

## LESSON PLAN: Vocabulary Building

Name of Unit to which lesson is linked: **Communication at Work**

### LANGUAGE LEVEL

Low Intermediate ESL  
High Intermediate ESL

### LANGUAGE SKILL

Listening  
Speaking  
Reading  
Writing

### OVERVIEW OF INSTRUCTION

- This activity can be used with the Key Words in “Communication at Work”.
- The learner will be able to practice the vocabulary in the Key Words, expand and build new vocabulary, and practice three grammar concepts (root words, pre- and suffixes, and compound words)

### MATERIALS

Dictionary; various print materials (newspapers, magazines, etc.)

### LEARNING OBJECTIVES

- Recognize key words as they relate to communicating at work
- Build additional vocabulary
- Practice grammar concepts in a contextualized environment

### TIME REQUIRED TO CONDUCT LESSON

1-2 class meetings

### PROCEDURE

Use the 11 words in this lesson’s Key Words section to help your students learn and practice new vocabulary.

The following grammar points can be taught in this lesson:

- Compound words
- Prefixes and suffixes
- Root words

To teach **compound words**, use the following vocabulary from the Key Words list:

- ✓ Feedback
- ✓ Supervisor
- ✓ Workload

To teach **prefixes and suffixes**, use the following vocabulary from the Key Words list:

- ✓ Co-worker
- ✓ Encourage
- ✓ Promotion

To teach **root words**, use the following vocabulary from the Key Words list:

- ✓ Conflict
- ✓ Raise
- ✓ Respect
- ✓ Team
- ✓ Tune in

### **Compound Words**

- Introduce the concept of “compound words” – a combination of two words that are written as one to form a new meaning
- Write the three compound words from the Key Words list on the board (or overhead, etc.) and separate them so students can see the two words they are made of.
- For example: feedback = feed + back. Explain how the verb “(to) feed” is used here and how “back” helps it express a new thought.
- Introduce additional compound words that use either “feed” or “back.” For example:
  - “Feedbag” – explain its meaning and how it is used in the English language (*The horse eats oats from a feedbag*).
  - “Back” can be used in compound words in front or at the end of the word. Introduce several examples, explain their meaning, and give examples of how the words are used.
  - “Background” – *What is your background? I come from a country in Africa.* “Backup” –
  - *It is a good idea to have a backup of your computer work on a diskette or CD.*
- Do similar exercises with “supervisor” and “workload”.
- Use the dictionary to help you and your students find new words with those compound words.

## Prefixes and suffixes

- Introduce the concept of pre- and suffixes. Show how they are used in **co-worker** (co- and -er), **encourage** (en), **promotion** (pro).
- Explain that “co” is used as a prefix that means “together with”. Show how “co-“ can be used in many other words to modify its meaning: “**coeducational**”, “**coexist**”, “**cohabit**”, “**cooperation**”, etc.
- Explain how the “er” in “worker” is a suffix that modifies the word “work”. Give
- examples of other words that use a similar combination: “**employer**”, “**lover**”,
- “**producer**”, “**learner**”, etc.
  - Explain how “work” has other pre and suffixes: “**working**”, “**worked**”, “**unworkable**”, etc. Give examples that show how these words are used in a real context.
- Do similar exercises with “encourage” and “promotion”.

## Root words

Show how a root of a word such as “respect” can be used to form a variety of other words closely related to its root. For example:

- By adding “ful” = *respectful*. Give examples of how this word is used in sentences. Give examples of other words that can end in “ful” (*grateful, purposeful, etc.*)
- By adding suffixes, such as “ing” and “ed” to change the tense of the verb “to respect”. Show examples so students can understand how they are used.
- By adding prefixes, such as “dis” = **disrespectful**. Give example of other words that start with “dis” (**displeasure, disagree, disappear, etc.**). Ask students if they can guess what the meaning or purpose of “dis” is when used in front of a word.

## EVALUATION

Students will demonstrate understanding of grammar concepts presented in this lesson by researching additional words that fit under the three categories (compound words, pre and suffixes, and root words). They will present the new vocabulary to the class, explain their meaning and give examples.

## PRACTICE SHEET

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Searching for New Words

For the next week, find examples of the words as indicated in the chart below and insert them in the chart. You can do that by talking to English-speakers such as your neighbors, co-workers and friends, or look up words in Project CONNECT, the Internet, newspapers, magazines, journals, or books. If you are not sure of a word's meaning, look it up in the dictionary.

In the table under the chart, write a sentence using the new words you have discovered during the week. Share what you have learned with your teacher and your classmates.

| Compound words<br>(_____ + _____) | Prefixes and/or suffixes<br>(_____ + _____) | Root words<br>(_____ + _____) |
|-----------------------------------|---|-------------------------------|
|                                   |   |                               |
|                                   |   |                               |
|                                   |   |                               |
|                                   |   |                               |
|                                   |   |                               |

| New word | Show how new word is used in a sentence |
|----------|---|
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