

A2 Writing — General English + Workplace English

JBK Independent Learning Program

Layer 1 — The Learning Goal

1.1 CEFR Learning Objective — A2 Writing

A2 — Write simple sentences and connect them with words like “and,” “but,” and “because.”

I can write a series of simple phrases and sentences about familiar topics, and I can connect them with words like “and,” “but,” and “because.”

By the end of this chapter, you will be better able to write short, simple texts about familiar topics, such as your daily life, your family, your work, and your plans.

You will also learn how to become your own writing teacher. You will use the CEFR (the European scale of language levels, from A1 to C2), learning strategies (ways to help you learn), AI, free resources, and your own learning goals.

1.2 What Will I Learn?

In this chapter, you will learn how to:

- choose a useful writing goal;
- understand a writing task;
- plan your ideas;
- write short, simple texts;
- connect sentences with “and,” “but,” “because,” and “so”;
- give a simple reason or example;
- write short emails and messages;
- check and improve your writing;
- use AI to help your writing; and
- choose your next writing activity.

At A2, you begin to write more than single words and short, separate sentences.

Your goal is to connect your sentences so that your reader can follow your message.

Good A2 writing is short, simple, and clear.

1.3 Why Should I Care About Writing?

Workplace Application (how to use this at work): At A2, writing in English can help you do simple tasks at work. You may need to write a short email or message, ask for information, give simple information to a coworker, describe a work problem, or write about your daily work.

Writing is an important way to communicate in English.

You may need to:

- write short emails or messages at work;
- describe your day or an experience;
- explain a simple problem;
- say what you like and why;
- make a request;
- write about your plans;
- communicate with people online; or
- write about topics that interest you.

Writing also helps you improve other parts of your English.

When you write, you practice:

- vocabulary;
- grammar;
- sentence structure;
- putting ideas in order;
- communication; and
- accuracy (using correct English).

Writing gives you time to think about the language you want to use.

1.4 Your Learning Goal

Workplace Application: A useful A2 workplace goal might be “I can write a short email to a coworker,” “I can ask for information in writing,” or “I can describe a simple work problem.” Choose a goal that is useful in your work or in a situation you expect at work.

There is no one writing goal that is right for every A2 learner.

Your goal should come from your own needs and interests.

You can use the CEFR **“I Can...” statements** to help you choose a goal.

For example:

I can write a short, simple email or message.

You can choose a goal about:

- work;
- travel;
- school;
- family;
- hobbies;
- daily life;
- personal experiences; or
- another situation that is important to you.

For example:

I want to write clearer emails at work.

Or:

I want to write about my weekend and say what I liked.

Choose a writing goal that is useful to you now.

1.5 How AI Can Help You Learn Writing

AI gives language learners many new ways to practice.

You can ask AI to:

- explain a writing task;
- help you understand difficult instructions;
- suggest ideas;
- help you put your ideas in order;
- give feedback (comments that help you improve) on your writing;
- find important grammar mistakes;
- explain words and expressions;
- help you make your writing clearer;
- suggest ways to connect your sentences;
- create more writing practice; and
- help you choose your next activity.

AI can be your:

Writing Coach • Practice Partner • Learning Assistant

But remember:

AI should help you become a better writer, not write your work for you.

You write the first draft (your first version of the text).

AI can help you see problems and new ideas.

You decide what changes to make.

You are the learner who does the work.

Layer 2 — The Learning Method

2.1 How Can I Improve My Writing?

There are many ways to improve writing.

In this chapter, you will try a few strategies that are very useful for A2 learners.

You do **not** need to use every strategy.

Try different strategies and find out which ones help you most.

Later, you can visit the **Resource Library** (a list of free websites and tools in Part 3) to find more writing strategies and resources.

2.2 The Writing Learning Process

A useful writing process is:

Plan → Write → Review → Revise → Evaluate

You can use this process for emails, messages, short paragraphs, personal writing, and many other types of text.

It also works together with the JBK Independent Learning Cycle (seven steps to plan and check your own learning), which you will use in Section 3.6:

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

Plan

Workplace Application: Before writing a workplace message, think about who will read it, why you are writing, and what information the reader needs. Make a few short notes before you begin.

Before writing, think about:

- Who will read this?
- Why am I writing?
- What is my main idea?
- What information do I need to include?
- What reason or example can I give?

Make a short plan.

For example:

Topic: My job

Main idea: I like my job.

Reason: My coworkers are friendly.

Reason: I learn new things.

Problem: I start work very early.

My opinion: It is a good job for me.

A simple plan helps you put your ideas in order before you begin.

