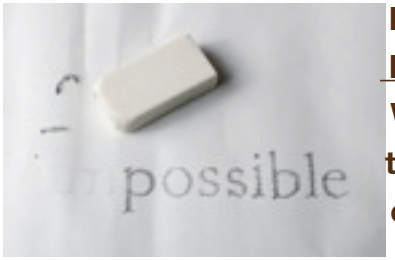
IMPOSSIBLE



Introduction - Discussion.

INTENTION FACILITATES PERCEPTION

With your Partner decide what you think this means and if you agree with it. Then explain your opinions to the class.

"I'm grateful for anything that reminds me of what's possible in this life. Books can do that. Films can do that. Music can do that. School can do that. It's so easy to allow one day to simply follow into the next, but every once in a while we encounter something that shows us that anything is possible, that dramatic change is possible, that something new can be made, that laughter can be shared."

Jonathan Safran Foer

NOW - ***As a class*** *talk about experiences and examples you have encountered which showed you that* **'nothing is impossible if you set your mind to it.'**

A root word is the most basic form of a word that is able to convey a particular description, thought or meaning.

Activity One

Read the information :

Prefixes are affixed before and suffixes after the root word to add information. If you are familiar with these prefixes and suffixes it makes it easier for you to understand new vocabulary. Prefixes combine with words to make new meanings. The four most frequent prefixes are 97% of prefixed words!

Prefixes change the **meaning** of a word - possible+ 'im' becomes impossible.

Prefixes and suffixes can also change the **grammatical form** of a word. Here are some examples:

- The noun 'power' can be used as an adjective by adding the suffix ~ful (powerful). The adverbial form is made by adding the suffix ~ly to the adjective (powerfully).

- The verb 'to improve' becomes a noun by adding the suffix ~ment (improvement). The same root word can also become a verb (improvise)

- The noun 'nation' changes into an adjective with the suffix ~al (national), and by adding another suffix

~ize - the word changes from an adjective to a verb (nationalize)

The adjective 'special' can change to a verb (specialize) or a noun (speciality).

Here is a list of prefixes and suffixes with a * marking the most common ones

http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/prefixes_suffixes.pdf

Activity Two - Listen to James Arthur singing 'Impossible'.

Listen to the words. ***Is it a song of hope or despair?***

Arthur C. Clarke

The only way of finding the limits of the possible is by going beyond them into the impossible.

F. Scott Fitzgerald

One should be able to see that things are hopeless and yet be determined to make them otherwise.

OPPOSITES

Activity Three - We often use prefixes to make a word opposite. Sometimes it's hard to remember which prefix is used with an adjective and as with many other things in language learning, practice and repetition is the best way to remember.

Another challenge is spelling. Sometimes when you add a prefix to a word you also need to 'double' a letter. This is difficult for most English speakers. Let's practice : http://www.spelling.hemscott.net/

Opposites with Prefixes - Some examples

Believable	Unbelievable	Certain	Uncertain
Possible	Impossible	Relevant	Irrelevant
Probable	Improbable	Feasable	Unfeasable

Activity Four - INSPIRATION

The world is full of inspirational people who make seemingly impossible things possible and who rise to challenges of **outstanding** difficulty.

Can you tell the story of one of these people with your partner:

Helen Keller

Richard Branson

Nelson Mandela

Rosa Parks

Mother Theresa

An Inspirational Tale

Activity Five - Down to the East Side - Watch the video and answer the questions. (Read the questions first so that you know what to listen to). (Live Leak Most Inspirational Story)

https://www.youtube.com/watch?v=6klClwZVHfE

How did this story start?

Why did the young man drive to the East side?

What happened when he got there?

How many different injuries did he sustain?

What motivated the attack?

What did he decide after the attack?

How did he get up?

Who was talking to him?

What two voices did he hear?

Why did they call him John Doe?

What kind of surgery did he had?

How many days did it take him to wake up?

How old was he when this incident happened?

How do people react when he wakes up?

Did he know who he was?

Who told his parents and how did they contact them?

Who came to see him wearing suits?

How did they find out who shot him?

How old was the person who shot him and why did he shoot him?

Why did people call him a coward?

What was difficult about his recovery?

Why is this story inspirational in your opinion?

ADJECTIVES -

Find the corresponding adjectives for each noun so that you can describe these inspirational people:

Tenacity	Inspiration	Spirit	Bravery	heroism	intrepidity
Courage	Hard work	Generosity	endurance	guts	nerve
Hope	Faith	Belief	daring	resolution	backbone