as well. Most of our divisions will experience little change until after the deal is completed.

The next weeks will be challenging and full of opportunity. Those who continue to provide high quality work will be most welcome into our new corporate structure.

Sincerely,
I M Aliar, President

Letter Five

Dear Marcy,

We received your letter about the problem you experienced on our train. We are sorry you fell out of your sleeper compartment, but you failed to use the restraining belt that was provided to prevent this accident from occurring. It was also clearly indicated on the wall of your compartment of the need to fasten your restraining device. It was your failure to fasten this device that caused the accident. Hence the injury was due to your failure to follow instructions. We regret that we can not provide you with any financial assistance for your accident, and we look forward to seeing you again in the near future on one of our trains.

Yours truly,
M Y Money

Creativity Music

The following is a lists of some music that I have found useful for improving my creativity, learning state, and recall of information:

Bach: Largo from Harpsichord Concerto in F Minor

Bach: Air on the G String

Bach: Oboe Concerto in D minor

Pachelbel: Canon

Corelli: Largo from Concerto Number 7 in D Minor, Opus 5

Vivaldi: Largo from Concerto in D Major for Guitar and Strings

Vivaldi: The Four Seasons: Spring—movement 1

Mozart: Eine Kleine Nachtmusik—movement 1

Mozart: Piano Concerto No. 21 “Elvira Madigan” —movement 11

Debussy: Clair de Lune

Tchaikovsky: Swan Lake

Tchaikovsky: The Nutcracker

Strauss: Blue Danube Waltz

Rachmaninoff: Piano Concerto No. 2, movement II

Wagner: Die Wulkure—Ride of the Valkyries

Rossini: William Tell Overture

Beethoven: Symphony No. 9 “Choral” Movement IV

Chopin: Nocturne Op. 9, No. 2 in E Flat

Chopin: Prelude: Op. 28, No. 20 and 4 (Medley)

Chopin: Nocturne: Op. 55, No. 1 in F Minor

Chopin: Etude: Op 10, No. 3 in E

Chopin: Prelude: Op. 28, No. 15 in D Flat (Raindrops)

Offenbach: Barcarolle from “The Tales of Hoffmann”

Sibelius: Valse Triste

Liszt: Liebestraum No. 3 in A Flat

Boccherini: Minuet

Mascagni: Intermezzo sinfonico from “Cavalleria rusticana”

Dvorak: Symphony No. 9 “From the New World,” 2nd movement

Handel: Largo from “Xerxes”

Grieg: Ase’s Death from “Peer Gynt”

Schubert: Ave Maria

Mahler: Symphony No. 3, 2nd movement



Notes



Notes

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***Lessons from the Richest Man Who Ever Lived: Incomparable
Insights and Breakthrough Strategies for
Success, Happiness and Wealth***

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Memory with the World Memory Champion!***

By Dominic O'Brien
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