Write

Workplace Application: At A2, use simple language you know to write a clear message at work. A short email or message does not need long, difficult sentences. Focus on the important information.

Use your plan to write your first draft.

At A2, try to connect your sentences.

For example:

I work in a hotel. I like my job because my coworkers are friendly. I also learn new things every day. But I start work at 6:00 in the morning, so I am often tired. It is a good job for me.

You do not need to use difficult English.

First, make your ideas clear.

Review

Workplace Application: When reviewing a workplace email or message, check the important information, subject and verb, verb tense, spelling, punctuation, and missing words. You can also read the message aloud.

After writing your first draft, read it carefully.

Ask:

- Did I answer the question?
- Is my main idea clear?
- Did I include the important information?
- Are my ideas in a good order?
- Did I use “and,” “but,” “because,” or “so”?
- Are there important grammar or spelling mistakes?

You can also read your writing aloud.

Reading aloud can help you notice problems that you do not see when you read silently.

Revise

Workplace Application: Revise your workplace writing by correcting important mistakes, adding missing information, or making a sentence clearer. The goal is to learn from the changes, not only to find mistakes.

Revision means making your writing better.

You might:

- change the order of ideas;
- add an example;
- remove information you do not need;
- improve a sentence;
- add a linking word;
- correct a grammar mistake; or
- choose a better word.

For example:

First draft:

I like my job. My coworkers are friendly. I start early. I am tired.

Revised version:

I like my job because my coworkers are friendly. But I start work very early, so I am often tired.

The second version connects the ideas with “because,” “but,” and “so.”

Evaluate

Workplace Application: Ask yourself if your message at work gives the main idea and the information the reader needs. Then decide what workplace writing skill you should practice next.

Look at your writing and your learning goal.

Ask:

- Did I communicate my main idea?
- Did I give enough information?
- Did I connect my sentences?
- Did I use useful vocabulary?
- What did I improve?
- What do I still need to practice?

Then ask:

What should I practice next?

2.3 A Few Writing Strategies

We cannot teach every possible writing strategy in one chapter.

Here are a few strategies that are very useful for A2 writing.

Later, you can find more strategies in the Resource Library.

Plan and Organize Ideas

Before you write, make a simple plan.

You can use:

Main idea → Reason → Example

For example:

Main idea: Walking is good for me.

Reason: It helps me stay healthy.

Example: I walk for 30 minutes every day.

This gives you ideas to write about.

Connect Your Ideas

At A2, it is important to connect your sentences.

Useful linking words include:

and • but • because • so • also • then • first • after that

For example:

I like my job **because** it is interesting.

My job is interesting, **but** it is sometimes tiring.

You do not need to use many linking words.

Choose the ones that help your reader understand your ideas.

Develop Your Ideas

Don't stop after one sentence.

Add a reason, an example, or a detail.

Instead of:

I like traveling.

Try:

I like traveling because I enjoy seeing new places. Last year, I visited Spain. I ate good food and saw beautiful old buildings.

Adding reasons and examples helps you move from single sentences to connected writing.

Metacognitive Strategies

Rebecca Oxford (a researcher who studied how people learn languages) described many strategies that language learners can use. You do not need to use all of them. Here are a few that are useful for A2 writing. For more Oxford strategies, visit the **Resource Library**.

Metacognitive strategies help you plan and check your own learning.

Planning

Before you write, decide:

- What is my goal?
- Who is my reader?
- What do I need to say?
- What language do I need?

For example:

Today I will write a short email to my manager. I want to practice making a polite request.

Monitoring

While writing, stop sometimes and ask:

- Am I answering the question?
- Are my ideas connected?
- Is my writing easy to follow?
- Do I need to change something?

Monitoring helps you make decisions while you are learning.

Self-Evaluating

After writing, look at your work and ask:

- What did I do well?
- What mistakes do I often make?
- Did I reach my goal?
- What should I practice next?

Write what you find out in your Strategy Record (a table of the strategies you try) in Section 2.7.

Cognitive Strategies

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

Practicing Naturally

Use English for real communication.

For example:

- write an email;
- write a message;
- keep a short diary;
- describe an experience; or
- write what you think about a topic you know.

Real writing gives you a reason to use English.

Use a Model

Workplace Application: If you need to write a short workplace email, find a simple example and notice how it begins, what information it gives, and how it ends. Then write your own message.

Find a short example of the kind of writing you want to write.

Notice:

- how it begins;
- how the ideas are put in order;
- useful expressions;
- linking words; and
- how it ends.

Then write your own text.

Use the model to learn.

Do not just copy it.

