

B2 Reading — General English + Workplace English

JBK Independent Learning Program

Layer 1 — The Learning Goal

1.1 What Will I Learn?

CEFR Learning Objective

B2 — Understand more complex ideas, relationships, and meanings in longer texts.

I can understand the main ideas of complex texts on concrete and abstract topics, including technical texts in my field. I can recognize the writer's purpose and different viewpoints.

Workplace Application (how to use this at work): At work, B2 reading means understanding longer professional texts, such as reports, emails, policies, proposals, and procedures. You find the information you need for a task or decision. You recognize the purpose and different viewpoints, and you compare sources. Then you use what you read to communicate, solve problems, or make decisions.

In this chapter, you will learn how to:

- understand the main ideas in longer and more complex texts;
- find important details and supporting information;
- recognize the writer's purpose and different viewpoints;
- use strategies (ways to help you learn) that match your reading goal;
- guess the meaning of new words from context (the words and situation around a word);
- summarize and organize information;
- compare information from different sources;
- think about evidence and check important information;
- use AI to support your thinking; and
- evaluate your progress and choose your next step.

You do not need to understand every word. A good reader knows when a word is important and when it is possible to continue without it.

At B2, you can also begin to ask:

Can I trust this information? What evidence supports it?

1.2 Why Should I Care About Reading?

Workplace Application: At work, reading helps you use information from a report or professional article to explain a problem, compare options, make a decision, or recommend an action.

You read English for many reasons: emails and reports, news articles, websites, work documents, academic texts, instructions, reviews, and topics that interest you.

Good reading helps you:

- understand information;
- learn vocabulary in context;
- make informed decisions;
- study independently;
- solve problems; and
- take part in professional and academic activities.

At B2, reading helps you think with information, not only understand it.

1.3 Your Reading Goal

Workplace Application: Your workplace goal might be: “I want to understand the main points of reports in my field,” “I want to compare two proposals,” or “I want to understand a workplace policy well enough to explain it to a colleague.”

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

You can use the “I Can” statements of the CEFR (the European scale of language levels, from A1 to C2) to help you choose a goal. For example:

I can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in my field.

If a CEFR statement is difficult to understand, ask AI:

“Please explain this B2 CEFR reading objective in simple English and give me three examples of what I might be able to do.”

You might choose a goal related to work, study, professional development, the news, a hobby, or another situation that is important to you. For example:

I want to understand articles about my profession.

I want to compare different opinions about a topic that interests me.

1.4 How AI Can Help You Learn Reading

Workplace Application: When you use AI with workplace documents, read the original document yourself. Use AI to question, clarify, or organize your thinking, but check important workplace information against the original source.

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You can ask AI to:

- explain difficult language or a difficult paragraph;
- create reading questions and more practice;
- help you find the main idea and different viewpoints;
- compare two texts;
- challenge your interpretation (your own understanding of the text);
- help you think about evidence; and
- help you find useful resources.

AI can be your **Reading Coach**, **Practice Partner**, and **Learning Assistant**.

But remember:

AI should support your thinking, not replace it.

You still need to read the original text, decide what you think it means, and check important information for yourself.

Layer 2 — The Learning Method

2.1 How Can I Improve My Reading?

There are many ways to improve your reading. In this chapter, you will try a few strategies and tools that are very useful for B2 learners. You do not need to use every strategy. Try different strategies and find out which ones work best for you.

At B2, your role becomes more active. You decide what you need to learn, which resource to use, which strategy to try, and what to do next.

The important question changes from:

What does the text say?

to:

What can I do with this information? How strong is the information?

2.2 The B2 Reading Process

Workplace Application: Use the same process for a workplace document. Look at the title, sender, and type of document, read for the main point, choose a strategy that fits the task, use the information at work, and then review whether you reached your goal.

A useful reading process is:

Read → Understand → Practice → Communicate → Review

Reflecting on your learning is part of the JBK Independent Learning Cycle (seven steps to plan and check your own learning) in Section 3.4.

Step 1 — Read

Before reading, look at the title, headings, pictures or charts, the type of text, the writer or organization, and the date.

Ask yourself:

- What is this text about?
- Why am I reading it?
- What do I already know?
- What do I expect to learn?

