



Let's Learn English Lesson Plan

Introduction: Let's Learn English lesson plans are based on the CALLA approach. See the end of each lesson for more information and resources on teaching with the CALLA approach. CALLA has five lesson elements:

Prepare: Engage students in the topic and identify objectives for the lesson. Find out what students already know about it and motivate them to learn more. Teach new vocabulary.

Present: Present new information. Explain the target learning strategy for the lesson. Model what the students are asked to do. Discuss connections to students' prior knowledge.

Practice: Give students an authentic, active task that they can do in a small group or in pairs. Remind students to use the target learning strategy.

Self-Evaluate: Question students so they will reflect on their own learning. Ask students to evaluate their own learning rather than wait for the teacher to assess them. Find out if using the learning strategy helped students' understanding.

Expand: Guide students on how to apply what they learned to their own lives. Point out other contexts where the learning strategy may help. Make connections between content and language or to the student's first language. When appropriate, request that parents contribute to learning.



Let's Learn English Lesson Plan

Lesson 39: It's Unbelievable!

Objectives

Students learn about adjectives with negative prefixes (in-, un-, dis-, im-)

Students learn about shopping online; interpreting factual statements

Students practice critical thinking about advertisements

Students practice the learning strategy *Ask questions to clarify*

Students practice using negative prefixes with adjectives:
pronouncing "comfortable" and "uncomfortable."

Materials needed

Download the [Activity Sheet](#) for Lesson 39 or print it from the end of this lesson.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 39](#) before this lesson.

Prepare: [In students' native language, if needed]

Ask students, "Do you ever see ads on TV and ask yourself, 'Can that be true?'" Give students a chance to respond. Show several of the old ads from the end of this lesson by printing them or showing them on a shared screen. Each ad has a caption with the false statement the ad implies. Read these as you show the ad. Then, ask students to think of questions about each ad. Give an example: "How can soap wash away fat?" Have several students ask questions about the other ads given in this lesson or local ones that you choose to show.

Continue, "You and I know that we can't always believe what we see in ads. We will learn to ask questions about ads in today's lesson."

Teach the new words for this lesson, using the list of words found at the end of the lesson.

Present: Negative prefixes and Asking questions

If you have multimedia capability in your classroom, play the video for [Lesson 39 of Let's Learn English](#). Have students repeat the sentences when the video pauses. If you cannot play multimedia, have three students come to the front of the class and act out the conversations between Anna and Pete and Anna and Amelia.

(If possible, give students the transcript of the conversation from the end of this lesson.)

Say, "In this lesson, Anna is watching TV. She sees her friend Pete in an ad for a hair product. Pete says, 'Hair Be Good works.' Why do you think she believes Pete?" Give students time to answer; their answers may include, 'because he is her friend' and 'he shows it 'working' on

his own hair.'

"What does she find out? 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 now:

imperfect

Explain: "Anna tells Pete, 'This is not perfect. This is imperfect!' She adds the *prefix* "-im" to the word to make it negative. In English, we add prefixes to adjectives to make them negative. Some words use "-im" while other words use in-, un-, or dis-." Then ask, "Can you find the words with prefixes from the conversation?" List the words on the board or screen as students pick them out from the script:

inexpensive

unbelievable

dishonest

uncomfortable

inexpensive

untidy

Have students practice saying the words with the prefixes. You can play the end of the [Speaking Practice video](#) (from time code 4:09) to help explain why there are different prefixes.

Return to discussing the conversation for this lesson. "Remember, Anna learned that she cannot believe everything that she sees in ads, even when the ads have her friends in them." Discuss an example of a local advertisement with a well-known personality. (For example, see the David Beckham ad for Sharpie at the end of this lesson.)

Explain, "We ought to think carefully and ask questions before we decide to buy something. For example, 'What does David Beckham

know about markers?"

Continue, "What question should Anna ask the next time she sees an ad with someone she knows or a famous person?" Give students time to formulate questions and write some of their examples on the board or screen. Depending on their examples, you can add:

Why is the celebrity or actor using the product?

Will it work for me as well as it seems to work for the actor?

