



LEVEL 1
LESSON 39
IT'S
UNBELIEVABLE!

Topics Shopping online Interpreting factual statements Critical thinking about advertisements	Prepare Before Class Old or local ads (advertisements)
Learning Strategy Ask questions to clarify or get more information	Goals Grammar: Adjectives with negative prefixes (in-, un-, dis-, im-) Speaking: Using negative prefixes with adjectives Pronunciation: Pronouncing “comfortable” and “uncomfortable.”

Day 1

Introduce the Lesson Topic

Begin, “Today, we will learn to ask questions about ads. Does anyone know what an ‘ad’ is?” Take a few responses from students.

Say, “An ‘ad’ is something, such as a very short video, audio or writing, that a company shows the public to help sell a product.”

Pass around a copy or two copies of the old ads from the end of this lesson. The bottom of each ad describes what is false about the ad. Read these as you show each one.

Then, ask students to think of questions about the ads. Give an example: “How can soap wash away fat?” Have several students ask questions about the other ads or local ads that you choose to show.

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After the key words, the video teaches about using negative prefixes with adjectives. Explain that a prefix is a letter or group of letters added at the beginning of a word to change its meaning.

Speaking Practice Video Script – Lesson 39

1. In this lesson, you hear Anna uses adjectives with negative prefixes. Prefixes come before a word and change its meaning. The prefixes in this lesson are in-, un-, dis- and im-.

These prefixes give the opposite meaning to an adjective.

In this lesson, Anna tells Pete that the product in his advertisement does not work:

Anna: Yes. I bought it. You said in your ad it was a perfect product. This is not perfect. This is imperfect!

In this example, “imperfect” means the opposite of “perfect.” The prefix is -im.

Why are there so many prefixes to make the meaning opposite. One reason is that English has words from several different languages.

2. Words from German use the prefix un- but words from Latin use the prefix in-.

The prefix in- changes to im- before adjectives that begin with p, b and m, as in “impossible” and “imperfect.”

The prefix in- changes to il- before l, as in “illiterate” or not able to read.

In- changes to ir- before words that begin with r, as in “irresponsible” (careless).

Now, you try it. Make the adjectives in this sentence have the opposite meaning by using prefixes.

Listen / Speak:

My English is ____, but I study with an ____ course, Let’s Learn English, so, soon I will not be ____ speaking English. (imperfect, unpaid, uncomfortable)

Day 2

Present the Conversation

Tell students that the video will show Anna buying and using a new product for her hair.

Main Video Script – Lesson 39

1. Listen:

Are you tired of your untidy hair?

Speak:

Yes, I am...and it's___. (uncomfortable)

2. Listen:

This is not perfect. This is imperfect!

Speak:

It's___! (unbelievable)

Pronunciation Practice

The pronunciation practice video teaches the pronunciation of the words “comfortable” and “uncomfortable.”

Pronunciation Practice Video Script – Lesson 39

1. One of the new words in this lesson can cause problems for English learners. That word is “uncomfortable” and its opposite “comfortable.” When you say this word, you do not pronounce some of the letters that you see in the written word.

In this lesson, you hear Anna say that her hair is uncomfortable.

Pete: Are you tired of your untidy hair?

Anna: Yes, yes I am. And it's uncomfortable!

2. Now, you try it.

Listen:

Are you comfortable?

Speak:

Are you___? (comfortable)

Speak:

I'm ___ (uncomfortable).

Adjective Practice

Say, “Yesterday, you learned about prefixes with adjectives. Let’s practice this some more today. What does Anna learn about Pete’s hair product? Is it a perfect product?”

Write the word on the board or shared screen: perfect. Add the prefix im- to the word, and ask students for its meaning: imperfect.

Say, “Anna tells Pete, ‘This is not perfect. This is imperfect!’ She adds the prefix im- to the word to make it negative. Some words use im- but other words use in-, un- or dis-. Can you find the words with prefixes from the conversation?”

