

# B2 Grammar — General English + Workplace English

*JBK Independent Learning Program*

## Layer 1 — The Learning Goal

### 1.1 What Will I Learn?

#### CEFR Learning Objective

**B2 — Use grammar accurately and choose forms that fit my meaning and the situation.**

**I can use grammar accurately enough that my mistakes do not cause misunderstandings, and I can often correct them myself. I can choose grammar that fits my meaning and the situation.**

At B2, you already know many English grammar rules. The new challenge is to decide:

**Which grammar should I use here?**

You may know several ways to say something, but they do not always mean exactly the same thing. For example:

**I lived in London for five years.**

**I have lived in London for five years.**

**I had lived in London for five years before I moved.**

The grammar changes because the meaning and the situation change.

In this chapter, you will learn how to:

- choose the grammar that fits your meaning;
- understand the difference between similar forms;
- notice grammar in real English;
- notice how formal or informal a form is;
- make your speaking and writing more accurate;
- learn from your own mistakes; and
- decide for yourself what grammar to practice next.

### 1.2 Grammar Is More Than Rules

*Workplace Application (how to use this at work): At work, two correct forms can show a different meaning, a different level of certainty, or a different level of formality (how formal or informal your English is). Learning grammar at B2 means learning why a writer or speaker chooses one form and not another.*

At earlier levels, grammar learning often starts with one question:

**What is the rule?**

At B2, add two more questions:

**Why did the speaker or writer choose this form?**

**What difference would another form make?**

You are moving from **knowing a rule** to **understanding and choosing grammar**.

## Grammar and Meaning

Look at these sentences:

**You must leave now.**

**You have to leave now.**

**You should leave now.**

The grammar is different. More importantly, the meaning and the strength of the message are different.

Here is another example. Imagine you want to say how sure you are:

**He is probably at home.**

**He may be at home.**

**He might be at home.**

You are not doing a grammar exercise. You are showing how certain you are. Ask:

**How certain do I want to sound?**

That is a B2 grammar question.

## 1.3 Grammar and Formality

*Workplace Application: At work, you may need different grammar when you write to a customer, a colleague, a manager, or a professional audience. Think about your relationship, your purpose, and how formal the situation is.*

Grammar can change with the situation. You may use different forms when you speak with a close friend, a colleague, a customer, a manager, or a professional audience.

Imagine that you want to make a suggestion:

**You should talk to your manager.**

**You could talk to your manager.**

**You might want to talk to your manager.**

**It may be advisable to discuss the matter with your manager. (more formal)**

Or imagine that you want to ask for something:

**Can you send me the information?**

**Could you send me the information?**

**I would appreciate it if you could send me the information.**

All of these are correct. But they are different in strength, politeness, and formality.

Before you choose a form, ask:

- Who am I speaking or writing to?
- What is my purpose?
- How formal is the situation?
- Which form shows what I really mean?

At B2, choosing grammar is part of communicating well.

## 1.4 Your B2 Grammar Goal

*Workplace Application: If you use English at work, choose a grammar goal connected to a real need — for example, making polite requests in emails, giving recommendations, or reporting what a customer said.*

There is no one grammar goal that is right for every B2 learner. Your goal should come from your own needs.

You might want to:

- speak more accurately;
- write more clearly and exactly;
- explain more complex ideas;
- talk about possibilities and results;
- show how certain you are;
- report what other people said;
- sound polite and professional; or
- understand formal English.

Use the “I Can” statements of the CEFR (the European scale of language levels, from A1 to C2) to help you choose a goal. Then make it personal. For example:

**I can express myself clearly and develop my ideas in conversation.**

might become:

**I want to practice different ways to show possibility and certainty when I discuss the news.**

## 1.5 Two Ways to Learn Grammar

You learned about inductive learning (finding the rule from examples) and deductive learning (learning the rule first, then using it) at A2. They are still useful at B2.