Do average people like this product? (one can look for comments and reviews online)

Explain, "When you ask questions like this, you are using the strategy, *Ask Questions to Clarify*. This is one of the critical thinking skills that you can practice with anything you see in the media. We will practice this strategy today in our lesson."

Practice

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 to model the activity. Instruct students to demonstrate the sample conversation and to add one more question to clarify.

Which car did you choose?

I chose the Van.

Why?

Because the advertisement for the Beetle looked dishonest.

(additional question) How is it dishonest?

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

Have students form pairs and do the activity. As students practice, remind them to *ask questions to clarify*.

When students have finished, have several demonstrate their conversations and talk about any questions that come up.

Self-Evaluate

Ask students to think about the strategy: *Ask Questions to Clarify*.

Did it help them think critically about the ads? Can they think of other times they can use this strategy? Have students write in their learning journals or on an 'exit pass' what they learned about the strategy in class today.

Expand

Explain that, "You can use the strategy *Ask Questions to Clarify* any time you are reading or listening in English. For example, when you listen to a speech or a lecture, you can think of questions to ask the speaker. Or, you can write down questions as you read a book you are talking about in school. Try it the next time you are learning something new, and let me know if it works for you!"

Assignments for more practice

Have students listen to the [Speaking Practice video](#) and say the new words for this lesson. After the vocabulary section, the video teaches about the negative prefixes used in this lesson.

The [Pronunciation Practice video](#) teaches about pronouncing "comfortable" and "uncomfortable."

The supplemental videos may be assigned as homework the day before doing this lesson, or to reinforce the structures after the lesson. There is also a multimedia [Listening Quiz](#) that can be used as an individual or whole-class assessment.

Let's Learn English Lesson 39: It's Unbelievable!

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.

New 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

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.

● X

Small popular car drives like new




“The Beetle”

- \$1,800 or best offer
- Can fit 5 people
- Uses less gas

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

● X

Fun family car that is larger but slower



“The Van”

- \$1,500 (cash only)
- Survived 6 accidents!
- Fits 9 people

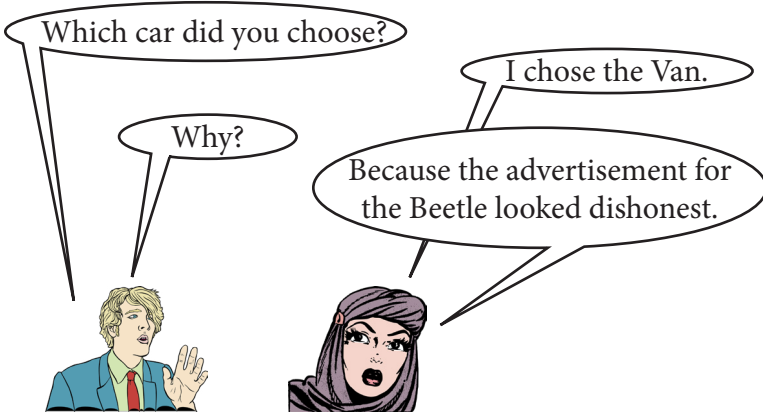
Must stop driving every two hours

Negative prefixes	Adjectives
in	honest
dis	comfortable
non	expensive
un	safe

To: _____@myfriend.com

Subject: *My choice of car*

Both cars are inexpensive.
But



Answers for above

safe	un
expensive	non
comfortable	dis
honest	in
Adjectives	Negative prefixes

Images for questioning

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.

REDUCE!

LA-MAR LABORATORIES LTD.,
VERNON HOUSE,
40, Shaftesbury Avenue (334T), London, W.1.

False claim: Soap can remove fat from inside a person's body.



Diet hint:

Have a soft drink before your main meal.