As students find and say the words, list them on the board:

inexpensive
unbelievable
dishonest
uncomfortable
inexpensive
untidy

Learning Strategy

Say, “Remember, Anna learned that she cannot believe everything that she sees in ads, even when the ads have her friends in them.”

Continue, “What question should Anna ask herself the next time she sees an ad with a friend or a famous person?” Give students time to think of questions and write some of their examples on the board. Depending on their examples, you can add:

Why is the famous person / actor using the product?
Will it work for me as well as it seems to work for the actor?
Do common people like this product?

Explain, “When you ask questions like this, you are using the strategy ‘ask questions to clarify.’ This is one of the skills that you can practice with anything you see on television. We will practice this skill in our next activity.”

Activity Sheet

Give students copies of the Activity Sheet. Make sure students understand any new words, such as the word “survived,” that appear on the sheet.

Explain, “Imagine that you are looking for a new car. You see these two ads and must decide which car to buy.” Ask two students to come to the front of class to show the activity. Tell them to say the sample conversation and add one more question to clarify.

Student A: Which car did you choose?

Student B: I chose the Van.

Student A: Why?

Student B: Because the ad for the Beetle looked dishonest.

(added question)

Student A: How is it dishonest?

Student B: I don't think it can really fit five people.

Ask students form pairs and do the activity. As they practice, remind them to ask questions to clarify. When students have finished, have several share their conversations.

Day 4

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna says, “ It is really windy today.”
2. She says she wants to know about the weather: “Will it be windy this weekend? I'll listen to the news.”
3. Pete is on T.V. He says, “Hi. I'm Pete. And I have the perfect product for you -- Hair Be Good!”
4. Pete says, “Hair Be Good works and it's inexpensive.” “Inexpensive” means it has a low cost.
5. Anna says, “I am buying some right now. Okay, I will order one can of Hair Be Good for \$10.”
6. Amelia says, “Your hair does not look good.”
7. Anna says, “I believed your ad, Pete. It was dishonest!” Dishonest means “not true.”
8. Pete says, “Your hair will be okay. Just wash it ... a couple of times.”

Writing

Discuss the words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

In this lesson, Anna believed an ad that she saw on television. Think of an ad you recently saw on television, the radio or the internet. Did you believe the ad? Describe the ad and write why you did or didn't believe it.

Give students time to write. Then, ask a few volunteers to share their writings with the class. Or, put the papers on walls around the room and have students walk around the room to read their classmate's writings.

Conversation

- Anna: Hello! Winter weather in Washington, D.C. can be really windy. And wind messes up my hair. It is really windy today. Look at my hair. Will it be windy this weekend? I'll listen to the news. I am tired of my untidy hair.
- Pete: Are you tired of your untidy hair?
- Anna: Yes. Yes, I am. And it's ... uncomfortable.
- Pete: Is it ... uncomfortable?
- Anna: Yes. Yes, it is! Hey, is that ... Pete?
- Pete: Hi. I'm Pete. And I have the perfect product for you -- Hair Be Good!
- Pete: Just spray Hair Be Good on your hair ... wrap in a towel ... and you are done! Hair Be Good works and it's inexpensive. One can costs only \$10! So, go online and order your Hair Be Good today!
- Anna: Hair Be Good sounds perfect! And I can trust Pete! I am buying some right now. Okay, I will order one can of Hair Be Good for \$10. I'll pay with a credit card. My delivery will arrive in 2 days. Awesome!
- Anna: It arrived! I'll use it before I go to work. Okay, Hair Be Good, make my untidy hair tidy! No, make it ... fabulous!
- Amelia: Hi, Anna.
- Anna: Hello, Amelia!
- Amelia: Anna, you look ... different.
- Anna: Thanks! I used a new product called Hair Be Good.
- Amelia: Well, it's not.
- Anna: It's not what?
- Amelia: Good. Your hair does not look good.
- Anna: Oh, no! This is not good.
- Amelia: Why don't you go home and take care of ... this.
- Anna: Good idea.
- Pete: Hi, Anna!
- Anna: Hello, Pete.
- Pete: Is something wrong?
- Anna: This is wrong!
- Pete: What did you do to your hair?
- Anna: Hair Be Good did this to my hair.
- Pete: Ah, you bought it!
- Anna: Yes, I bought it. You said in your ad it was a perfect product. This is not perfect. This is imperfect!
- Pete: It's unbelievable!
- Anna: I believed your ad, Pete. It was dishonest!

