

A2 Vocabulary — General English + Workplace English

JBK Independent Learning Program

Layer 1 — The Learning Goal

1.1 CEFR Learning Objective — A2 Vocabulary

Workplace Application (how to use this at work): At A2, vocabulary can help you in simple situations at work, such as greeting a coworker, asking for information, understanding a simple instruction, talking about your schedule, or helping a customer.

The CEFR (the European scale of language levels, from A1 to C2) describes A2 vocabulary like this:

You have enough vocabulary for basic communication and for simple, everyday situations on familiar topics.

For example, you know enough words to shop, travel, do simple tasks at work, and talk about yourself and your daily life.

Your vocabulary helps you communicate. It helps your listening, reading, speaking, and writing.

By the end of this chapter, you will be **better able to learn and use the vocabulary you need for your own goals**.

You will learn how to:

- choose vocabulary that is useful to you;
- understand new words;
- learn words in context (the words and situation around a word);
- learn simple phrases and collocations (words that often go together, like “make a decision”);
- practice new vocabulary;
- use new words in your own English;
- review words so you remember them;
- check what you have learned;
- use AI to help your vocabulary learning; and
- choose what vocabulary to learn next.

You do not need to learn every new word you see.

Learn the words that are useful for you.

1.2 Why Should I Care About Vocabulary?

Workplace Application: At work, you may use vocabulary to understand instructions, talk with coworkers, answer simple questions, describe a problem, write a short message, or give basic information to a customer.

You need vocabulary to communicate.

You use vocabulary when you:

- talk to people;
- understand conversations;
- read information;
- write messages;
- follow instructions;
- travel;
- shop;
- work; and
- talk about your interests.

Knowing a word is more than knowing its meaning.

For example:

appointment = a planned meeting

This is useful, but you also need to know how people use the word.

For example:

make an appointment

I need to make an appointment with my doctor.

Learning the word together with a useful phrase can help you use it correctly.

1.3 Your Vocabulary Goal

Workplace Application: If you use English at work, choose vocabulary for situations you really have. For example: "I need vocabulary for talking to customers," "I need vocabulary for my work schedule," or "I need vocabulary for common instructions at work." Do not try to learn all the English connected with your job. Start with words and phrases you need this week or in a common workplace situation.

There is no one vocabulary list that is right for every A2 learner.

Start with a question:

What vocabulary do I need?

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For example:

I need vocabulary for talking about my daily routine.

Or:

I need vocabulary for shopping.

Or:

I need vocabulary for my work.

Your CEFR learning goals can help you decide what vocabulary you need.

If you do not understand a CEFR goal, you can ask AI:

“I am an A2 English learner. Please explain this CEFR learning goal in simple English. Give me three examples of useful vocabulary for this goal.”

Choose vocabulary that is useful to you now.

1.4 How AI Can Help You Learn Vocabulary

AI gives language learners many new ways to practice.

You can ask AI to:

- explain a new word;
- give simple examples;
- explain a phrase;
- find common collocations;
- create practice exercises;
- ask you questions;
- check your answers;
- create a short conversation;
- help you review difficult words; and
- create new practice when you need it.

AI can be your:

Vocabulary Coach • Practice Partner • Learning Assistant

But remember:

AI does not learn the vocabulary for you.

You need to understand the words, practice them, use them, and review them.

You are the learner who does the work.

Layer 2 — The Learning Method

2.1 How Can I Improve My Vocabulary?

Learning vocabulary is more than memorizing a list of words.

A useful process is:

Learn → Understand → Learn in Context → Practice → Use → Evaluate → Reuse and Review

You can use this process whenever you learn new vocabulary. Later in this chapter, you will use the JBK Independent Learning Cycle (seven steps to plan and check your own learning) to plan and check all of your learning.

2.2 The Vocabulary Learning Process

Step 1 — Learn

Workplace Application: You can learn useful workplace vocabulary from an email, schedule, instruction, conversation with a coworker, a talk with a customer, training material, or a workplace website.

Start with a vocabulary goal.

Ask:

What vocabulary do I need?

You might find new words in:

- a reading activity;
- a listening activity;
- a conversation;
- your coursebook;
- your work;
- a website; or
- an activity from the Resource Library (a list of free websites and tools in Part 3).