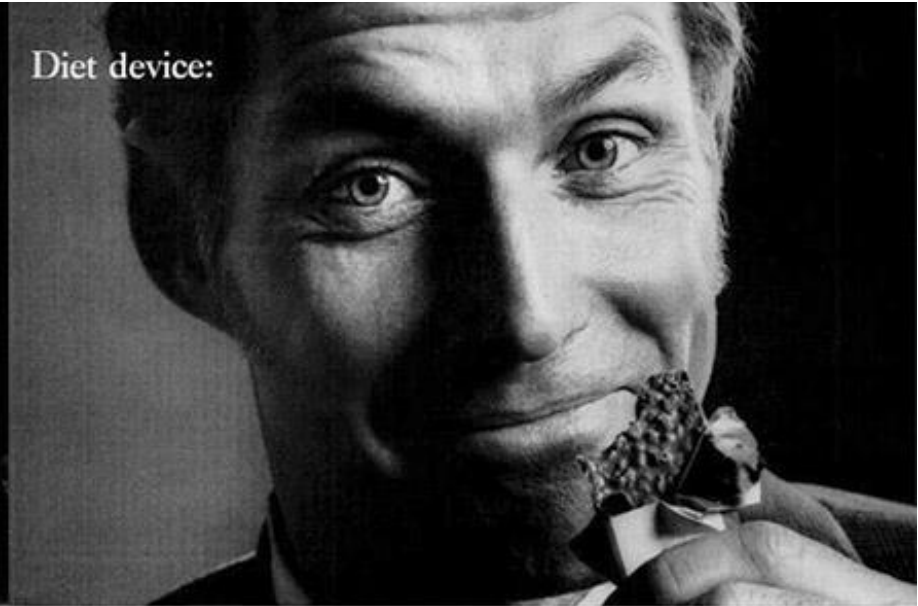
Sugar just might be the willpower you need to curb your appetite.

We know it sounds odd—but it can work. Spoil your appetite by eating something with sugar. Sugar works faster than any other food to turn your appetite down, your energy up.

Then, when mealtime comes, you're less apt to overeat. Willpower never tasted so good. Sugar . . . only 18 calories per teaspoon, and it's all energy.



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



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

For **PEP** and **VIGOR**-

VITAMIN DONUTS

MADE BY
KLEIN'S BAKING

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

New Way TO GET MORE GOOD FROM VITAMINS

Take them in fortified food—the delicious Ovaltine way!

Of course, the whole subject of vitamins is new. We learn more about them every day. And today, scientists are learning a new and better way to take their extra vitamins—a new and better, more natural way that can do more good. Discovering better methods of taking vitamins alone, they now take them in fortified food!

For latest evidence shows that vitamins do not work alone. They work most effectively in combination with certain other food elements—which are absolutely necessary for best results.

This is the reason so many people are changing to Ovaltine. A specially fortified supplementary food-drink, it contains, besides vitamins, nearly every other food element needed for good health. Especially, those vitamins necessary for vitamin-activation.

For example, Vitamin A goes to provide for necessary work in cell-building. Vitamin B, and fat-food also may act together for sparkling vitality. Vitamin D, Calcium and Phosphorus can't do their best work without each other. You get all of these in a glass of Ovaltine made with milk!

To why not turn to Ovaltine, as so many people are doing? If you're eating normal meals, including some fruit or tomatoes, 2 glasses of Ovaltine Daily should give you all the extra amounts of vitamins and other foods you need for robust health.

Read what you get in 2 GLASSES OF OVALTINE

- more **FOOD-ENERGY** than 2 servings of Ice Cream
- more **NIACIN** than 5 slices of Cracked Bread
- more **VITAMIN D** than 10 ounces of Butter
- more **VITAMIN B** than ¼ pound of Solein Steak
- more **VITAMIN A** than 2 servings of Peas
- more **IRON** than 2 servings of Spinach
- more **CALCIUM and PHOSPHORUS** than 2½ servings of American Cheese
- more **PROTEIN** than 2 Eggs
- more **VITAMIN B** than 2 servings of Oatmeal

False claim: Donuts are healthy



False claim: Animal fat makes people happy



NOW...Scientific Evidence on Effects of Smoking!

A MEDICAL SPECIALIST is making regular bi-monthly examinations of a group of people from various walks of life. 45 percent of this group have smoked Chesterfield for an average of over ten years.

After ten months, the medical specialist reports that he observed...

no adverse effects on the nose, throat and sinuses of the group from smoking Chesterfield.

