

B1 Vocabulary — General English + Workplace English

JBK Independent Learning Program

Layer 1 — The Learning Goal

1.1 CEFR Learning Objective — B1 Vocabulary

Workplace Application (how to use this at work): At B1, vocabulary should help you handle familiar workplace situations with more detail and on your own. You may need vocabulary to explain a problem, give reasons, discuss a task, communicate with coworkers or customers, or write a clear workplace message.

B1 — Have enough vocabulary to talk about most everyday topics.

I can use enough vocabulary to talk about most topics in my everyday life, such as family, hobbies, work, travel, and current events, even if I sometimes need to explain around a word I don't know.

Vocabulary also supports your speaking, listening, reading, 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 for your goals;
- find vocabulary in real language;
- understand words and phrases in context (the words and situation around a word);
- notice common collocations (words that often go together, like “make a decision”);
- notice word families (words from the same root, like decide and decision);
- practice vocabulary in meaningful situations;
- use new vocabulary in speaking and writing;
- review and reuse vocabulary in different situations;
- check how well you know a word; and
- use AI and other tools to support your vocabulary learning.

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

At B1, an important question is:

Which words do I actually need to learn?

1.2 Why Should I Care About Vocabulary?

Workplace Application: At work, a wider vocabulary can help you explain what you mean, understand workplace information, describe problems, ask questions, and communicate more naturally with coworkers, customers, or supervisors.

At B1, you need vocabulary to talk about a wider range of topics and situations.

You may need English for:

- work;
- travel;
- study;
- relationships;
- news;
- hobbies;
- problems and solutions;
- opinions; and
- your own interests.

You may already recognize many words.

But knowing a word when you see it is not the same as being able to use it.

For example, you may recognize:

decision

But natural English often uses:

make a decision

You may recognize:

experience

But you also need expressions such as:

gain experience

have experience

previous experience

At B1, learning words **with the words that often go with them** becomes more and more important.

1.3 Your Vocabulary Goal

Workplace Application: If you use English at work, choose vocabulary connected to situations you really meet. For example: "I need vocabulary for explaining a problem," "I need vocabulary for talking about deadlines," or "I need vocabulary for communicating with customers."

Start with your own goal.

Ask:

What vocabulary do I need for my goal?

For example:

I need vocabulary for discussing environmental problems.

Or:

I need vocabulary to understand my business course.

Or:

I want to speak more naturally about travel.

Your learning objectives from the CEFR (the European scale of language levels, from A1 to C2) can help you choose a vocabulary goal.

If you do not understand a CEFR objective, ask AI:

“Please explain this CEFR learning objective in clear English and give me three examples of vocabulary I may need.”

Choose vocabulary that is useful for you now.

1.4 How AI Can Help You Learn Vocabulary

Workplace Application: AI can help you prepare for familiar workplace situations by explaining vocabulary, comparing similar words, creating realistic workplace practice, or helping you review words you need for a meeting, email, customer conversation, or work task.

AI gives language learners many new ways to practice.

You can ask AI to:

- explain a word or phrase;
- give examples;
- create vocabulary activities;
- explain collocations;
- explain word families;
- create questions;
- practice conversations;
- give feedback (comments that help you improve);
- create review activities; and
- help you find vocabulary for one goal.

AI can be your:

Vocabulary Coach • Practice Partner • Learning Assistant

But remember:

AI does not learn vocabulary for you.

You need to understand the vocabulary, practice it, use it, and review it.

You are the learner who does the work.

Layer 2 — The Learning Method

2.1 How Can I Improve My Vocabulary?

Workplace Application: You can build workplace vocabulary from real or realistic work materials such as emails, schedules, instructions, meetings, training materials, customer conversations, reports, or workplace websites. Choose material that is right for your B1 level.

At B1, vocabulary learning should become more connected to real communication.

A useful learning process is:

Learn → Understand → Practice → Use → Evaluate → Reuse

You can use this process with vocabulary from:

- reading;
- listening;
- videos;
- conversations;
- courses;
- work; and
- real-life situations.