You do not always need a special vocabulary lesson.

For example, you might read an article and find five useful new words.

Those five words can become your vocabulary lesson.

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Step 2 — Understand the Word

Workplace Application: When you meet a new workplace word, make sure you understand enough to use it. For example, if you see “available” in a work schedule, learn what it means and how it is used in a simple sentence.

Don’t only memorize:

available = free

Learn enough about the word to use it.

For example:

available

Meaning: free to talk, meet, or work at a certain time

Example:

The manager is available after two o’clock.

You can ask AI:

“I am an A2 English learner. Please explain this word in simple English and give me two A2 examples.”

At A2, ask for simple explanations.

You do not need a long dictionary definition.

Step 3 — Learn the Word in Context

Workplace Application: Workplace vocabulary is often easier to remember when you learn it in the situation where you need it. For example: “follow the instructions,” “start work at eight,” or “ask for help.”

A word is often easier to remember when you see it in a useful phrase or sentence.

For example:

decision = a choice

But:

make a decision

I need to make a decision.

The second example gives you more useful information.

You can learn:

- common phrases;
- simple collocations;
- word families (words from the same root, like decide and decision); and
- useful sentence patterns.

But don't learn too much at one time.

At A2, keep it simple.

Example

Word: appointment

Meaning: a planned meeting

Useful phrase: make an appointment

Sentence:

I need to make an appointment with my doctor.

Step 4 — Practice

Workplace Application: Practice with a simple workplace situation. You might practice asking a coworker a question, checking a schedule, giving a customer basic information, or explaining a simple problem.

Now do something with the vocabulary.

You can:

- match words and meanings;
- complete sentences;
- choose the correct word;
- answer questions;
- say sentences aloud;
- write short sentences;
- use the words in a conversation; or
- describe something.

For example, after learning:

appointment • schedule • available • cancel

you could practice this situation:

Make an appointment with a doctor.

AI can create more practice.

For example:

“Give me five A2 exercises using these words. Don’t give me the answers until I try.”

Step 5 — Use the Vocabulary

Workplace Application: Try to use new vocabulary in a real situation at work or in a role-play. For example, use “available,” “schedule,” and “change” to talk about your work schedule.

This is one of the most important steps.

Ask yourself:

Can I use this word myself?

Try to use the vocabulary in a real situation.

You can:

- describe something;
- answer a question;
- have a conversation;
- write a short paragraph; or
- explain something.

For example:

appointment

Do not only know the word when you see it. Say:

I have a doctor’s appointment on Tuesday.

Now the word is becoming active vocabulary (words you can use yourself).

Step 6 — Evaluate

Workplace Application: Ask yourself: Can I understand this word when I hear it at work? Can I understand it in a message or instruction? Can I use it when I need to speak or write? If not, practice it again.

How do you know that you have learned a word?

Not only because you knew it on a vocabulary quiz.

Ask:

Can I understand it?

Can I remember it later?

Can I use it correctly?

Can I use it without looking at the definition?

These are better questions.

You may know a word when you see it, but still not be able to use it.

That means you need more practice.

Step 7 — Reuse and Review

Workplace Application: Review important workplace vocabulary before you need it again—for example, before a shift, meeting, training session, or conversation with a customer.

Words can disappear from your memory if you do not use them again.

A useful review pattern is:

Learn → Review → Use → Review again

You can review vocabulary with:

- flashcards;
- Quizlet;
- your notebook;
- AI-generated exercises;
- conversations;
- reading; and
- listening.

You do not need to use one special tool.

Choose the tool that helps you remember and use the words.

2.3 A Few Vocabulary Strategies

We cannot teach every vocabulary strategy (a way to help you learn) in one chapter.

Here are a few useful strategies for A2 learners.

You can find more strategies in the **Resource Library**.

Rebecca Oxford Learning Strategies

Rebecca Oxford (a researcher who studied how people learn languages) described many strategies that language learners can use.

You do not need to use all of them.

In this chapter, you will try three kinds of strategies: memory, metacognitive, and cognitive.

Memory Strategy — Connect the Word

Workplace Application: Connect a workplace word to a real situation, object, person, or task. For example, connect “schedule” with your weekly work schedule and make a sentence about your own work.