**MUCH MILDER
CHESTERFIELD
IS BEST FOR YOU**



According to a recent Nationwide survey:

MORE DOCTORS SMOKE CAMELS THAN ANY OTHER CIGARETTE

DOCTORS in every branch of medicine—113,997 in all—were queried in this nationwide study of cigarette preference. Their 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 cooler 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."

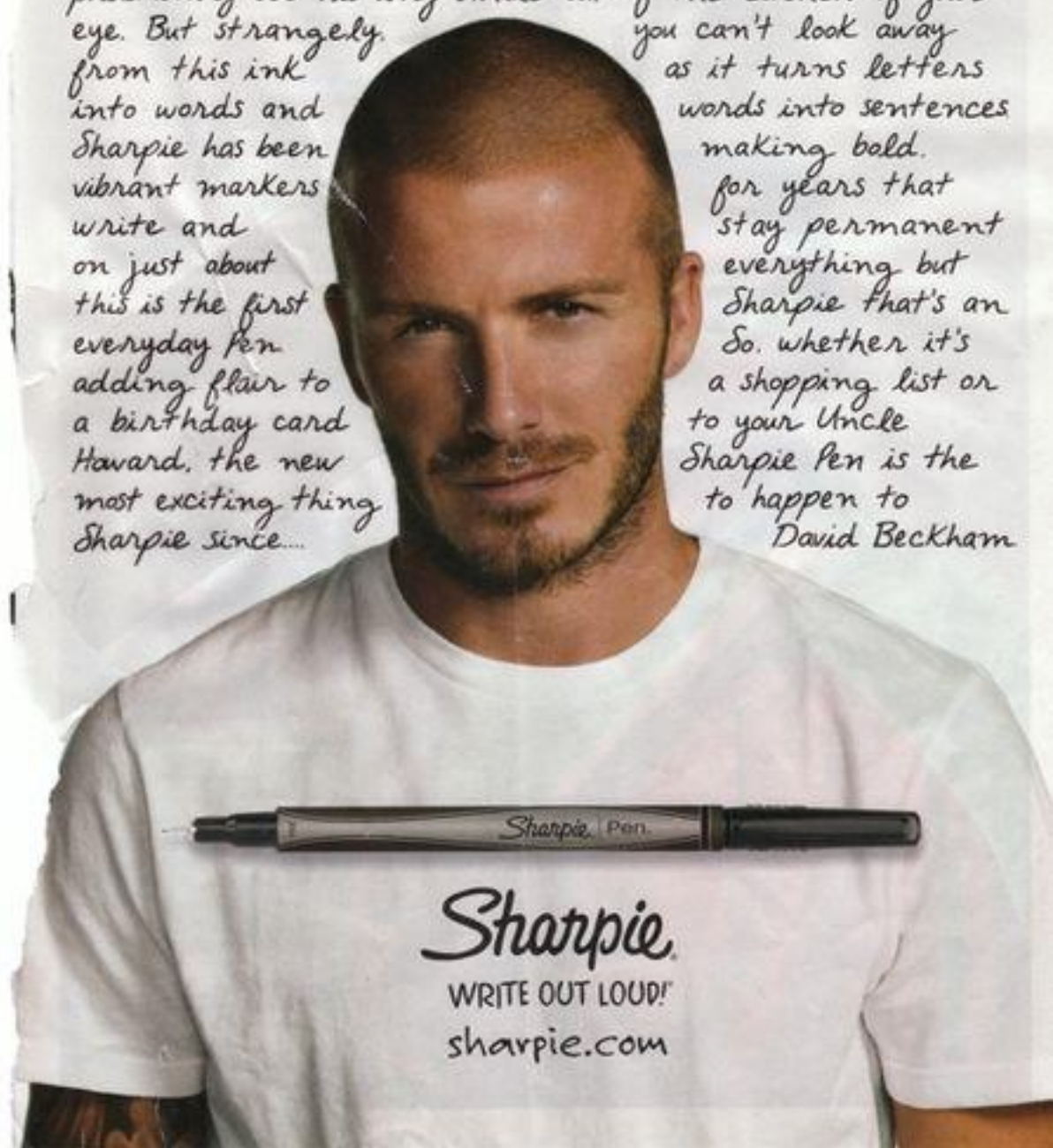


CAMELS Costlier Tobaccos

False claim: Doctors think smoking is healthy

This is the new Sharpie Pen. It doesn't bleed through paper, so you can write on both sides. It's such a cool pen, in fact, that you're reading this when you could be looking at David Beckham. If you did stop reading, you'd see that David Beckham is looking directly at you. You can practically see his wry smile out of the corner of your eye. But strangely, you can't look away from this ink as it turns letters into words and words into sentences making bold. Sharpie has been vibrant markers for years that write and stay permanent on just about everything but Sharpie that's on everyday. So, whether it's a birthday card adding flair to your Uncle Howard, the new Sharpie Pen is the most exciting thing to happen to Sharpie since... David Beckham

© 2008 Sharpie LLC



False claim: An athlete can tell you which is the best marker

What is CALLA?

This lesson is based on the CALLA approach. The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

A list of CALLA learning strategies follows. These strategies were researched by J. Michael O'Malley and Anna Uhl Chamot.

METACOGNITIVE STRATEGIES

Plan / Organize

Before beginning a task:

Set goals.

Plan the task or content sequence.

Plan how to accomplish the task (choose strategies).

Preview a text.

Monitor / Identify Problems

While working on a task:

Check your progress on the task.

Check your comprehension as you use the language. Do you understand? If not, what is the problem?

Check your production as you use the language. Are you making sense? If not, what is the problem?

Evaluate

After completing a task:

Assess how well you have accomplished the learning task.

Assess how well you have used learning strategies.

Decide how effective the strategies were.

Identify changes you will make the next time you have a similar task to do.

Manage Your Own Learning

Determine how you learn best.

Arrange conditions that help you learn.

Look for Ways to Practice.

Focus your attention on the task.

TASK-BASED STRATEGIES - USE WHAT YOU KNOW

Use Background Knowledge

Think about and use what you already know to help you do the task.