2.2 The Vocabulary Learning Process

Learn

Workplace Application: Begin with a specific workplace need. For example, if you need to explain a problem to a coworker, collect the words and phrases you need to describe the problem, its cause, and what you need. Notice how these words are used in emails, instructions, meetings, and conversations.

Begin with a goal.

Ask:

What vocabulary do I need?

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Then find vocabulary connected to that goal.

For example:

Goal: Talk about problems at work.

You might find:

- solve a problem;
- cause a problem;
- deal with a problem;
- serious problem; and
- possible solution.

You do not need to learn every word connected with “problem.” Choose vocabulary that you are likely to use.

Find Vocabulary in Context

At B1, try to find vocabulary in real language, not only in vocabulary lists.

You can find useful vocabulary in:

- **reading** — notice useful words;
- **listening** — notice useful expressions;
- **videos** — notice phrases; and
- **course material** — find important subject vocabulary.

Ask yourself:

Which words or phrases are useful for my goal?

This helps you see the difference between:

words I recognize

and

words I actually need to learn.

Understand

Workplace Application: When you meet a new workplace word or phrase, learn its meaning, common use, and useful combinations. For example, with “deadline,” learn phrases such as “meet a deadline” and “miss a deadline,” not only the word by itself. Other common workplace collocations include “raise a concern,” “follow up on,” and “provide information.”

At B1, learn more than a simple meaning.

For an important word, you can explore:

- meaning;
- pronunciation;

- example sentences;
- common phrases;
- collocations;
- word family; and
- register (whether the word is formal or informal).

For example:

decision

make a decision ✓

do a decision ×

Word family:

decide — verb

decision — noun

decisive — adjective

You do not need to study every possible form.

Focus on the forms and phrases that are useful for your goal.

Notice Collocations

A **collocation** is a group of words that often go together.

For example:

make a decision

gain experience

meet a deadline

increase efficiency

Learning a word by itself is useful.

Learning the word with a common expression can help you use English more naturally.

For example, in Business English:

Word: decision

Collocation: make a decision

Sentence: We need to make a decision by Friday.

You do not need a separate course about collocations.

Just notice and write down useful word groups when you meet them.

Practice

Workplace Application: Practice with a familiar workplace situation. You might explain a problem, ask a coworker for information, respond to a customer, discuss a schedule, or write a short professional message.

Now practice the vocabulary.

At B1, practice should ask you to use the words for a real purpose.

Instead of only completing:

I made a _____.

you might:

- tell a partner about an important decision you made;
- write five sentences using today's vocabulary; or
- explain a problem using three of the new expressions.

AI can create more practice:

“Create a B1 activity using these ten words. Make me use the words in meaningful situations.”

Use

Workplace Application: Try to use new vocabulary in a real situation at work or in a role-play. For example, use “deadline,” “change,” “available,” and “confirm” to discuss a familiar work task.

Now ask:

Can I use this vocabulary without looking at my notes?

You might:

- discuss a topic;
- write a paragraph;
- explain something;
- role-play a situation;
- answer questions; or
- give a short presentation.

For example, a Business English learner might learn:

reduce costs

increase efficiency

meet a deadline

Then answer:

Explain three ways a company could improve efficiency.

Now vocabulary becomes part of communication.

Evaluate

Workplace Application: Ask yourself: Can I understand this vocabulary when I hear it at work? Can I recognize it in an email or instruction? Can I use it clearly when I speak or write? If not, decide what kind of practice you need.

Ask yourself:

How well do I know this word?

You can use these five levels:

1. I don't recognize it.

↓

2. I recognize it.

↓

3. I understand it in context.

↓

4. I can remember it.

↓

5. I can use it myself.

The highest level is not:

I got it right on a quiz.

It is:

I can use it when I need it.

Reuse

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

Vocabulary learning does not end when the activity ends.

After you learn and use a word, review it, and then use it again.

Try to meet useful vocabulary in different situations.

For example:

Monday: Learn “efficient” in a business lesson.

Wednesday: See “efficient” in an article.

Friday: Hear “efficient” in a video.

Next week: Use “efficient” in conversation.

Meeting a word in different situations can help make it part of your active vocabulary.

2.3 A Few Vocabulary Strategies

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

Instead, you will try a few that are very useful for B1 learners. Many of them come from Rebecca Oxford, a researcher who studied how people learn languages.