Connect a new word with a situation, picture, sentence, or personal experience.

For example:

ticket

Think about buying a ticket for a bus or train.

Then make a sentence:

I need to buy a train ticket.

The connection can help you remember the word.

Metacognitive Strategies

Metacognitive strategies help you plan and check your own learning.

Planning

Workplace Application: A useful workplace vocabulary goal might be: “I need five words and phrases for talking to customers about a simple problem.” Then choose an activity that helps you practice those words.

Before learning vocabulary, ask:

- What vocabulary do I need?
- Why do I need it?
- Where will I use it?
- How will I practice it?

For example:

I need vocabulary for talking to customers at work.

This gives your vocabulary study a clear goal.

Monitoring

While learning, ask:

- Do I understand this word?

- Can I remember it?
- Can I use it?
- Do I need more practice?

For example:

I understand this word when I read it, but I cannot use it when I speak. I need more speaking practice.

Cognitive Strategies

Cognitive strategies help you **work with the English you are learning**.

Practice the Words

Workplace Application: Practice vocabulary by saying short workplace sentences aloud, writing a short message, role-playing a simple conversation, or finding the same words in reading and listening texts from work.

Use the new vocabulary.

For example:

- say the words aloud;
- write sentences;
- complete exercises;
- use the words in conversation; or
- find the words again in reading or listening.

Learn Words in Chunks

Workplace Application: Learn simple workplace phrases (chunks), not only single words. For example: “start work,” “finish work,” “take a break,” “ask for help,” or “follow instructions.”

Don’t always learn one word by itself.

Learn useful groups of words.

For example:

make an appointment

go shopping

buy a ticket

take a bus

These groups can help you speak more naturally.

Make Your Own Sentences

Workplace Application: Make sentences about your real work when you can. For example: “My work schedule changes every week.” or “I need to ask my supervisor for help.”

After learning a new word, make a sentence about your own life.

For example:

available

Are you available on Friday?

Or:

schedule

My work schedule is very busy this week.

Sentences about your own life can help you remember new words.

For more Oxford strategies, visit the **Resource Library**.

2.4 Personal Learning Strengths

Workplace Application: If you learn well through conversation, practice workplace vocabulary with a coworker or AI. If you learn well with your eyes, use pictures, diagrams, or a simple word map for workplace words.

People learn in different ways.

Howard Gardner was a researcher. He wrote about different kinds of intelligence. His work can give you useful ideas.

For example:

- **Linguistic** — enjoy words, stories, reading, and writing;
- **Visual** — use pictures, word maps, and diagrams;
- **Musical** — use rhythm, sound, and songs;
- **Interpersonal** — learn words through conversation with another person;
- **Intrapersonal** — use a notebook and think about your own learning.

Try different activities.

You may find that some work better for you.

But try other activities too, not only your favorites.

A strategy that is not your favorite can still be useful.

2.5 Weekly Study Plan

Workplace Application: You can use part of your weekly study time for workplace vocabulary—for example, choose five useful words on Monday and use them in a short workplace speaking or writing activity on Thursday.

Day	Activity	Time
Monday	Choose 5–10 useful words	15 min
Tuesday	Learn meanings and useful phrases	20 min
Wednesday	Practice the words	20 min
Thursday	Use the words in speaking or writing	20 min
Friday	Review difficult words	15 min
Saturday	Find and use the words in reading or listening	20 min
Sunday	Review and reflect	15 min

You can change this plan.

Your study plan should match your own needs.

2.6 Learning Notebook

Workplace Application: Your notebook can include useful workplace words, phrases, and your own examples. For example: “schedule — work plan — My schedule changes on Friday.”

Your Learning Notebook (your own notebook for this course) should have more than a list of words. For each new word, write:

- the word;
- its meaning;
- a useful phrase; and
- your own sentence.

See the example for appointment in Step 3.

Your notebook should help you **remember and use** vocabulary.

2.7 My Strategy Record

Keep a record of the strategies you use.

My vocabulary goal:

Date	Strategy	Activity	How effective?	What did I learn?

Over time, you may find out:

I remember words better when I use them in conversation.

Or:

Writing sentences helps me remember new words.

Or:

Flashcards help me recognize words, but I need conversation practice to use them.