Make associations between new information and your prior knowledge.

Use new information to clarify or modify your prior knowledge.

Make Inferences

Use context and what you know to figure out meaning.

Read and listen between the lines.

Go beyond the text to understand its meaning.

Make Predictions

Anticipate information to come.

Make logical guesses about what will happen in a written or oral text.

Make an estimate (math).

Make a hypothesis (science).

Personalize

Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.

Transfer / Use Cognates

Apply your linguistic knowledge of other languages (including your native language) to the target language.

Recognize cognates.

Substitute / Paraphrase

Use a synonym or descriptive phrase for unknown words or expressions.

TASK-BASED STRATEGIES - USE YOUR SENSES

Use Images

Use or create an actual or mental image to understand and/or represent information.

Use or draw a picture or diagram.

Use Sounds

Say or read aloud a word, sentence, or paragraph to help your understanding.

Sound out/vocalize.

Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.

Use Your Kinesthetic Sense

Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.

Use real objects to help you remember words, sentences, or content information.

TASK-BASED STRATEGIES - USE YOUR ORGANIZATIONAL SKILLS

Find/Apply Patterns

Apply a rule.

Make a rule.

Recognize and apply letter/sound, grammar, discourse, or register rules.

Identify patterns in literature (genre).

Identify patterns in math, science, and social studies.

Classify/Sequence

Categorize words or ideas according to attributes.

Classify living things; identify natural cycles.

Identify order and sequences in math, science, and social studies.

Sequence events in history.

Take Notes

Write down important words and ideas while listening or reading.

List ideas or words to include in speaking or writing.

Use Graphic Organizers

Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.

Summarize

Create a mental, oral, or written summary of information.

Use Selective Attention

Focus on specific information, structures, key words, phrases, or ideas.

TASK-BASED STRATEGIES - USE A VARIETY OF RESOURCES

Access Information Sources

Use the dictionary, the internet, and other reference materials.

Seek out and use sources of information.

Follow a model

Ask questions

Cooperate

Work with others to complete tasks, build confidence, and give and receive feedback.

Talk Yourself Through It (Self-Talk)

Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.