Group and Connect Ideas

Put ideas that go together in one group.

For example:

Problem

→ What is the problem?

→ Why is it a problem?

→ What could I do?

This can help you write a short paragraph about a problem.

2.4 Personal Learning Strengths

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 learning activities.

For example:

- **Linguistic** — writing stories, descriptions, messages, and what you think;
- **Logical-Mathematical** — putting ideas in order and noticing patterns;
- **Visual** — using diagrams, mind maps, and charts to plan writing;
- **Interpersonal** — talking about ideas with another person before writing; and
- **Intrapersonal** — keeping a learning notebook and thinking about your writing.

You may find that some activities work better for you than others.

Use your strengths.

But try other activities too, not only your favorites.

A strategy that is not your favorite can still help you reach your goal.

2.5 Weekly Study Plan

Day	Activity	Time
Monday	Plan and write a short text	25 min
Tuesday	Review grammar and vocabulary	20 min
Wednesday	Write an email or message	25 min
Thursday	Revise an earlier piece of writing	25 min
Friday	Ask AI for feedback	20 min
Saturday	Write about a topic of interest	25 min
Sunday	Review and reflect	20 min

Change the plan to match your own needs.

Your learning plan should help you reach your goal.

2.6 My Learning Record

Workplace Application: When you practice workplace writing, write the situation, your goal, the strategy you used, useful expressions, what was difficult, and what you will practice next.

Your Learning Record (your notes before and after each practice) helps you remember what you have practiced, what you have learned, and what you want to do next. Keep it in your Learning Notebook (your own notebook for this course).

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

Before I Practice

My writing goal:

Writing activity:

The strategy I will try:

After I Practice

What did I write?

What did I learn?

What did I improve?

What was difficult?

Useful words and expressions:

What will I practice next?

Workplace English

What workplace situation did I write about?

2.7 My Strategy Record

Keep a record of the strategies you try.

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

Over time, you may find out things such as:

Making a plan helps me organize my writing.

or:

Reading my writing aloud helps me find mistakes.

This information helps you become a more independent learner.

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:** paper, a pen, and a partner.
- **Tier 2 — Phone, No Internet:** any phone with a voice recorder, and text messages (SMS).
- **Tier 3 — Limited Data:** free writing checkers and AI in text.
- **Tier 4 — Good Internet:** AI and all websites.

3.1 Partner and AI Roles

Workplace Application: AI can also act as a writing coach for workplace English. It can help you practice short workplace emails, messages, and requests at your A2 level.

Tier 1 — Paper and People

Reader: Your partner reads your writing. Your partner tells you one thing that is clear and one thing that is not clear.

Model Writer: A partner or a teacher shows you a short email or message. You use it as a model (Section 2.3).

If you have no partner, wait one day. Then read your writing again.

Tier 2 — Phone, No Internet

Recorder: Read your writing aloud and record it. Listen. Mark any sentence that does not sound right with a pen. Then rewrite it on paper.

Text Messages (SMS): Write short messages in English to a partner. SMS does not need internet, but it can cost money. Use it sometimes.

Tier 3 — Limited Data

Writing Checkers: LanguageTool checks grammar and spelling. Cambridge Write & Improve gives feedback on your writing. Both are in the Low-Data Edition of the Resource Library (its short list of websites that use little data).

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

Tier 4 — Good Internet

For A2 writing, AI can be your:

- **Writing Coach** — explains a task and gives you feedback on your writing.
- **Practice Partner** — gives you more writing practice.

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- **Learning Assistant** — helps you choose writing activities and decide what to do next.

3.2 AI Functions

Workplace Application: For workplace writing, you can ask AI to explain a task, check a short email, or give you more practice. You should still write the message yourself.

AI can help you:

- explain a writing task;
- give feedback on your writing;
- explain important grammar mistakes;
- suggest ways to make your writing clearer;
- help you develop ideas; and
- create more practice.

These are only some possibilities.

You will find more in the Resource Library.

3.3 AI Tasks

Workplace Application: Ask AI to help you practice writing for a workplace situation, such as asking for information, making a request, or describing a simple problem.

For example, you can ask AI to:

- explain a writing assignment;
- tell you if your ideas are in a clear order;
- find three important language mistakes;
- suggest linking words;
- help you develop an idea; or
- create a similar writing activity.

3.4 Scripts and AI Prompts

Workplace Application: You can change the prompts (the messages you write to AI) below for a short email or message at work. Keep the language at A2 level and ask AI to help you improve your writing, not write it for you.

Every tier has the same three tasks: understand the task, improve the organization, and get language feedback. Only the tool is different.