Make a quick prediction. Then read once for the general meaning. Don't stop at every new word. First, understand the bigger picture.

Step 2 — Understand

Read the text again. Try to find the main idea, important details, supporting information, key vocabulary, the writer's purpose, and any different viewpoints.

Ask:

What is the writer mainly trying to tell me? What information supports this idea?

If the text gives an opinion, ask:

What reasons or evidence does the writer give?

Step 3 — Practice

Choose a strategy that matches your goal. For example:

Understand the general meaning → Skim the text.

Find specific information → Scan for key words.

Understand a difficult longer text → Use SQ3R.

Remember and organize information → Use Cornell Notes.

Understand a new word → Guess its meaning from context.

Choose the strategy because it fits the goal.

Step 4 — Communicate

Use what you read. You can:

- summarize the text or explain the main idea;
- compare two viewpoints;
- give your own opinion;
- explain the information to another person or discuss it with AI; or
- use information from the text to solve a problem.

At B2, move beyond “What does the text say?” Also ask:

What do I think about it? What can I do with this information?

Step 5 — Review

Workplace Application: Evidence for a workplace reading goal might be explaining a report correctly, finding a deadline or requirement, summarizing a policy, comparing two recommendations, or using information from a document to make or explain a decision.

Look again at important vocabulary, useful expressions, difficult sections, and your notes. If you used a strategy, ask: **Did this strategy help me?** A strategy may work well for one type of text but not for another. That is useful information about your own learning.

Then return to your CEFR goal and look for **evidence** that you reached it. Ask:

What can I do now that shows I reached my goal?

For example, you might be able to explain the main idea, find important supporting details, summarize the text, explain the writer’s purpose, compare two viewpoints, or find evidence for a claim.

If you are not sure what evidence would be useful, ask AI:

“My reading goal is [goal]. What could I do to show that I reached this goal? Give me three possible ways to check my progress.”

You are not only asking, “**Did I finish the activity?**” You are asking, “**Did I reach my learning goal, and what evidence do I have?**”

2.3 A Few Reading Strategies

Workplace Application: Choose a strategy because it fits the workplace task. A report, a policy, an email, and a schedule may need different strategies. For example, skim a report before a meeting, and scan a schedule for a deadline.

We cannot teach every reading strategy in one chapter. Here are a few useful tools. You can explore more in the Resource Library (a list of free websites and tools in Part 3).

Predict

Before reading, use the title, headings, and other information to predict the content. After reading, compare your prediction with the text. This helps you connect what you already know with new information.

Skim

Read quickly to understand the general meaning. Look at the title, headings, first sentences, repeated ideas, and important words. Skimming helps you see the overall structure of a text.

Scan

Scan when you need specific information, such as names, numbers, dates, places, deadlines, or key terms. Scanning saves time when you don't need to read every sentence carefully.

Identify the Writer's Purpose

Ask: **Why did the writer create this text?** The writer may want to give information, explain something, persuade the reader, compare ideas, describe a problem, or present an opinion. For example, a report may inform, a proposal may persuade, a policy may explain rules, and an email may ask for action.

Compare Viewpoints and Sources

When a text includes different opinions, or when you read two sources, compare their main ideas, details, opinions, evidence, and conclusions. Ask:

- What does each writer or group think?
- What reasons and evidence do they give?
- Where do they agree and disagree?
- Why does the difference matter?

Summarize

Explain the main information in your own words. A good summary is shorter than the original text. It includes the important ideas without copying the text.

Rebecca Oxford Learning Strategies

Rebecca Oxford (a researcher who studied how people learn languages) described many strategies that language learners can use. Try different strategies and keep a record of the ones that help you. For B2 reading, two useful examples are:

Cognitive Strategy — Taking Notes

Write short notes about main ideas, important details, useful vocabulary, questions, and connections between ideas. Don't copy the whole text.

Compensation Strategy — Guessing from Context

When you meet a new word, look at the words around it. Think about the sentence, the paragraph, the topic, and the writer's purpose. Ask: **What could this word mean here?** Make a good guess and keep reading if the word is not important. Check it later if it is important.

For more Oxford strategies, visit the Resource Library.