### Inductive Learning — Start with Examples

**Examples → Notice → Compare → Make a guess about the rule → Check → Practice → Use**

At B2, don't only ask “What rule do I see?” Also ask:

**Why did the writer choose this form and not another one?**

### Deductive Learning — Start with an Explanation

**Rule → Examples → Compare → Practice → Use**

A short, clear explanation can save time when a grammar point is complicated. Then you can go back to examples and see how the explanation works in real English.

### Use Both

You don't have to choose one way. For difficult B2 grammar, you can find examples, make a guess about the rule, check it in a reliable explanation, and then compare it with similar forms.

**Use discovery when it helps you learn. Use an explanation when it saves you time.**

## 1.6 Accuracy and Your Mistakes

At B2, accuracy (using correct English) becomes more important. But knowing the correct form is not enough. Compare:

**I have been working here since five years. ✕**

**I have been working here for five years. ✓**

Correcting the form is important. Then ask:

**Can I use the correct form naturally when I speak?**

Your mistakes also give you useful information. Instead of thinking “I made a mistake,” think:

**I found something I need to learn.**

For example, if you often make mistakes with **the**, your goal might be:

**I want to understand when English uses “the” and when it doesn’t.**

You will learn how to turn mistakes into practice in Section 4.4.

## 1.7 AI as a Grammar Learning Partner

At B2, AI is useful because you can ask it to help you explore differences and choices, not only explain rules.

You can ask AI to:

- explain the difference between two or more forms;
- give you examples in different situations;
- help you find a pattern in examples;
- explain why one form fits a situation better;
- find patterns in your own mistakes; and
- create practice for your needs.

But remember:

**AI can help you explore grammar. You decide what you understand and what you need to practice.**

## 1.8 Becoming Your Own Grammar Teacher

As you become your own English teacher, ask yourself:

**What grammar do I need?**

**What do I already know? What am I still confused about?**

**What is the difference between these forms?**

**Which form fits this situation?**

**How can I practice it, and how will I know I have improved?**

These questions help you take control of your grammar learning.

The B2 goal is not “I know more grammar.” It is:

**I can choose and use grammar that shows my meaning accurately and appropriately.**

## Layer 2 — The Learning Method

### 2.1 How Can I Improve My Grammar at B2?

At B2, you already know how to learn grammar. Now you learn to go deeper: into meaning, certainty, tone, and formality.

You do not need to study every grammar point. Choose the grammar you need, and practice it until you can use it when you communicate.

### 2.2 The B2 Grammar Learning Process

*Workplace Application: Use the same process with workplace grammar. Notice the forms used in professional emails, reports, and meetings, and find out how they work. Compare them with other forms, and choose the one that fits your purpose. Practice it, and use it in a real message.*

Use the same six steps you used at B1:

**Notice → Understand → Compare → Choose → Practice → Use**

At B2, you go deeper in each step. Reviewing and reflecting are part of the JBK Independent Learning Cycle (seven steps to plan and check your own learning) in Section 3.5.

#### Step 1 — Notice

Find examples of the grammar in real or realistic English. Don't start by memorizing a rule. Look at these sentences:

**If I have time, I'll call you.**

**If I had more time, I'd call you.**

**If I had known about the problem, I would have called you.**

Ask:

- What do I notice?

- What changes from one example to another?
- What is different about the situations?

## Step 2 — Understand

Find out how the grammar works. You can use your course materials, a reliable grammar reference, your teacher, the Resource Library (a list of free websites and tools in Part 3), or AI.

Try to understand two things:

**Form:** How is it made?

**Meaning:** What does it show?

At B2, don't stop at "What is the rule?" Also ask:

**What does this form help me say?**

## Step 3 — Compare

This step is especially important at B2. Put similar forms next to each other:

**I stopped smoking.**

**I stopped to smoke.**

The forms look similar, but the meanings are different. Ask:

- What is the difference?
- What happens if I change the form?
- Which form fits this situation?

Comparing helps you see grammar as a set of choices.

## Step 4 — Choose

When you communicate, you often have several possible forms. Choose the one that shows your meaning best. Ask:

- What do I want to say?
- How certain am I?
- How formal is the situation?
- What is my relationship with the other person?
- What do I want to emphasize?