This is useful personal information about how you learn.

Layer 3 — The Learning Tools

Choose Your Tier

This layer has four tiers. A tier is a way to practice with the tools you have. Each tier adds to the tiers before it.

- **Tier 1 — Paper and People:** word cards, a notebook, and a partner.
- **Tier 2 — Phone, No Internet:** any phone with a voice recorder, and text messages (SMS).
- **Tier 3 — Limited Data:** a light online dictionary and AI in text.

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- **Tier 4 — Good Internet:** AI and all websites.

3.1 Partner and AI Roles

Workplace Application: AI can help you get ready for simple vocabulary needs at work. It can explain a word, create a short workplace conversation, or give you practice with words you expect to use at work.

Tier 1 — Paper and People

Quiz Partner: Your partner shows you a word card. You say the meaning and make a sentence.

Conversation Partner: You and your partner talk about a topic. Try to use your new words.

If you have no partner, make word cards. Write the word on one side. Write the meaning and a sentence on the other side.

Tier 2 — Phone, No Internet

Recorder: Say each new word and your sentence, and record them. Listen again the next day.

Text Messages (SMS): Send a partner a short message with one new word in a sentence. SMS does not need internet, but it can cost money. Use it sometimes.

Tier 3 — Limited Data

Light Dictionary: Cambridge Dictionary explains words for learners, and you can listen to each word. It is in the Low-Data Edition of the Resource Library (its short list of websites that use little data).

AI in Text: Type your question to AI. Text uses very little data.

Tier 4 — Good Internet

For A2 vocabulary, AI can be your:

- **Vocabulary Coach**
- **Practice Partner**
- **Learning Assistant**

3.2 AI Functions

AI can help you:

- explain vocabulary;
- create practice;

- check your answers;
- create examples;
- explain phrases and collocations; and
- create review activities.

These are only some possibilities.

You can find more in the **Resource Library**.

3.3 AI Tasks

For example, you can ask AI to:

- explain a new word in simple English;
- give you example sentences;
- create five practice exercises;
- ask you questions using your new vocabulary;
- create a short conversation;
- test you on difficult words; or
- create a review activity for words you learned last week.

3.4 Scripts and AI Prompts

Workplace Application: You can change the prompts (the messages you write to AI) in this section for your job. For example, ask AI to create A2 practice using vocabulary for customers, schedules, instructions, workplace problems, or your own job.

Every tier has the same three tasks: understand a word, practice vocabulary, and use the vocabulary. Only the tool is different.

Tier 1 — With Paper and a Partner

Understand a Word: Read the word in its sentence and guess the meaning. Check in a paper dictionary or ask a partner. Write the word, its meaning, and one example in your notebook.

Practice Vocabulary: Make word cards. Your partner shows you a card. You say the meaning and make a sentence.

Use the Vocabulary: Talk with a partner for three minutes. Use five new words. Your partner makes a mark for each word you use.

Tier 2 — With Your Phone

Understand a Word: Read the word and your example sentence aloud, and record them. Listen and repeat.

Practice Vocabulary: Record a quiz: say a word, wait five seconds, then say the meaning. The next day, play it and answer in the pause.

Use the Vocabulary: Send a partner three sentences with your new words by SMS. Your partner answers with one question.

Tier 3 — Dictionary and Text Prompts

Understand a Word: Look up the word in Cambridge Dictionary. Listen to it and read one example.

Practice Vocabulary and Use the Vocabulary: The prompts under Tier 4 are text prompts. They use little data, so you can use them too.

Tier 4 — AI Prompts

Prompt 1 — Understand a Word

“I am an A2 English learner. Please explain this word in simple English. Give me two A2 example sentences and one useful phrase with the word.”

Prompt 2 — Practice Vocabulary

“I am an A2 English learner. Here are my new words: [words]. Please create five short exercises. Don’t give me the answers until I try.”

Prompt 3 — Use the Vocabulary

“Act as my A2 English practice partner. Use these words in a short conversation with me: [words]. Ask me questions so I can use the words myself.”

You can change these prompts to match your own goals.

3.5 Choose Your Vocabulary Practice

You do not need to learn every word or use every tool.

Choose vocabulary that matches your current goal.