You can explore more strategies, including more Oxford strategies, in the Resource Library (a list of free websites and tools in Part 3).

Metacognitive Strategies

Metacognitive strategies help you plan and check your own learning.

Planning

Workplace Application: Choose a small workplace vocabulary goal that you can use soon. For example: “This week I will learn five words and phrases for explaining a problem to my supervisor.”

Before learning vocabulary, ask:

- What is my goal?
- What vocabulary do I need?
- Where will I use it?
- How will I practice it?

For example:

I need vocabulary for discussing environmental problems.

This gives your study a clear purpose.

Monitoring

While learning, ask:

- Do I understand this word?
- Can I use it?
- Do I know a common phrase with it?
- Do I need more practice?

For example:

I understand “deadline,” but I do not use it easily when I speak. I need more speaking practice.

Cognitive Strategies

Cognitive strategies (ways to practice the language itself) help you work with the English you are learning.

Practicing

Workplace Application: Practice new vocabulary by saying workplace sentences aloud, writing a short message, role-playing a familiar conversation, or finding the same vocabulary in workplace reading and listening materials.

Use new vocabulary in meaningful ways.

For example:

- write sentences;
- discuss a topic;
- explain a problem;
- role-play a situation; or
- use new vocabulary in a short presentation.

The goal is not only to remember the word.

The goal is to use it.

Learn Words in Chunks

Workplace Application: Learn useful workplace phrases together instead of only single words. For example: “meet a deadline,” “ask for clarification,” “follow up on,” “be responsible for,” or “deal with a problem.”

As you saw with collocations in Section 2.2, learn a word together with the words that often go with it. For example, learn “meet a deadline,” “miss a deadline,” and “tight deadline,” not only “deadline.”

This can make it easier to use the vocabulary in real communication.

Notice Word Families

Workplace Application: At work, learn the forms you actually need. If you learn “decide,” you may also need “decision” and “make a decision.” If you learn “respond,” you may need “response” and “respond to an email.”

When useful, notice related words, as in the decide / decision / decisive example in Section 2.2.

You do not need to memorize every related word. Learn the forms that are useful for your goal.

Memory Strategies

Making Connections

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

Connect a new word with information that helps you remember it.

For example:

efficient

Think about a person, machine, or workplace that works well and does not waste time.

Then use it:

Our new system is more efficient.

2.4 Personal Learning Strengths

Workplace Application: Use your strongest learning methods with workplace vocabulary. If you learn well through conversation, practice with a coworker or AI. If you learn well with your eyes, use a simple word map or examples from your workplace.

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** — reading, writing, explaining, and discussing words;
- **Visual** — word maps, pictures, and diagrams;
- **Musical** — rhythm, sound, and pronunciation;
- **Interpersonal** — learning vocabulary through conversation; and
- **Intrapersonal** — keeping a learning record and thinking about your progress.

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: Include workplace vocabulary in part of your weekly study time. For example, choose five useful words on Monday, practice them in short workplace sentences during the week, and use them in a speaking or writing activity on Thursday.

Day	Activity	Time
Monday	Choose vocabulary for your goal	20 min
Tuesday	Find words and phrases in context	20 min
Wednesday	Study meanings, collocations, and examples	20 min
Thursday	Use the vocabulary in speaking or writing	20 min
Friday	Review and test yourself	20 min
Saturday	Meet the vocabulary in a new context	20 min
Sunday	Review and reflect	20 min

This plan is only an example. You can change it to fit your own needs.

2.6 Learning Notebook

Workplace Application: Your notebook can include workplace words, useful phrases, collocations, and your own examples. For example: “deadline — meet a deadline — I need to meet the Friday deadline.”

At B1, your Learning Notebook (your own notebook for this course) can become more than a list of words.

For example:

Notebook entry	Example
Word	negotiate
Phrase	negotiate a contract
Meaning	try to reach an agreement

Notebook entry	Example
Example	The two companies are negotiating a new contract.
My sentence	I need to negotiate with the supplier.
My note	I often forget the preposition “with.”

This becomes your own personal vocabulary resource.