Tier 1 — With Paper and a Partner

Understand the Task: Read the task with a partner. Underline what you must do. Then say it in your own words.

Improve Organization: Write each idea on a small piece of paper. Put the papers in a good order. Then write.

Get Language Feedback: Give your writing to a partner. Your partner circles up to three words or sentences that are not clear. You correct them.

Tier 2 — With Your Phone

Understand the Task: Record yourself saying the task in your own words. Listen before you write.

Improve Organization: Read your writing aloud and record it. Listen. Are the ideas in a good order? If not, number them on your paper and rewrite the text.

Get Language Feedback: Send a short message to a partner by SMS. Your partner sends back one correction.

Tier 3 — Checkers and Text Prompts

Understand the Task and Improve Organization: The prompts under Tier 4 are text prompts. They use little data, so you can use them too.

Get Language Feedback: Paste your writing into LanguageTool. Read each correction and decide if it is right. Then correct your writing yourself.

Tier 4 — AI Prompts

Prompt 1 — Understand the Task

“I am an A2 English learner. Please explain this writing assignment in simple English. Tell me what I need to do and what information I should include. Don’t write the answer for me.”

Prompt 2 — Improve Organization

“Here is my A2 writing. Please tell me if my ideas are in a clear order. Tell me one thing that works well and one thing I could improve. Don’t rewrite my text.”

Prompt 3 — Get Language Feedback

“Here is my A2 writing. Please find up to three important grammar or vocabulary mistakes. Explain why they are mistakes in simple English and let me correct them myself. Don’t rewrite the whole text.”

3.5 Choose Your Writing Practice

Workplace Application: If workplace English is your goal, choose a simple A2 workplace writing activity that you will probably use. Choose a task that matches your level and current goal.

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 a writing situation that is useful to you.

Option 1 — Everyday Writing

Choose a writing activity about everyday life.

For example:

- describe something you did;
- write about a place you know;
- say what you think about a topic you know and give a reason;
- write a short email to a friend; or
- write about a plan for the weekend.

Option 2 — Workplace Writing

Choose a simple workplace writing activity.

For example:

- write a short email to a coworker;
- ask for information;
- make a polite request;
- give simple information to a colleague; or
- describe a simple problem at work.

Option 3 — Personal Goal

Choose a writing activity that helps with your own goal.

For example:

I want to write clearer emails at work.

Or:

I want to write about my weekend and say what I liked.

If you are not sure what activity to choose, ask AI:

“I am an A2 learner. Please suggest a useful writing activity to help me reach this goal: [my goal].”

Practice in Your Tier

- **Tier 1 — Paper and People:** Write on paper. A partner reads it and tells you one thing to improve.
- **Tier 2 — Phone, No Internet:** Write a short message to a partner by SMS. Or read your text aloud and record it. Listen, mark the problems on paper, and rewrite.
- **Tier 3 — Limited Data:** Check your text with LanguageTool or Cambridge Write & Improve.
- **Tier 4 — Good Internet:** Get feedback with the AI prompts in Section 3.4.

Choose one activity for now.

You can try another activity later.

3.6 The JBK Independent Learning Cycle

Workplace Application: Use the JBK Independent Learning Cycle with workplace writing: check what you can write at work, plan a small goal, choose a useful writing task, practice it, check if your message is clear, think about what helped, and decide what to practice next.

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

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

1. Assess

What can I do now?

2. Plan

What is my goal?

When and how will I practice?

3. Choose

What activity will I use?

Use the Resource Library, a model text, your coursebook, a real-life writing task, or AI.

4. Practice

What will I practice?

Write the first draft yourself. AI can create more practice for you.

5. Evaluate

Is my message clear?

What mistakes do I still make?

6. Reflect

What did I learn?

What worked well?

7. Improve

What will I do next?

You might:

- write another text;
- practice connecting your sentences;
- practice a grammar point;
- revise an earlier piece of writing; or
- choose a slightly more difficult task.

Then begin the cycle again.

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

3.7 This Week's Practice

Workplace Application: Choose one small A2 workplace writing task, such as a short email, message, request, or description of a simple work problem. Write a first draft, review it, and revise it.

Plan one short writing practice for this week.

My writing goal:

Writing activity:

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

Strategy I will use:

When will I practice?

After you practice, fill in your Learning Record in Section 2.6 and your Strategy Record in Section 2.7.

3.8 The Writing Revision Cycle

The writing process helps you improve a piece of writing. The JBK cycle helps you plan and check your learning.

Remember:

First Draft → Feedback → Revision → Second Draft

You write the first draft. You get useful feedback. You decide what to change. You write the second draft.