You can choose:

- **Everyday vocabulary** (General English);
- **Workplace vocabulary** (Workplace English); or
- vocabulary for a **personal goal**.

Option 1 — Everyday Vocabulary

Choose vocabulary for a situation in daily life.

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For example:

- shopping;
- travel;
- family;
- food;
- health; or
- daily routines.

Ask AI:

“I am an A2 learner. Please suggest a vocabulary activity about [topic]. I want useful words and phrases for everyday English.”

Option 2 — Workplace Vocabulary

Workplace Application: Choose a small, useful group of words for one workplace situation. At A2, keep the words useful and the language simple.

Choose vocabulary that you need at work.

For example:

- customers;
- schedules;
- meetings;
- instructions; or
- workplace problems.

Ask AI:

“I am an A2 learner. Please suggest a Workplace English vocabulary activity about [topic], with useful words and simple phrases for work.”

Option 3 — Personal Goal

Choose vocabulary for your own goal.

For example:

I need English vocabulary for working in a hotel.

Or:

I need vocabulary for talking about my hobbies.

Ask AI:

“I am an A2 English learner. My vocabulary goal is [goal]. Please suggest a short activity to help me learn useful words and phrases for this goal.”

Practice in Your Tier

- **Tier 1 — Paper and People:** Make word cards for your topic. Practice them with a partner.
- **Tier 2 — Phone, No Internet:** Record your words and sentences. Listen and repeat every day. Or send a partner a sentence by SMS.
- **Tier 3 — Limited Data:** Look up your words in Cambridge Dictionary, and listen to them.
- **Tier 4 — Good Internet:** Ask AI for an activity with the prompt in your option.

Choose one vocabulary activity for now.

You can try more activities later.

3.6 The JBK Independent Learning Cycle

Workplace Application: Use the JBK Independent Learning Cycle with workplace vocabulary: check what you can do at work, plan a small goal, choose useful words, practice them, check if you can use them, think about what helped, and decide what to practice next.

Now use the learning system you learned in Part 1. In Part 2, you can also use AI to help you at each step.

Note: The JBK Independent Learning Cycle is the author's own model. It is inspired by the European Language Portfolio (ELP), a record of your language goals and progress.

1. Assess

What can I do now?

2. Plan

What is my goal?

When and how will I practice?

3. Choose

What activity will I use?

Use the **Resource Library**, a reading or listening activity, your coursebook, a real-life situation, or AI.

4. Practice

What will I practice?

AI can create more practice for you.

5. Evaluate

Can I use the new words?

Which words are still difficult?

6. Reflect

What did I learn?

What worked well?

7. Improve

What will I do next?

You might:

- review the words tomorrow;
- use them in a conversation;
- write a paragraph;
- find them in a reading or listening activity; or
- ask AI to create new practice.

3.7 This Week's Practice

Plan one short vocabulary practice for this week.

My vocabulary goal:

Vocabulary activity:

My tier (1, 2, 3, or 4):

My vocabulary strategy:

When will I practice?

After you practice, fill in your Learning Record (your notes before and after each practice) in Section 3.8 and your Strategy Record (a table of the strategies you try) in Section 2.7.

3.8 My Learning Record

Keep your Learning Record in your **Learning Notebook**.

Before I Practice

My vocabulary goal:

What vocabulary do I need to learn?

Vocabulary activity:

What will I do to practice these words or phrases?

My tier (1, 2, 3, or 4):

What will I use to help me?

My vocabulary strategy:

How will I learn and remember the vocabulary?

When will I practice?

After I Practice

Which new words or phrases can I use now?

Which words or phrases are still difficult?

What did I learn?

What did I improve?

What will I practice next?

Workplace English

Choose a small workplace vocabulary task. Learn five useful words or phrases, use them in a short workplace speaking or writing activity, and review them later.

3.9 Visit the Resource Library

Workplace Application: When choosing a workplace vocabulary resource, check that the language is right for A2 and that the situation is useful for your work. You do not need a special resource. A simple, real example from work can be enough.

You have now learned several basic ways to learn vocabulary.

But these are only a starting point.

The Resource Library has more vocabulary resources and activities.

Look for resources that match:

- your A2 level;
- your vocabulary goal;
- General English or Workplace English;
- your interests; and
- the situations where you need English.