2.7 My Strategy Record

Record the strategies you use.

Date	Strategy I tried	Did it help me? (Yes / A little / Not yet)	Why?	What will I try next time?

Over time, you may discover useful information about yourself.

For example:

I remember collocations better than single words.

Or:

I need to use new words several times before they become active vocabulary.

This becomes part of your personal learning knowledge.

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:** light dictionaries, a flashcard app, and AI in text.
- **Tier 4 — Good Internet:** AI, all websites, and online resources.

3.1 Partner and AI Roles

Workplace Application: AI can be a workplace vocabulary coach, helping you prepare for familiar situations such as meetings, customer service, workplace problems, instructions, or professional messages.

Tier 1 — Paper and People

Quiz Partner: Your partner tests you with your word cards and asks you to use each word in a sentence.

Conversation Partner: You talk about a topic and try to use your new words and collocations.

If you have no partner, test yourself with your word cards. Put the difficult cards in a separate pile and review them again.

Tier 2 — Phone, No Internet

Recorder: Record your new words, collocations, and example sentences. Listen and repeat them during the week.

Text Messages (SMS): Send a partner a short message that uses two new collocations. SMS needs no internet, but your plan may charge for each message, so use it sometimes.

Tier 3 — Limited Data

Light Dictionaries: Cambridge Dictionary gives meanings and audio. SKELL shows real example sentences. Both are in the Low-Data Edition of the Resource Library (its short list of websites that use little data).

Flashcard App: If you have a smartphone, download AnkiDroid once on Wi-Fi. After that, it uses no data.

AI in Text: Type your words and ask AI for practice. Text uses very little data.

Tier 4 — Good Internet

For B1 vocabulary, AI can be your:

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- **Vocabulary Coach** — explains words, phrases, and collocations;
- **Practice Partner** — gives you meaningful practice and conversations; and
- **Learning Assistant** — helps you find vocabulary and review it.

3.2 AI Functions

Workplace Application: For workplace vocabulary, you can ask AI to explain a word from an email or meeting, show common workplace collocations, or create a short practice activity for a work situation.

AI can help you:

- explain vocabulary in context;
- create meaningful practice;
- give feedback;
- explain collocations;
- explain word families; and
- create review activities.

These are only a few ideas.

You can find more in the Resource Library.

3.3 AI Tasks

Workplace Application: One useful task is to ask AI for a short role-play with a customer or coworker that uses five workplace words you are learning.

For example, ask AI to:

- explain a word and its common collocations;
- create a B1 vocabulary activity;
- give you questions that require you to use new vocabulary;
- create a short role-play;
- check your use of vocabulary in writing;
- test your memory of difficult words; or
- create a review activity using vocabulary from 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. Ask AI to create B1 practice using vocabulary for customers, meetings, deadlines, instructions, workplace problems, or another situation you often experience.

Every tier has the same three tasks: learn vocabulary in context, meaningful practice, and review and feedback. Only the tool is different.

Tier 1 — With Paper and a Partner

Learn Vocabulary in Context: Read a text on paper. Underline five useful words or phrases. Write each one in your notebook with its sentence from the text.

Meaningful Practice: Talk with a partner about your topic for five minutes. Use your new words. Your partner makes a mark for each word you use.

Review and Feedback: Your partner tests you with your word cards. For each word, make a new sentence. Your partner tells you if it sounds right.

Tier 2 — With Your Phone

Learn Vocabulary in Context: Record each new word with its sentence. Listen and repeat.

Meaningful Practice: Record a one-minute talk about your topic with five new words. Listen, mark on paper the words you used, and record it again.

Review and Feedback: Record a quiz: say a word, wait five seconds, then say a sentence with it. Play it later and answer in the pause.

Tier 3 — Dictionaries and Text Prompts

Learn Vocabulary in Context: Type a word into SKELL. Read five real sentences, and copy the most useful one into your notebook.

Meaningful Practice and Review and Feedback: The prompts under Tier 4 are text prompts. They use little data, so you can use them too.

Tier 4 — AI Prompts

Prompt 1 — Learn Vocabulary in Context

“I am a B1 English learner. I am studying this topic: [topic]. Give me 10 useful words or phrases for this topic. For each one, give me a simple definition, a common collocation, and an example sentence.”