Look back at the suggestion examples in Section 1.3. All of them are possible, but they are not the same in meaning, tone, or formality.

**A grammar choice is a communication choice.**

## Step 5 — Practice

Start with controlled practice if you need it. Then move toward real communication:

**Controlled** → **Guided** → **Personal** → **Communicative**

**Controlled:** Complete sentences or choose the correct form.

**Guided:** Use the grammar to answer specific questions.

**Personal:** Use the grammar to talk or write about your own life and ideas.

**Communicative:** Use the grammar in a real conversation, discussion, workplace situation, or piece of writing.

## Step 6 — Use

Now use the grammar while you think mainly about your message. For example, instead of doing an exercise on conditionals, discuss:

**What would you do if you suddenly received \$100,000?**

**What would you have done differently if you had known about the problem earlier?**

The grammar becomes a tool for sharing your ideas.

**Practice the grammar** → **Use the grammar to communicate**

## 2.3 Grammar in Context

At B2, don't study grammar only in single sentences. When you can, study it in conversations, articles, emails, interviews, stories, presentations, and reports.

Ask:

**Why was this form the right choice here?**

This question is often more useful than "What is this grammar called?" The name can help, but understanding how and why a form is used is more important.

## 2.4 Eight Strategies for B2 Grammar

Use different strategies (ways to help you learn) for different problems.

## Strategy 1 — Noticing

When you read or listen, ask: **What form did the speaker or writer choose?** Don't try to analyze every sentence. Choose one feature to look at closely.

## Strategy 2 — Comparing

Put similar forms next to each other:

**I have lived here for ten years.**

**I lived there for ten years.**

Ask: What is different? Why? Comparing can show differences that are hard to see from a rule alone.

## Strategy 3 — Contextualizing

Put grammar into a situation. Instead of practicing **If I were...** by itself, answer a question such as:

**If you could change one thing about your town, what would you change?**

Now the grammar has a real purpose.

## Strategy 4 — Personalizing

Use grammar to talk or write about your own life, experiences, opinions, and plans. For example, after you learn a way to talk about regret, say or write three things you would change about the past.

## Strategy 5 — Retrieval

Close the book. Put away your notes. Try to use the structure from memory. Then check. Retrieval (remembering without looking) helps you move from knowing grammar when you see it to using it.

## Strategy 6 — Spaced Review

Come back to a grammar point after some time has passed. For example:

**Today → Tomorrow → Three days later → One week later**

The exact schedule is not important. The important thing is: don't study a grammar point once and think you have learned it.

## Strategy 7 — Error Analysis

Keep track of mistakes that you make again and again. For each one, ask:

- What did I say?
- What should I have said?
- Why did I make the mistake?

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- What can I do to avoid it?

Use your Grammar Error Log (a table of mistakes you often make) in Section 4.4.

## Strategy 8 — Self-Correction

When you can, give yourself time to notice and fix a mistake:

**Yesterday I have — had — an appointment.**

You noticed the problem and corrected it yourself. This helps you become an independent learner.

## 2.5 My Strategy Record

Each time you practice grammar, write down the strategy you tried, whether it helped you, and why.

My grammar goal:

---

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

**You do not need to use every strategy. Choose a strategy, try it, reflect on it, and decide if it works for you.**

## 2.6 My Grammar Choices

*Workplace Application: Add grammar choices from your work, such as polite requests, recommendations, or formal phrases from emails and reports.*

Keep a **Grammar Choices** section in your Learning Notebook (your own notebook for this course). For each grammar point, write:

Grammar point:

---

Examples I noticed:

---

Similar forms and the difference in meaning:

---

When would I use each form?

---

My own example:

---

This turns your grammar study into your own learning resource.

## 2.7 Remember

At B2, grammar learning is about **choice**. Use the six-step process:

**Notice → Understand → Compare → Choose → Practice → Use**

Don't only ask, "Is this grammar correct?" Also ask:

**Is this the best choice for what I want to say?**

Knowing grammar is useful. Using grammar is essential.