Pete: Anna, you don't believe everything you see in ads, do you?
Anna: No, Pete. Just the ones with my friends.
Pete: Your hair will be okay. Just wash it ... a couple of times.
Anna: Thanks. Thanks a lot, Pete! Here, here's your product! You should call it "Hair Be Really Bad!" Until next time, Pete! Till next time.

Key Words

can - *n.* a closed metal container that is usually shaped like a cylinder and that holds food, drink, or other liquids

delivery - *n.* something that is taken to a person or place or something that is delivered

dishonest - *adj.* not honest: such as saying or likely to say things that are untrue

imperfect - *adj.* having mistakes or problems or not perfect

fabulous - *adj.* very good

inexpensive - *adj.* low in price or not expensive

order - *v.* to place an order for (something): such as to request (something) from a company

product - *n.* something that is made or grown to be sold or used

spray - *v.* to put a stream of small drops of liquid on (someone or something)

tidy - *adj.* clean and organized or not messy

towel - *n.* a piece of cloth used for drying things

unbelievable - *adj.* difficult or impossible to believe

uncomfortable - *adj.* causing a feeling of physical or mental discomfort

untidy - *adj.* not neat or clean

wrap - *v.* to cover (something) by winding or folding a piece of material around it

Quiz - Level 1, Lesson 39 - It's Unbelievable!

Listen. Circle the letter of the correct answer.

1. What does Anna say about the weather?

- a. It's really windy.
- b. Anna says it is messy.
- c. It is wintery.
- d. Anna says she loves it.

5. What is Anna doing on the computer?

- a. Asking Pete about Hair Be Good
- b. Looking for a store that sells the product
- c. Buying Hair Be Good online
- d. Reading comments on Hair Be Good

2. What does Anna want to know about?

- a. How to change her hair.
- b. The latest TV program.
- c. The weekend weather.
- d. How to listen to the news.

6. At the office, what does Amelia say to Anna?

- a. Your hair does not look good.
- b. It's nice to see you today.
- c. Did you do that at home?
- d. What did you do to your hair?

3. Why is Anna talking to Pete?

- a. He is in Anna's dream.
- b. Pete called on the phone.
- c. He is at Anna's house.
- d. Pete is in a TV ad.

7. What does Anna yell at Pete?

- a. Pete is an imperfect actor.
- b. He was wrong about her hair.
- c. Pete should use Hair Be Good.
- d. His ad was not true

4. What is one thing Pete says about the product?

- a. He bought it online.
- b. It has a low cost.
- c. He uses it all of the time.
- d. It comes with a free towel.

8. What advice does Pete give to Anna?

- a. Trust what your friends tell you.
- b. Try using another hair product.
- c. You should wash your hair.
- d. You should believe what you see in ads.

He's one of the busiest men in town. While his door may say *Office Hours 2 to 4*, he's actually on call 24 hours a day.

The doctor is a scientist, a diplomat, and a friendly sympathetic human being all in one, no matter how long and hard his schedule.



According to a recent Nationwide survey:

MORE DOCTORS SMOKE CAMELS THAN ANY OTHER CIGARETTE

DOCTORS in every branch of medicine—113,597 in all—were queried in this nationwide study of cigarette preference. Three leading research organizations made the survey. The gist of the query was—What cigarette do you smoke, Doctor?