Metacognitive Strategies

Metacognitive strategies help you plan and check your own learning.

Planning

Before reading, decide: What is my goal? Why am I reading? What strategy might help? How much time do I have? For example:

My goal is to understand the main arguments in this article. I will skim it first and then read the important sections carefully.

Monitoring

While reading, check your understanding. Ask:

- Do I understand the main idea and the important details?
- Which part is difficult?
- Is my strategy helping me, or should I change it?

For example:

I understand the topic, but I don't understand the writer's main argument. I will reread the introduction and conclusion.

2.4 SQ3R — A Tool for Longer Texts

Workplace Application: SQ3R can help with longer workplace documents such as reports, manuals, professional articles, and training materials.

SQ3R is useful for textbook chapters, reports, long articles, and course assignments. It is not **the** B2 reading method. It is one tool you can choose when it helps.

Survey → Question → Read → Recite → Review

Survey: Look quickly at the title, headings, pictures, important words, and general structure.

Question: Ask questions about what you expect to learn.

Read: Read carefully to find the answers.

Recite: Look away from the text. Explain the important information in your own words.

Review: Look back at the text and your notes. Check what you remember.

2.5 Cornell Notes — A Tool for Organizing Information

Workplace Application: Cornell Notes can help you organize information from longer workplace texts when you need to remember a procedure, prepare for training, or connect information from several parts of a document.

Cornell Notes help you organize information from a longer text. They are useful when you need to remember information, study a longer text, or prepare for an exam. You can use them in other courses too, not only in English.

A simple Cornell page has three parts:

Notes: Write important information here.

Questions / Key words: Write questions or key words in a column beside your notes.

Summary: At the bottom, write a short summary of what you learned.

You can also organize information with short notes, lists, charts, or diagrams. Choose the form that helps you.

2.6 Personal Learning Strengths

Workplace Application: Notice which kinds of workplace reading activities help you learn best — written explanations, charts, comparing evidence, or discussing a document with a colleague.

There is no one best way to learn. Howard Gardner, a researcher, wrote about different kinds of intelligence. His work can give you useful ideas:

- **Linguistic** — reading articles, stories, reports, and other texts;
- **Logical-Mathematical** — organizing information, comparing evidence, and finding patterns;
- **Visual** — using charts, diagrams, and tables;
- **Interpersonal** — discussing a text with another person or AI; and
- **Intrapersonal** — keeping learning notes and thinking about your progress.

Use your strengths, but don't limit yourself to them. An activity that is not your favorite can still help you reach an important goal.

2.7 Weekly Study Plan

Workplace Application: Change your plan to fit the reading you need at work. For example, spend more time on reports, policies, professional emails, or technical documents if they are important in your job.

Here is an example plan. Change it to match your own goal and schedule.

Day	Activity	Time
Monday	Read a text for the main idea	25 min
Tuesday	Find details and supporting information	25 min
Wednesday	Practice guessing vocabulary from context	20 min
Thursday	Use SQ3R or another strategy with a longer text	30 min
Friday	Summarize, compare, or discuss what you read	25 min
Saturday	Read something connected to your personal goal	30 min
Sunday	Review and reflect	20 min

2.8 Learning Notebook

Workplace Application: Your notebook can include useful workplace discoveries, such as a new professional expression, a strategy that helped with a report, or a question you need to ask a colleague.

Your Learning Notebook (your own notebook for this course) is not another assignment. It is a place for useful discoveries about your learning. For example:

Skimming the headings first helps me understand long reports.

I understand opinions better when I list the writer's reasons.

You don't need to write a lot. Record what is useful to you.

2.9 My Strategy Record

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

My reading goal:

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

Over time, this record shows you which strategies work for different types of texts.

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.

- **Tier 1 — Paper and People:** printed texts, a notebook, and a partner if you have one.
- **Tier 2 — Phone, No Internet:** any phone with a voice recorder, and your notebook.
- **Tier 3 — Limited Data:** light reading websites, short voice notes, 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 question your understanding of a report, compare two workplace documents, or help you prepare to discuss a document in a meeting. You stay responsible for checking important information.

Tier 1 — Paper and People

Question Partner: Your partner reads the same text and asks you hard questions about it: “What is the main idea? Where does the text say that?”