**Choosing grammar well is advanced communication.**

# 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. The goal is the same in every tier.

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- **Tier 1 — Paper and People:** a grammar book, a notebook, and a partner if you have one.
- **Tier 2 — Phone, No Internet:** any phone with a voice recorder, and text messages (SMS).
- **Tier 3 — Limited Data:** light grammar websites and AI in text.
- **Tier 4 — Good Internet:** AI, full websites, and online resources.

Each tier adds to the tiers before it, so the lower tiers are useful for everyone.

## 3.1 Partner and AI Roles

*Workplace Application: AI can explain grammar in professional messages, compare forms, create workplace examples, check your choices, and create practice. You are still responsible for the final message and your grammar decisions.*

### Tier 1 — Paper and People

**Grammar Investigator:** You and a partner collect examples of one structure from newspapers, books, or work documents. Together you find the pattern and write your own rule.

**Error Partner:** You exchange a page of writing with a partner. Each of you marks the mistakes that happen again and again. You correct your own mistakes.

If you have no partner, use your Grammar Error Log (Section 4.4). Choose the two mistakes you make most often, and practice those first.

### Tier 2 — Phone, No Internet

**Recorder:** Record a two-minute explanation or story. Listen with your paper in front of you. Mark grammar mistakes, rewrite them on paper, and record again.

**Text Messages (SMS):** Send a partner one idea in two forms, such as an informal and a more formal version. Ask which one fits the situation. SMS needs no internet, but your plan may charge for each message, so use it only sometimes.

### Tier 3 — Limited Data

**Light Grammar Websites:** Perfect English Grammar, Englishpage.com, and UsingEnglish.com have explanations and exercises. All three are in the Low-Data Edition of the Resource Library (its short list of websites that use little data).

**AI in Text:** Paste your own sentences and ask AI to explain the patterns in your mistakes. Text uses very little data.

### Tier 4 — Good Internet

At B2, AI can play several roles. Choose the role that matches your goal.

## Grammar Tutor

Ask AI to explain a grammar point. Tell it your CEFR level, the problem you have, and how much explanation you want.

## Grammar Investigator

Give AI examples and ask it to help you find the pattern:

**“I will give you ten examples. Help me find the grammar pattern. Don’t give me the rule immediately. Ask me questions that help me discover it.”**

## Comparison Coach

**“Explain the difference between these two forms in meaning, situation, and formality. Give me examples and then let me practice choosing between them.”**

## Error Analyst

**“Find the grammar mistakes I make again and again in these examples. Group them by type and tell me which two I should practice first.”**

## Practice Partner

Ask AI to create a conversation in which you need to use a certain structure. The grammar becomes part of communication.

## Communication Coach

**“Give me three ways to say this idea: one informal, one neutral, and one more formal. Explain the grammar choices and the difference in tone.”**

## Study Coach

**“I have 20 minutes a day. Help me create a one-week plan to improve my use of conditionals in conversation.”**

## 3.2 Scripts and AI Prompts

*Workplace Application: You can adapt a prompt (the message you write to AI) to your job. For example: “I am a B2 English learner. Give me three ways to make this request to a customer: [request]. Explain how the grammar changes the tone. Then let me write my own version.”*

Every tier has the same three tasks: discover the rule, get a short explanation, and learn from your own English. Only the tool is different.

## Tier 1 — With Paper and a Partner

**Discover the Rule:** Collect eight examples of one structure from real texts. Write your own explanation. Then compare it with a grammar book.

**A Short Explanation:** Read the explanation in a grammar book. Write it again in no more than five sentences, with three examples and one common mistake.

**Learn from My Own English:** Your partner marks the grammar mistakes in five of your sentences without correcting them. You find the pattern and correct them yourself.

## Tier 2 — With Your Phone

**Discover the Rule:** Read your eight examples aloud and record them. Listen. When and why is the structure used?

**A Short Explanation:** Record yourself explaining the rule in one minute, as if to another learner. Listen. Is your explanation clear and correct?