Prompt 2 — Meaningful Practice

“I am a B1 English learner. Here are my new words: [words]. Create a speaking or writing activity that makes me use these words in meaningful situations.”

Prompt 3 — Review and Feedback

“I am a B1 English learner. Test me on these vocabulary items: [words]. Ask me questions that require me to use the words. Correct my answers and explain any important mistakes.”

You can change these prompts to match your own goals.

3.5 Choose Your Vocabulary Tools

You do not need to use every vocabulary tool.

Choose the tool that matches what you need.

What do I need?	Tool
Real examples of how a word is used	SKELL
To hear how people say a word	YouGlish
Related words	Cambridge Thesaurus (part of Cambridge Dictionary)
Help remembering words	Anki
Practice	A partner / AI

These are only examples. You do not have to use them.

The important question is:

What do I need?

Then choose the tool that can help.

You can find more information about these resources in the Resource Library.

3.6 Choose Your Vocabulary Goal

Workplace Application: Choose a workplace vocabulary goal that is useful now. At B1, the situation can involve familiar work tasks, communication, problems, schedules, customers, projects, or deadlines, but the language should stay at your B1 level.

You can choose:

- General English;
- Workplace English;
- academic or study vocabulary; or
- vocabulary for your own interests and needs.

Option 1 — General English

Choose a topic that is useful for your everyday communication.

For example:

- travel;
- relationships;
- health;
- news;
- hobbies; or
- everyday problems.

Ask AI:

“Please suggest a B1 vocabulary activity about [topic]. Focus on useful words, phrases, and collocations that I can use in real communication.”

Option 2 — Workplace English

Choose vocabulary that you need at work.

For example:

- meetings;
- customers;
- deadlines;
- problems;
- projects; or
- workplace communication.

Ask AI:

“Please suggest a B1 Workplace English vocabulary activity about [topic]. Focus on useful vocabulary and collocations that I can use at work.”

Option 3 — Personal Goal

Choose vocabulary for your own situation.

For example:

I want to speak more naturally about travel.

Or:

I need vocabulary for discussing environmental problems.

Ask AI:

“I am a B1 English learner. My vocabulary goal is [goal]. Please suggest useful vocabulary, phrases, and collocations that I can use for this goal.”

Practice in Your Tier

- **Tier 1 — Paper and People:** Find words for your topic in a newspaper or a book. Make word cards and practice them with a partner.
- **Tier 2 — Phone, No Internet:** Record your words and sentences, and listen every day. Send a partner a sentence by SMS.
- **Tier 3 — Limited Data:** Check meanings in Cambridge Dictionary and real examples in SKELL.
- **Tier 4 — Good Internet:** Ask AI for an activity with the prompt in your option.

Choose one goal for now.

You can explore more later.

3.7 The JBK Independent Learning Cycle

Workplace Application: Use the JBK Independent Learning Cycle (seven steps to plan and check your own learning) with workplace vocabulary. Check what you can say at work now. Plan a small goal. Choose useful vocabulary in context, and practice it. Check whether you can use it in a real situation. Think about what helped, and decide what to practice next.

Now use the learning system you learned in Part 1.

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?

Where will I use this vocabulary?

When and how will I practice?

3. Choose

Which activity or resource will I use?

Use the Resource Library or ask AI for help.

4. Practice

Complete the vocabulary activity.

Use one or two strategies.

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Use AI if it helps you.

5. Evaluate

Can I use the new words without looking at my notes?

Do I know which words go with them?

6. Reflect

What did I learn?

What worked well?

What was difficult?

Did AI help me?

7. Improve

What will I practice next?

You might:

- review difficult words;
- use them in conversation;
- find them in YouGlish;
- check their collocations in SKELL;
- write something using them; or
- ask AI for another practice activity.

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

3.8 This Week's Practice

Workplace Application: Choose a familiar workplace vocabulary task. Learn five useful words or phrases in context, notice useful collocations, use them in a short workplace speaking or writing activity, and review them later.

Plan one short vocabulary practice for this week.

My vocabulary goal: What vocabulary do I need to learn?