Discussion Partner: You and your partner discuss the writer’s opinion. Do you agree? Which reasons are strong, and which are weak?

If you have no partner, write three questions about the text in your notebook. Then answer them without looking at the text.

Tier 2 — Phone, No Internet

Notebook: Your paper notebook keeps your summaries, new words, and Cornell Notes (Section 2.5).

Recorder: Record a one-minute summary of a text. Listen to it, and check it against the text.

Text Messages (SMS): A partner sends you a short message or question about a text. You answer in English. SMS needs no internet, but your plan may charge for each message, so use it only sometimes.

If you have a smartphone, articles and PDF files that you save when you have internet cost no data when you read them again.

Tier 3 — Limited Data

Light Reading Websites: Text pages use very little data. VOA Learning English and Simple English Wikipedia are in the Low-Data Edition of the Resource Library (its short list of websites that use little data).

Voice-Note Partner: You and a partner read the same text and exchange short voice notes about it.

AI in Text: Paste one paragraph and ask AI questions about it. Text uses very little data.

Tier 4 — Good Internet

For B2 reading, AI can be your:

Reading Coach: It explains difficult paragraphs, creates questions that test deeper understanding, and challenges your interpretation.

Practice Partner: It creates practice, compares two texts with you, and helps you find evidence for a claim.

Learning Assistant: It helps you find resources, check your progress, and choose a next step.

Use AI when it helps. You don't need to use it every time.

3.2 Scripts and AI Prompts

Workplace Application: Adapt these prompts (the messages you write to AI) to workplace documents. For example, ask AI to challenge your understanding of a report or compare two proposals, without simply giving you the answer.

Every tier has the same three tasks: challenge my understanding, compare two sources, and check my goal. Only the tool is different.

Tier 1 — With Paper and a Partner

Challenge My Understanding: Write the main idea of a text in one sentence. Give it to a partner who has read the same text. Your partner asks: “Where does the text say that?” Find the evidence together.

Compare Two Sources: Choose two printed texts about the same topic, for example from two newspapers. In your notebook, make two columns. For each text, write the main idea, the evidence, and the writer’s viewpoint.

Check My Goal: Write your goal at the top of the page. After you read, write one piece of evidence that you reached it, such as a summary, your notes, or your answers to your partner’s questions.

Tier 2 — With Your Phone

Challenge My Understanding: Record a one-minute summary of a text. Then read the text again. What did you miss, or what did you change?

Compare Two Sources: You and a partner each read a different text about the same topic and record a one-minute summary. Play your recordings to each other, and compare the main idea, the evidence, and the viewpoint.

Check My Goal: Keep a reading list in your notebook: the date, the text, your goal, and your evidence.

Tier 3 — Voice Notes and Text Prompts

Challenge My Understanding: Send AI this text: “I am a B2 English learner. Here is a paragraph: [paragraph]. I think the main idea is [your idea]. Ask me three short questions that test whether I am right.”

Compare Two Sources: Send a partner two short texts on the same topic. Each of you sends a voice note: which text is more convincing, and why?

Check My Goal: Prompt 3 under Tier 4 is a short text prompt. It uses little data, so you can use it too.

Tier 4 — AI Prompts

Prompt 1 — Challenge My Understanding

“I am a B2 English learner. I have read this text and I think the main idea is [your interpretation]. Please challenge my interpretation. Ask me questions that help me check my understanding. Do not simply give me the answer.”

Prompt 2 — Compare Two Sources

“I am a B2 English learner. Help me compare these two texts. Identify their main ideas, important differences, and the evidence they use. Please explain difficult language in clear English.”

Prompt 3 — Check My Goal

“My B2 reading goal is: [goal]. I have completed this reading activity. Please suggest three simple ways I can collect evidence that I reached my goal.”

You can change these prompts to match your own goals.

3.3 Choose Your Reading Practice

Workplace Application: Choose a B2 workplace text related to a situation you may meet at work — a report, professional email, policy, proposal, procedure, or article. The situation can be specialized, but the language and task should be right for B2.

You do not need to use every resource or activity. Choose one that matches your current goal. You can choose General English or Workplace English.

You can also choose the kind of English that is most useful to you: American English, British English, or International English.