The goal is not to make every sentence perfect.

The goal is to learn from the first draft and improve the second one.

3.9 Responsible Use of AI

Workplace Application: For workplace writing, use the same rule: You write → AI helps → You revise. Do not let AI write a message for work that you send without reading and checking it.

When you use AI for writing, remember:

Good use

You write → AI helps → You revise

Poor use

AI writes → You submit

The first process helps you become a better writer.

The second process does not help you learn in the same way.

If you are not sure how to use AI, ask:

“How can I use AI to help me improve this writing without asking AI to write it for me?”

3.10 Visit the Resource Library

Workplace Application: If you choose a workplace writing resource, make sure the English is at A2 level. Look for short model emails and messages about situations you may have at work.

You have now learned several basic ways to improve your A2 writing.

But these are only a starting point.

The Resource Library has more writing resources, activities, strategies, and tools.

Look for resources that match:

- your A2 level;
- your writing goal;
- General English or Workplace English;
- your interests; and
- the type of writing you want to practice.

You do not need to try everything.

Choose a few resources that look useful to you.

If you need help choosing, ask AI.

Layer 4 — Reflection and Growth

4.1 Self-Assessment — “I Can...”

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

Writing Skills

I can...	Yes	Sometimes	Not yet
write short, simple texts about familiar topics.	☐	☐	☐
write about my daily life and personal experiences.	☐	☐	☐
say what I think about a topic I know.	☐	☐	☐
give a simple reason or example.	☐	☐	☐
put my ideas in a clear order.	☐	☐	☐
connect sentences with “and,” “but,” “because,” and “so.”	☐	☐	☐
review my writing.	☐	☐	☐

I can...	Yes	Sometimes	Not yet
revise my writing.	☐	☐	☐
improve a first draft.	☐	☐	☐

Independent Learning

I can...	Yes	Sometimes	Not yet
choose a useful writing goal.	☐	☐	☐
understand a writing assignment.	☐	☐	☐
choose a writing strategy.	☐	☐	☐
use a model to help me write.	☐	☐	☐
use AI to support my writing.	☐	☐	☐
ask AI for useful feedback.	☐	☐	☐
decide which changes to make.	☐	☐	☐
record what I practiced and learned.	☐	☐	☐
choose my next writing activity.	☐	☐	☐

Workplace Self-Assessment

I can...	Yes	Sometimes	Not yet
choose an A2 workplace writing goal.	☐	☐	☐
write a short workplace email or message.	☐	☐	☐
give simple workplace information in writing.	☐	☐	☐
ask for information in writing.	☐	☐	☐
describe a simple work problem.	☐	☐	☐
check important grammar, spelling, and punctuation.	☐	☐	☐
revise a short workplace text.	☐	☐	☐
use AI to support my workplace writing without asking it to write my work.	☐	☐	☐

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 writing situation. What could you write in English now? What was easy? What was difficult? Which strategy helped you most? What workplace writing will you practice next?

Think about your experience.

- What was easy?
- What was difficult?
- Which strategy helped me most?
- Did planning help me?
- Did connecting my sentences help?
- Did AI help me? How?
- What did I learn from revising my writing?
- What will I try next time?

Record your answers in your Learning Notebook.

4.3 Independent Learning Tip

Workplace Application: Do not try to write perfect workplace English in your first draft. First communicate the important message. Then review, revise, and improve it.

Don't try to make your writing perfect in the first draft.

First, communicate your ideas. Then review your writing, revise it, and improve it.

Good writing often comes from making a first draft, finding problems, and making better choices the next time.

Remember:

You write. AI helps. You decide. You revise.

That is how AI can help your learning without doing the learning for you.

4.4 Your Next Step

Workplace Application: Choose one small A2 workplace writing activity for your next practice—for example, a short email, a message to a coworker, a request for information, or a description of a simple work problem.

You have learned several useful strategies and tools for A2 writing.

Now choose one small writing activity.

You might:

- write a short email;
- write about a personal experience;
- say what you think about a topic you know;
- describe a simple problem and suggest a solution;
- revise something you wrote before; or
- practice connecting your sentences.

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

“I am an A2 English learner. I have finished this writing activity. Give me three choices for my next writing practice.”

Then choose one.

Your writing will improve step by step.

4.5 Remember

Good writing practice is not:

Write → Finish

It is:

Plan → Write → Review → Revise → Evaluate

And independent learning is:

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

You do not need to know everything about writing.

You need to become a learner who knows:

what to practice, how to practice, and what to do next.

That is how you become your own English teacher.