The brand named most was Camel!

The rich, full flavor and cool mildness of Camel's superb blend of costlier tobaccos seem to have the same appeal to the smoking tastes of doctors as to millions of other smokers. If you are a Camel smoker, this preference among doctors will hardly surprise you. If you're not—well, try Camels now.



Your "T-Zone" Will Tell You...

**T for Taste . . .
T for Throat . . .**

that's your proving ground for any cigarette. See if Camels don't suit your "T-Zone" to a "T."



H. J. Reynolds Tobacco Company, Winston-Salem, N. C.

CAMELS *Costlier Tobaccos*

1946 cigarette advertisement launched by R.J. Reynolds Tobacco Company.

False claim: Doctors think smoking is healthy

For
PEP and VIGOR-

VITAMIN
DONUTS

MADE BY
THE
FEDERAL DONUT
CORPORATION

Each Donut Fortified with a minimum of 25 units of Vitamin B1

The advertisement features a vintage-style illustration. At the top right, a young boy with a red apple on his cheek smiles. In the center, the words 'VITAMIN DONUTS' are written in large, bold, stylized letters against a yellow background with radiating lines. Below this, a young girl with a blue bow in her hair looks towards the camera. In the foreground, two golden-brown donuts sit on a white plate. A small circular logo for 'THE FEDERAL DONUT CORPORATION' is visible near the donuts. At the bottom, a dark blue banner contains the text 'Each Donut Fortified with a minimum of 25 units of Vitamin B1'.

False claim: Donuts are healthy

WASH AWAY FAT

AND YEARS OF AGE

With La-Mar Reducing Soap

The new discovery. Results quick and amazing—nothing internal to take. Reduce any part of body desired without affecting other parts. No dieting or exercising. Be as slim as you wish. Acts like magic in reducing double chin, abdomen, ungainly ankles, unbecoming wrists, arms and shoulders, large busts or any superfluous fat on body. Sold direct to you by mail, post paid, on a money-back guarantee. Price 2/- a cake, or three cakes for 4/-. One to three cakes usually accomplish the purpose. Send postal or money order to-day. Surprising results.