Texts for Any Tier

General English: a news article, an opinion column, a review, or a chapter from a book.

Workplace English: a report, a policy, a proposal, a procedure, or a professional email.

Tier 1 — Paper and People

- Read a newspaper article, a library book, or a work document. Use SQ3R (Section 2.4) or Cornell Notes (Section 2.5).
- Discuss the text with a partner. Use a script from Section 3.2.

Tier 2 — Phone, No Internet

- Read a text again after one week. Do you understand more now?
- Exchange short messages about a text with a partner by SMS. Ask one question that needs evidence from the text.

Tier 3 — Limited Data

- Read the article text on VOA Learning English, or an article on Simple English Wikipedia. Both are in the Low-Data Edition.
- The three options under Tier 4 are text prompts. They use little data, so you can use them too.

Tier 4 — Good Internet

Option 1 — General Reading

“Please recommend a B2 General English reading activity about a topic that interests me. I want a text that will help me practice [my goal]. I would like [American / British / International] English.”

Option 2 — Workplace Reading

“Please recommend a B2 Workplace English reading activity that will help me in a situation I may experience at work. I want to practice [my goal]. I would like [American / British / International] English.”

Option 3 — Personal Goal

“Please recommend a practical B2 reading activity that will help me in this situation: [describe your situation]. I am studying [General English / Workplace English]. I would like [American / British / International] English.”

Adapt an Activity

At B2, you can also adapt an existing activity. You might make the questions more difficult, add a summary task, compare another source, find evidence, discuss another viewpoint, or create your own follow-up activity.

You are not only a user of learning materials. You can begin to design your own learning activities.

3.4 The JBK Independent Learning Cycle

Workplace Application: Use the JBK Independent Learning Cycle with workplace reading. Check what you can read now. Plan a goal for a real document and purpose. Choose a text and a strategy, and practice. Check whether you understood the main point and can trust the information. 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?

What type of text is this, and why am I reading it?

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 or adapt the reading activity.

Use one or two strategies.

Use AI if it helps you.

5. Evaluate

Did I understand the main ideas and the writer's purpose?

Can I explain the text in my own words?

Can I trust this information, and what evidence supports it?

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:

- read another text on the same topic;
- compare two sources;
- try a different strategy, such as SQ3R or Cornell Notes;
- check the evidence for an important claim;
- make the task more difficult; or
- create your own reading activity.

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

3.5 How the Reading Process Fits the Cycle

You now have two processes:

The B2 reading process: Read → Understand → Practice → Communicate → Review

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

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

Assess: What can I read now? Try a text from your goal area.

↓

Plan: Set one goal for a real text and purpose.

↓

Choose: Choose a text and a strategy.

↓

Practice: Read → Understand → Practice → Communicate → Review

↓

Evaluate: Did I understand the main ideas? Can I trust the information?

↓

Reflect: What helped? What was difficult?

↓

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

3.6 Source Awareness

Workplace Application: Source awareness is especially important at work. Before you rely on information in a report, website, article, or professional document, think about who produced it, why, what evidence supports it, and whether you can check the important information.

At B2, it is important to think about where information comes from. When you read something, especially online, ask:

Who produced this information?

Why was it produced?

What evidence supports the claims?

Can I check the important information?

You don't need to check every small fact. Focus on information that is important to your decision, surprising, something people disagree about, hard to check, or important to your work or study.

You can ask AI to help you understand a source:

"I am a B2 English learner. Help me identify who produced this article, why it was produced, and what evidence the writer uses. Please explain your answer clearly."

AI can help you examine information, but you decide what you believe.

3.7 This Week's Practice

Workplace Application: Choose one workplace text you really need to read, such as a report or a policy. Decide what you need to do with the information afterward.

Plan one reading practice for this week. Choose one B2 text related to your goal and read it using the reading process.

My reading goal:

Text or resource:

The strategy I will use:

What will I do with the information?

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 2.9.

3.8 My Learning Record

Workplace Application: In your Learning Record, also write the workplace document you read, what you needed from it, and what you did with the information.

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 reading session. A few short notes are enough.

Before I Read

My reading goal:

Source and topic:

The strategy I will try:

After I Read

The main idea and two important details:

One new word or expression:

What worked well? What was difficult?

