

Use this table to make a note of when and where on your radio you can hear your favourite BBC World Service programmes

PROGRAMME	DAY	TIME	FREQUENCY

You can download further copies of the **Vocabulary Notebook** from the Learning English website at:  
[www.bbcworldservice.com/learningenglish/radio/studyguides/index.shtml](http://www.bbcworldservice.com/learningenglish/radio/studyguides/index.shtml)



# LEARNING english

VOCABULARY  
NOTEBOOK



## HOW DO YOU LEARN NEW VOCABULARY?

We all know how difficult it is to remember new words when learning English. But let BBC World Service help you with our **Learning English Vocabulary Notebook**.

In the notebook, we show you eight ways of recording the new words and phrases you hear when you are listening to the BBC World Service.

After each technique is explained, we give you space to record your own choice of new vocabulary. In this way, you can decide which techniques work best for you.

Finally, use the table at the back of the **Vocabulary Notebook** to make a note of when and where on your radio you can hear your favourite BBC World Service radio programmes.

## RECORDING NEW VOCABULARY

When can we say we have learnt a new word or phrase? Usually, learning a new word means that you:

- know what it means
- know how to say it
- know how to spell it
- know when and when not to use it
- know the grammar of the word (e.g. which word must follow it)

Because so much is involved in learning a new word or phrase, it is useful to use an idea or ideas to help yourself remember them. In this book, we look at eight different ideas for recording vocabulary and help you choose which you find most useful.

Don't forget, however, that *how* you learn best is a matter of personal choice. If you find that one idea isn't effective for you, try another!



**USEFUL 'CHUNKS'**

Language 'chunks' are groups of words or phrases which we can often identify as a single unit of meaning. For example, when we hear 'Would you like a cup of coffee?' we know that 'Would you like ...' means that the speaker is offering something to the listener. We say that 'Would you like ...' is a *language chunk* – if we analyse each word individually we lose the meaning.

On BBC World Service you will hear lots of language chunks which perform different functions. For example, when an announcer or presenter wants to tell you what you are going to hear, she might say:

*Coming up next is ...*

*Later, we'll be hearing about ... but now ...*

*Have you ever ... ? Well now you can ...*

**USEFUL 'CHUNKS'**

When listening to the radio, try to pick out chunks of language you hear often. Group them according to why the presenter uses them.

---

Beginning the programme ...

---

Ending the programme ...

---

Giving information about the next programme ...

---

Your own group ...

### WORD FAMILIES

Word families are groups of words which share the same base or *root*. For example, earlier we saw that a presenter is someone who presents programmes on the radio. Here, 'present' is the root, and other words are created by adding pieces to the root. So, we can 'present information' by 'giving a presentation'.

By recording your vocabulary in word families it is easy to build up your stock of words quickly. Remember, however, to make a note of the *word class* of each word. Look at this example:

photograph	noun (thing)
photograph	verb
photographer	noun (person)
photographic	adjective
photo	noun (abbreviation)

### WORD FAMILIES

Try to expand your vocabulary by building up word families based on the vocabulary you hear in your favourite programmes. The first example is done for you.

ROOT: sing	verb
singer	noun (person)
song	noun (thing)
singing	noun (activity)
ROOT:	

## RECORDING STRESS PATTERNS

As any learner of English knows, recognising the stress – or loudest part – within a word in English is very important. To identify the stress in a word, you first have to identify how many syllables or separate sound groups it has. In English, each vowel sound is in a separate sound group. So, radio has three syllables: ra-di-o. Then, you need to identify the loudest syllable. In radio, it's on the first syllable:

rā-di-o

Identifying stress is important because changes in stress can change the meaning of a word. For example, does the radio presenter:

prē – sent or pre – sēnt programmes?

The stress in this verb is on the second syllable (-sēnt).

## RECORDING STRESS PATTERNS

To make sure you say new words accurately, you should always identify and record where the stress falls. You can do this in a number of ways – with a mark above the stressed syllable, by putting a symbol before the stress, or by writing the stressed syllable in capital letters:

p <sup>h</sup> o-to-graph	
pho-'to-graph-er	
pho-to-GRAPH-ic	

## RECORDING COLLOCATIONS

As we said at the beginning of this notebook, part of learning a new word is learning which words surround it. In English, it is useful to learn word partnerships or collocations. Is your new verb usually followed by a particular preposition? Is the new noun you have noted always linked to a specific adjective? Remember to ask yourself: What does this word collocate with?