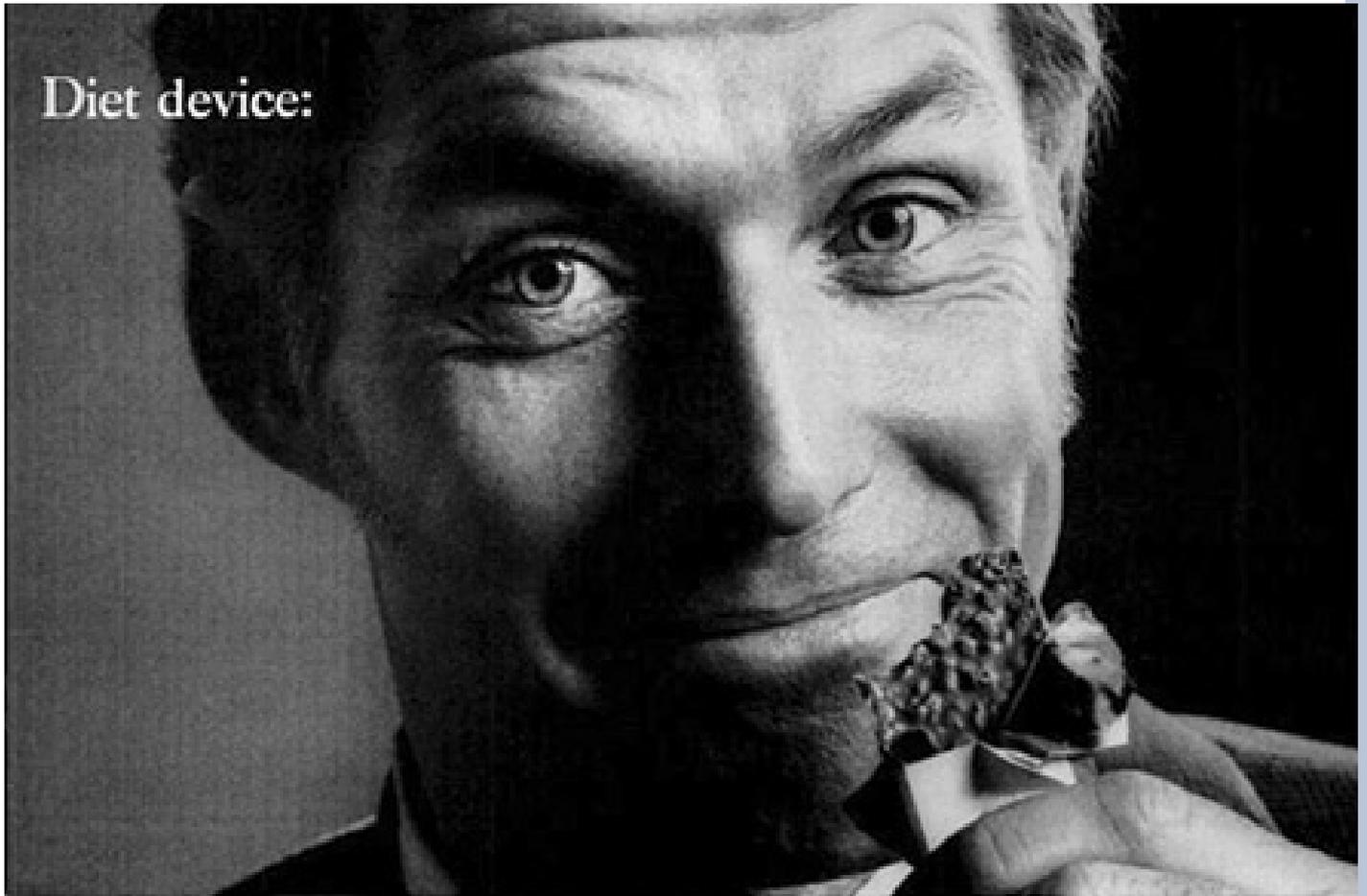
LA-MAR LABORATORIES LTD.,

VERNON HOUSE,

40, Shaftesbury Avenue (334T), London, W.1.

False claim: Soap can remove fat from inside the body

Diet device:



Snack on some candy about an hour before lunch.

Sugar's quick energy can be the willpower you need to eat less.

Surprise! Sugar isn't a bad guy.

The sugar in a soft drink or ice cream cone, shortly before mealtime, turns into energy fast.

And that energy could be just the energy you need to say "no"

to those extra helpings at mealtime.

That's why sugar is a good guy.

Surprise!

Sugar . . . only 18 calories per teaspoon, and it's all energy.



Sugar Information

General Post Office Box 94, New York, N. Y. 10001

False claim: Sugar helps you lose weight

Compare the two advertisements below. Then match the correct negative prefixes with the adjectives below. Now pretend you are writing an email to your friend explaining which car you would like to buy. Use all of the adjectives with negative prefixes to describe both cars in your email. Then share your pretend email with a partner and see if you chose the same car for the same reasons.

NEGATIVE PREFIXES

in

dis

non

un

ADJECTIVES

honest

comfortable

expensive

safe

Small popular car drives like new



"The Beetle"

- \$1800 or best offer
- Can fit 5 people
- Uses less gas

Car may be older than 5 years
May be less if people are bigger

Fun family car that is larger but slower



"The Van"

- \$1500 (cash only)
- Survived 6 accidents!
- Fits 9 people

Must stop driving every two hours

Which car did you choose?

Why?



I chose the Van.

Because the advertisement for the beetle looked dishonest.



To: _____ @ myfriend.com

Subject: *My choice of car*

Both cars are inexpensive.

but