**Learn from My Own English:** Record a two-minute talk. Listen with your paper in front of you. Write down every sentence with a mistake, and rewrite it on paper.

## Tier 3 — Websites and Text Prompts

**Discover the Rule and A Short Explanation:** Check your own explanation on Perfect English Grammar or Englishpage.com. Then do one exercise.

**Learn from My Own English:** Prompt 3 under Tier 4 is a text prompt. It uses little data, so you can use it too.

## Tier 4 — AI Prompts

### Prompt 1 — Discover the Rule (Inductive)

**“Give me eight B2 examples using [grammar point] in different situations. Don’t explain the grammar yet. Ask me questions that help me discover when and why speakers use it.”**

Look at the examples, find the pattern, and write your own explanation. Then ask AI to check it, and compare it with a reliable grammar reference.

### Prompt 2 — A Short Explanation (Deductive)

**“Explain this grammar difference at B2 level in no more than five sentences. Give me three examples and one common mistake.”**

Then practice.

### Prompt 3 — Learn from My Own English

**“Here are five sentences I wrote. Don’t simply correct them. Explain the patterns in my mistakes and give me three short exercises based on those mistakes.”**

Do the exercises. Then write or say new examples without looking at the corrections.

## 3.3 AI Should Not Do the Student’s Job

Be careful. If AI always explains, answers, corrects, writes, chooses, and evaluates for you, you may start to depend on it.

Instead, ask AI to make you think. For example:

**“Don’t give me the answer yet. Ask me questions that help me choose the correct form.”**

Don’t just read an AI explanation and move on. Use it as a starting point for practice and real use.

**AI helps. You do the learning.**

## 3.4 Grammar and the Other Skills

Grammar is connected to the other skills.

**Listening:** Notice grammar in real speech.

**Reading:** Notice how writers use grammar to organize and connect ideas.

**Speaking:** Use grammar to say what you mean without much preparation.

**Writing:** Take time to choose grammar carefully.

**Vocabulary:** Learn grammar patterns together with words.

**Pronunciation:** Notice how grammar words affect stress, rhythm, and connected speech.

**Grammar should help you communicate. It is not a separate exercise.**

### Practice in Your Tier

- **Tier 1 — Paper and People:** Notice grammar in newspapers, books, and work documents. Practice your two most common mistakes with a partner.
- **Tier 2 — Phone, No Internet:** Record a talk, mark mistakes on paper, and record it again. Practice formal and informal forms by SMS.

- **Tier 3 — Limited Data:** Use Perfect English Grammar, Englishpage.com, or UsingEnglish.com, and AI in text.
- **Tier 4 — Good Internet:** Use the AI roles and prompts in Sections 3.1 and 3.2.

## 3.5 The JBK Independent Learning Cycle

*Workplace Application: Use the JBK Independent Learning Cycle with workplace grammar. Check what you can do now in work emails or meetings. Plan a goal for a real reader or listener. Choose examples and an activity, and practice. Check whether your grammar fit the meaning and 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?

Which grammar point do I need?

Who is my reader or listener, and how formal is the situation?

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 grammar activity.

Use one or two strategies.

Use AI if it helps you.

## 5. Evaluate

Did I choose the form that fits my meaning and the situation?

Was my grammar accurate enough that my meaning was clear?

Can I use it without stopping to think about the rule?

## 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 the grammar point later (spaced review);
- compare it with another similar form;
- do more speaking or writing practice;
- add a mistake to your Error Log;
- choose a new grammar point; or
- ask AI for new practice.