For example:

Every day I listen to the radio.

('listen to' is a frequent collocation)

Which phrasal verbs collocate with 'radio'?

switch on	the radio
tune in	
turn up	

## RECORDING COLLOCATIONS

To start your recording of collocation, listen out for the word 'programme' when you are listening to BBC World Service. Which adjectives are used to describe the programme? If you hear the same adjective being used often, it is likely that this is a strong collocation.

	programme

**LEXICAL SETS**

If you are interested in a particular subject, you usually want to know lots of different vocabulary related to that subject. A *lexical set* is a group of words linked together by topic. Within each topic, you might group words by their word class or by the sequence in which you might use them.

So our lexical set of phrasal verbs which collocate with 'radio' might be grouped:

1. switch on
2. tune in
3. turn up
4. turn down
5. turn off

We can group them like this because this is the sequence in which we usually do these actions. Remember, when noting down lexical sets, to make a note of the meaning of each word!

**LEXICAL SETS**

Listen to the news on BBC World Service. How many words can you add to your lexical set on the topic of 'The News'?

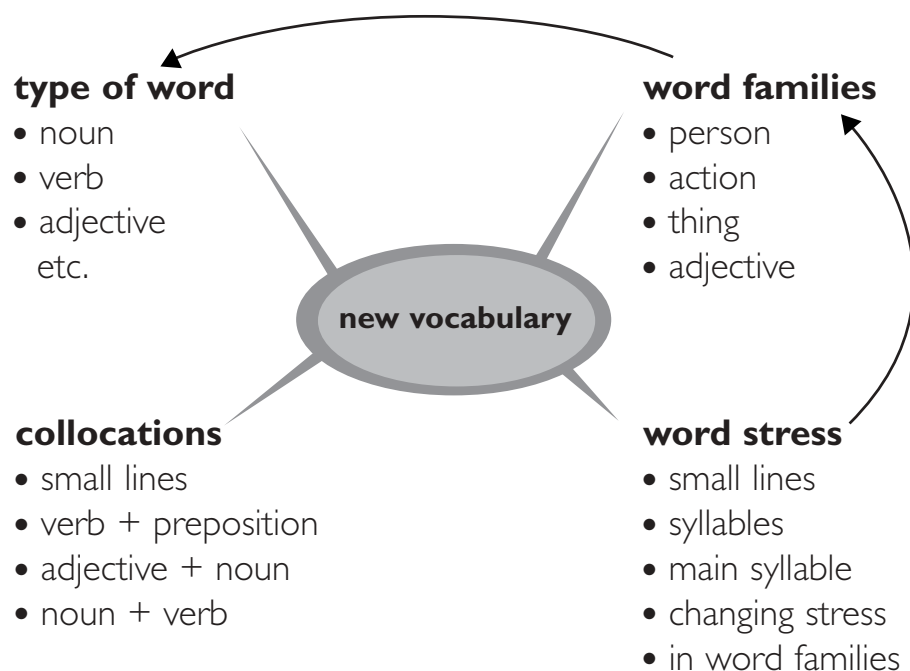
**Topic: The News**

<b>Word</b>	<b>Meaning</b>
e.g. headline	the short summary of a story in a few words



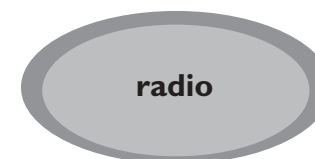
## MIND MAPS

Usually, we record new information in lists and hope that these lists help us remember the information. However, lists don't work for everyone. One alternative is to make a *mind map*. A mind map is like a picture which links together the ideas in a topic. At the centre is the main idea, and all the related ideas lead from it, just like a map. So, looking back at our recording ideas we could plan them in a mind map like this:



## MAKE YOUR OWN MIND MAP

Use this page to make a mind map of all of the vocabulary you can remember associated with the word 'radio'.



**MAKE YOUR OWN DICTIONARY**

We haven't forgotten the most common way of recording vocabulary – in alphabetical order, like a dictionary.

Remember, however, that a dictionary gives you a lot of information. It usually contains:

- a definition of the word  
(either in English or your own language)
- a guide to pronunciation
- information about the word class
- an example sentence

Of course, this can be time consuming so you need to decide how much you want to write down. However, remember that just writing down the word itself usually isn't enough!

Use this A-Z section for words which you feel are important for you and which you really need to remember!

**MAKE YOUR OWN DICTIONARY: A - D**

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