What evidence shows my progress?

My next step:

Workplace English

What workplace document did I read?

What did I need from it, and what did I do with the information?

Your records can help you see your progress over time.

3.9 Visit the Resource Library

Workplace Application: In the Resource Library, look for B2 workplace resources that match your goal and the type of reading you need. You can ask AI to help you find a resource, and then decide whether it fits your needs.

You have learned several useful strategies and tools for B2 reading. These are a starting point.

The Resource Library is a toolkit. You don't need to work through it from beginning to end. Ask:

What resource can help me reach my current goal?

Look for resources that match:

- your B2 level;
- your reading goal;
- General English or Workplace English;
- your interests; and
- the type of reading you need.

You can return to the Resource Library later as your goals change.

Choose the resource that helps you now.

Layer 4 — Reflection and Growth

4.1 Self-Assessment — “I Can...”

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

Reading Skills

I can...	Yes	Sometimes	Not yet
understand the main ideas of longer and more complex texts.	☐	☐	☐
find important details and supporting information.	☐	☐	☐
guess the meaning of some new words from context.	☐	☐	☐
understand the purpose of a text and recognize different viewpoints.	☐	☐	☐
summarize important information in my own words.	☐	☐	☐
compare information from two sources.	☐	☐	☐
find evidence that supports a claim.	☐	☐	☐
use information from a text to communicate and make decisions.	☐	☐	☐

Learning Skills

I can...	Yes	Sometimes	Not yet
choose a reading strategy that matches my goal.	☐	☐	☐
use SQ3R or Cornell Notes when a text needs it.	☐	☐	☐
ask AI to challenge my understanding.	☐	☐	☐
think about where information comes from.	☐	☐	☐
collect evidence that I reached my learning goal.	☐	☐	☐
use the JBK Independent Learning Cycle to organize my practice.	☐	☐	☐
adapt or create a reading activity when I need to.	☐	☐	☐

Workplace Self-Assessment

I can...	Yes	Sometimes	Not yet
choose a workplace text that fits my B2 level and my goal.	☐	☐	☐
understand the main ideas and important details in a workplace document.	☐	☐	☐
compare information from two workplace sources.	☐	☐	☐
check the evidence for an important workplace claim.	☐	☐	☐
use information from a workplace text to solve a problem or make a decision.	☐	☐	☐
identify a workplace reading skill I need to improve next.	☐	☐	☐

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

Your goal is to keep improving.

4.2 Reflection

Workplace Reflection: Think about a workplace reading task. What helped you understand the document? What was difficult? What did you learn about the source? What will you practice next?

Think about your experience in this chapter. Ask yourself:

- What worked? What was difficult?
- Which strategy helped me most, and why?
- What did I learn about myself as a reader?
- Did AI help me? How?
- What did I learn about the source?
- What evidence shows my progress?
- What will I practice next?

You don’t need to write an essay. A few useful notes are enough. Record your answers in your Learning Notebook.

4.3 Your Next Step

Workplace Application: Your next step might be to read another workplace document on the same topic, compare two sources, check the evidence for an important claim, or create your own workplace reading activity.

Choose your strategy for a reason. Don’t use a strategy only because someone tells you to. First ask: **What is my goal?** Then ask: **Which strategy can help me reach it?**

If a strategy doesn’t work, change something: the strategy, the activity, or the resource. Learning from what doesn’t work is also learning.

Now choose one reading goal and use the JBK Independent Learning Cycle from Section 3.4:

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

If you are not sure what to do next, ask AI:

“I am a B2 English learner. I have completed this reading activity. Give me three possible next steps and explain what I could learn from each one.”

Then choose one.

4.4 Remember

Your reading process is:

Read → Understand → Practice → Communicate → Review

Your independent-learning cycle is:

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

Your tools — Oxford strategies, SQ3R, Cornell Notes, source awareness, AI, your Learning Notebook, and your Strategy Record — are different from your learning steps. You don't need to use every tool. Choose the tool that helps you reach your goal.

You choose a goal. You find useful material. You choose a strategy. You practice. You check your progress and the information. Then you decide what to do next.

That is how you become your own English teacher.