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

## 3.6 How the Grammar Process Fits the Cycle

You now have two processes:

**The B2 grammar process:** Notice → Understand → Compare → Choose → Practice → Use

**The JBK Independent Learning Cycle:** Assess → Plan → Choose → Practice → Evaluate → Reflect → Improve

They work together. The grammar process happens inside the cycle:

**Assess:** What can I do now? Look at your writing or your Error Log.

↓

**Plan:** Set one grammar goal for a real reader or listener.

↓

**Choose:** Choose examples, an explanation, or an activity.

↓

**Practice:** Notice → Understand → Compare → Choose → Practice → Use

↓

**Evaluate:** Did my grammar fit my meaning and the situation?

↓

**Reflect:** What helped? What was difficult?

↓

**Improve:** Choose your next step. Review later. Then begin the cycle again.

## 3.7 This Week's Practice

*Workplace Application: Choose a grammar task connected to a real work situation. Compare grammar choices for meaning, tone, and formality. Then use the best form in a realistic workplace email, message, or conversation.*

Plan one grammar practice for this week.

My grammar goal: What grammar do I need to practice?

---

Why this matters: Where will I use it, and with whom?

---

Grammar activity: What will I do to practice it?

---

My tier (1, 2, 3, or 4): What will I use to help me?

---

My grammar strategy: How will I learn and remember it?

---

When will I practice?

---

After you practice, complete 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 2.5.

## 3.8 My Learning Record

*Workplace Application: In your Learning Record, also write the workplace situation you practiced and the tone or level of formality you needed.*

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 grammar practice. A few short notes are enough.

### Before I Practice

My grammar goal:

---

Examples I found:

---

Similar forms I need to compare:

---

The strategy I will try:

---

### After I Practice

Can I recognize the grammar when I read or hear it?

---

Can I explain the difference between the forms?

---

Can I choose the form that fits the meaning and the situation?

---

What mistakes did I make?

---

What helped me?

---

What will I practice next?

---

## Workplace English

*What workplace situation did I practice?*

---

*What tone or level of formality did I need?*

---

Your records can help you see your progress over time.

## 3.9 Visit the Resource Library

*Workplace Application: If you choose a workplace grammar resource, make sure it is at B2 level. Look for professional emails, reports, and meeting language that show grammar choices in real situations.*

Let's visit the Resource Library now.

At B2, don't search for "B2 grammar exercises." Search for exactly what you need. For example:

**"Examples showing the difference between must, have to, should, and might in workplace communication."**

Look for resources that match:

- your B2 level;
- your grammar goal;
- General English or Workplace English; and
- your interests.

Choose a few resources that look useful. Try one. Then decide whether it is helping you. If it is useful, keep it. If not, choose another resource.

**The Resource Library gives you choices. You decide what you need.**

## Layer 4 — Reflection and Growth

### 4.1 Put Grammar to Work

Choose a real or realistic situation. For example:

- discuss an important issue;
- tell a story about an experience;
- give advice or make a recommendation;
- disagree politely;
- write an email or a short report; or
- take part in a meeting.

#### The B2 Grammar Challenge

**Step 1 — Prepare:** What do I want to say? What grammar might help me say it?

**Step 2 — Communicate:** Speak or write naturally. Don't stop every few seconds to think about grammar.

**Step 3 — Review:** Look for mistakes, forms you avoided, forms you used well, and places where another form might show your meaning better.

**Step 4 — Improve:** Choose one or two things to practice. Then try the task again.

There is not always one “correct” answer. But there is often a better choice for the situation.

### 4.2 Grammar in Writing and Speaking

#### Writing

Writing gives you time to choose grammar carefully. After you write, check:

**Accuracy:** Is the grammar correct?

**Variety:** Do I use a good range of structures?

**Clarity:** Does the grammar make my meaning clear?

**Formality:** Does the grammar fit the reader and the situation?

**Effect:** Does the grammar show the emphasis or tone I want?

## Speaking

Speaking needs faster decisions. You may not have time to remember every rule. That is why practice matters.

If you make a mistake, don't panic:

**Notice → Correct yourself → Continue**

If you can't correct it right away, keep communicating and review the problem later.