You do not need to try everything.

Choose a few resources that look useful to you.

You can also look for vocabulary in groups by:

Topic

For example:

Daily life

- buy
- shop
- money

Useful phrases:

- buy food
- buy a ticket
- go shopping

Context

Learn words as part of reading, listening, speaking, or writing.

Collocations

Learn words that commonly go together.

For example:

make a decision

make an appointment

take a bus

The Resource Library can give you more examples when you need them.

Layer 4 — Reflection and Growth

4.1 Self-Assessment — “I Can...”

Now that you have finished this chapter, think about what you can do.

Vocabulary

I can...	Yes	Sometimes	Not yet
choose vocabulary that is useful for my needs.	☐	☐	☐
understand the basic meaning of a new word.	☐	☐	☐
learn a word in a simple context.	☐	☐	☐
learn useful phrases and collocations.	☐	☐	☐

I can...	Yes	Sometimes	Not yet
make my own sentences with new words.	☐	☐	☐
use new vocabulary in a conversation.	☐	☐	☐
review vocabulary regularly.	☐	☐	☐
remember some words after several days.	☐	☐	☐
use some new vocabulary without looking at my notes.	☐	☐	☐

Independent Learning

I can...	Yes	Sometimes	Not yet
choose a vocabulary activity at my level.	☐	☐	☐
use a few strategies to learn vocabulary.	☐	☐	☐
use AI to help my vocabulary learning.	☐	☐	☐
keep a vocabulary Learning Notebook.	☐	☐	☐
record which strategies help me.	☐	☐	☐
evaluate my vocabulary learning.	☐	☐	☐
choose what vocabulary I need to practice next.	☐	☐	☐

Workplace Self-Assessment

I can...	Yes	Sometimes	Not yet
choose simple vocabulary that is useful for my work.	☐	☐	☐
understand important workplace words in a simple context.	☐	☐	☐
learn and use simple workplace phrases.	☐	☐	☐
use some workplace vocabulary in a short conversation or message.	☐	☐	☐
decide which workplace vocabulary I need to practice next.	☐	☐	☐

You do not need to check “Yes” for everything today.

Your goal is to **keep improving**.

4.2 Reflection

Workplace Reflection: Which workplace words or phrases can I use now? Where will I use them? Which words do I still need to practice? Did the workplace situation help me remember them?

Think about your experience.

- Which new words can I use now?
- Which words do I still forget?
- Which strategy helped me most?
- Did learning words in phrases help me?
- Did making my own sentences help?
- Did AI help me? How?
- Which resource did I like?
- Where can I use these words again?
- What vocabulary do I need next?

Also ask yourself:

Do I really need to learn this word?

Some new words need more study time than others.

Choose vocabulary that is useful for **your goals**.

Record your answers in your Learning Notebook.

4.3 Independent Learning Tip

Workplace Tip: Focus first on vocabulary that helps you do something at work. A few useful words and phrases that you can really use are better than a long list of new job words.

Don't try to learn every new word you see.

Choose words that are useful to you.

Learn them in context.

Practice them.

Use them.

Review them.

Then use them again.

A useful vocabulary process is:

Learn → Understand → Learn in Context → Practice → Use → Evaluate → Reuse and Review

You do not need to remember a word perfectly the first time.

You will meet useful words again.

Each time you understand and use them, they become stronger.

4.4 Your Next Step

Workplace Next Step: Choose five words or phrases you need for one workplace situation. Learn them, practice them in a short workplace activity, use them if possible, and review them later.

Choose **five useful words or phrases**.

For each one:

- Understand the meaning.
- Find a useful phrase or collocation.
- Make your own sentence.
- Use the word in speaking or writing.
- Review it later.
- Decide if you need more practice.

Then ask:

What vocabulary should I learn next?

That question is part of becoming an independent learner.

4.5 Remember

Vocabulary learning is not:

See a word → Memorize a definition → Forget it

Instead:

Learn → Understand → Learn in Context → Practice → Use → Evaluate → Reuse and Review

And independent learning is:

Assess → Plan → Choose → Practice → Evaluate → Reflect → Improve

You choose the vocabulary you need.

You choose the strategies that help you.

You use AI when it is useful.

You decide what to practice next.

That is how you become your own English teacher.