Vocabulary activity: What will I do to practice these words or phrases?

Resource, model, person, or AI: What will I use to help me?

My vocabulary strategy: How will I learn and remember the vocabulary?

When will I practice?

After you practice, complete your Learning Record (your notes before and after each practice) in Section 3.9.

3.9 My Learning Record

Workplace Application: In your Learning Record, you can also write the workplace situation you practiced, such as a meeting, a customer conversation, an email, or a work problem.

Your Learning Record helps you remember what you have practiced, what you have learned, and what you want to do next. Keep it in your Learning Notebook.

Use this record before and after each vocabulary practice session. A few short notes are enough.

Before I Practice

My vocabulary goal:

Words or phrases I will practice:

The strategy I will try:

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

What workplace situation did I practice?

3.10 Visit the Resource Library

Workplace Application: In the Resource Library, look for B1 resources that give you useful workplace vocabulary in context. Choose resources that match your workplace goal rather than trying to study every job-related word.

You have now learned several ways to improve your B1 vocabulary.

But these are only a starting point.

The Resource Library contains more vocabulary resources, strategies, and activities.

Look for resources that match:

- your B1 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.

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 goals.	☐	☐	☐
find useful vocabulary in real language.	☐	☐	☐
understand important words and phrases in context.	☐	☐	☐
notice common collocations.	☐	☐	☐
notice useful word families.	☐	☐	☐
use new vocabulary in meaningful situations.	☐	☐	☐
use some new vocabulary without looking at my notes.	☐	☐	☐
review and reuse vocabulary in different situations.	☐	☐	☐
check how well I know a word.	☐	☐	☐

Independent Learning

I can...	Yes	Sometimes	Not yet
choose suitable B1 vocabulary resources.	☐	☐	☐
use a few strategies to learn vocabulary.	☐	☐	☐
use AI to help my vocabulary learning.	☐	☐	☐
keep a useful vocabulary notebook.	☐	☐	☐
record which strategies help me.	☐	☐	☐
decide what vocabulary I need to practice next.	☐	☐	☐

Workplace Self-Assessment

I can...	Yes	Sometimes	Not yet
choose B1 vocabulary that is useful for my work.	☐	☐	☐
understand important workplace words and phrases in context.	☐	☐	☐

I can...	Yes	Sometimes	Not yet
use useful workplace vocabulary in familiar situations.	☐	☐	☐
use some workplace collocations and word forms.	☐	☐	☐
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 Application: Which workplace words or phrases can I use now? In which familiar work situation will I use them? Which words are still difficult? Did practicing the vocabulary in a realistic workplace situation help me remember and use it?

Think about your experience.

- Which words can I use now?
- Which words do I still recognize but not use?
- Which collocations did I learn?
- Which strategy helped me most?
- Did learning words in context help me?
- Did AI help me? How?
- Which resource was useful?
- Where will I use these words again?
- Which words are worth reviewing?
- What vocabulary do I need next?

Record your answers in your Learning Notebook.

4.3 Independent Learning Tip

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

Don't try to learn every word you see.

Choose vocabulary that is useful for your goals.

Learn words in context.

Notice collocations.

Practice meaningful use.

Review the vocabulary.

Then use it again.

Remember:

Knowing a word when you see it is not the same as being able to use it.

Your goal is not simply:

“I know this word.”

Your goal is:

“I can use this word when I need it.”

4.4 Your Next Step

Workplace Application: Choose five words or phrases you need for one familiar workplace situation. Learn them in context, practice them, use them in a short workplace activity, and review them later.

Look at the vocabulary you studied today.

Choose three to five important words or phrases.

For each one, ask:

- Do I understand it?
- Do I know how it is used?
- Do I know a useful collocation?
- Can I remember it?
- Can I use it myself?
- Where will I use it again?

Then choose your next action, using the Improve step of the JBK Independent Learning Cycle in Section 3.7.

Your learning continues after the chapter ends.

4.5 Remember

Vocabulary learning is not:

See a word → Memorize it → Take a quiz

Instead:

Learn → Understand → Practice → Use → Evaluate → Reuse

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 and other tools when they are useful.

You decide what to practice next.

That is how you become your own English teacher.