## 4.3 When Someone Doesn't Understand You

*Workplace Application: If a colleague or customer doesn't understand your message, rephrase it with simpler grammar and check that the key information is clear.*

Sometimes grammar makes a message hard to understand. If someone doesn't understand you, try:

**Slow down → Repeat → Rephrase → Give an example → Check**

You can also choose a simpler structure. Remember:

**The purpose of grammar is communication.**

## 4.4 My Grammar Error Log

Keep a record of important mistakes that you make again and again.

| My error | Correct form | Why did I make it? | My new example |
|----------|--------------|--------------------|----------------|
|          |              |                    |                |
|          |              |                    |                |
|          |              |                    |                |
|          |              |                    |                |

Don't record every small mistake. Choose mistakes that:

- happen often;
- change the meaning;
- are important for your goals; or
- show a grammar difference you want to learn.

## Turn Mistakes into Practice

Suppose you often confuse **used to** and **be used to**. Don't only write the correction. Use the process:

**Notice the mistake** → **Understand the difference** → **Compare examples** → **Practice** → **Use the forms in your own sentences** → **Review later**

Then check whether the mistake comes back.

**Your mistakes can become your next learning goal.**

## 4.5 Your Grammar Portfolio

Your grammar portfolio can show what you can do with grammar, not only what you have studied. You might keep:

- examples of your writing;
- recordings of your speaking;
- corrected work;
- examples that show better grammar choices;
- your reflections; and
- your grammar goals.

**Your portfolio should show progress, not perfection.**

## 4.6 Self-Assessment — “I Can...”

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

### Grammar

| I can...                                                | Yes                      | Sometimes                | Not yet                  |
|---------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| discover grammar patterns from examples.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| understand how form and meaning are connected.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| compare similar forms and explain the difference.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| choose grammar that fits the meaning and the situation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| choose grammar that fits the level of formality.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| I can...                                                  | Yes                      | Sometimes                | Not yet                  |
|-----------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| use a range of grammar structures when I speak and write. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| use grammar accurately enough that my meaning is clear.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| notice and correct some of my own mistakes.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Independent Learning

| I can...                                                        | Yes                      | Sometimes                | Not yet                  |
|-----------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| identify my own grammar needs.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| find useful examples and explanations.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| use AI as a grammar learning partner.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| use the JBK Independent Learning Cycle to organize my practice. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| learn from my own mistakes.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| decide what grammar to practice next.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Workplace Self-Assessment

| I can...                                                                   | Yes                      | Sometimes                | Not yet                  |
|----------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|
| choose grammar that fits a professional message.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| make polite requests and recommendations at different levels of formality. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| show how certain I am in a workplace discussion.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| check my workplace writing for accuracy and tone.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| choose a B2 workplace grammar activity that matches my goal.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

**Your goal is to choose and use grammar more confidently.**

## 4.7 Reflection

*Workplace Reflection: Think about a workplace situation where you used English. Did your grammar show the meaning and tone you wanted? What would you change next time?*

Think about your experience in this chapter. Complete these statements:

- Something I understand better now:

- A grammar difference I can now explain:
- A grammar problem I still have:
- A grammar choice I am learning to make:
- A strategy that helped me:
- A useful way AI helped me:
- My next grammar goal:

Record your answers in your Learning Notebook.

## 4.8 Your Next Step

*Workplace Application: Choose one B2 workplace grammar need, such as polite requests in emails. Then use the JBK Independent Learning Cycle to practice it.*

Choose one grammar goal and use the JBK Independent Learning Cycle from Section 3.5:

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

Find examples, compare forms, practice, and use the grammar to communicate. Then begin the cycle again.

## 4.9 Remember

A teacher, a grammar book, AI, and other resources can all explain grammar. But none of them can do the learning for you.

Keep these principles in mind:

**Grammar is about meaning.** Ask what a form shows.

**Grammar is about choice.** Ask why one form fits a situation.

**Grammar needs practice.** Understanding a rule does not mean you can use it naturally.

**Your mistakes are useful.** They show you what to learn next.

**AI is a tool.** Use it to help you think, explore, and practice.

Your grammar process is:

**Notice → Understand → Compare → Choose → Practice → Use**

Your independent-learning cycle is:

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

Your goal is not perfect grammar in every situation.

**Your goal is to choose and use grammar well for your own purposes.**

That is how you become your own English teacher.