

B2 Writing — General English + Workplace English

JBK Independent Learning Program

Layer 1 — The Learning Goal

1.1 What Will I Learn?

CEFR Learning Objective

B2 — Write clear, detailed texts and explain a viewpoint.

I can write clear, detailed texts on a wide range of subjects. I can explain my viewpoint and give the advantages and disadvantages of different options.

In this chapter, 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 goals.

At B2, you are ready to move beyond simple connected writing. You will learn how to:

- choose a useful writing goal;
- plan and organize a longer text;
- develop an argument and support it with reasons and examples;
- consider another point of view;
- connect ideas clearly;
- write for different readers and purposes;
- revise your ideas and edit your language;
- use AI to help your writing; and
- evaluate your own progress.

You do not need to use every strategy in every piece of writing. The important thing is to choose the strategies that help you reach your goal.

1.2 Why Should I Care About Writing?

Workplace Application (how to use this at work): At B2, you may need to write detailed emails, reports, proposals, recommendations, and formal messages that explain and support a viewpoint. Clear writing helps your reader understand your ideas and act on them.

At B2, writing is important in many real-life situations. You may need to:

- write professional emails, reports, or proposals;
- write articles or reviews;
- explain a problem or present an argument;
- write an academic assignment; or

- communicate with people from different countries.

Different situations need different kinds of writing. An email to a colleague is different from a university assignment.

A good writer thinks about:

Who am I writing for?

Why am I writing?

What do I want the reader to understand?

1.3 Your Writing Goal

Workplace Application: A useful B2 workplace goal might be “I can write a clear report with recommendations,” “I can write a professional email that explains and supports my position,” or “I can compare options and recommend a solution in writing.”

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

You can use the CEFR “I Can” statements to help you. For example:

I can write clear, detailed texts on a wide range of subjects and explain a viewpoint.

You can turn this into a personal goal:

I want to write a clear argument and support my ideas with reasons and examples.

Your goal might be to write better emails, reports, articles, proposals, reviews, or academic assignments, or to express your opinions more clearly.

At B2, it is also important to choose the **type of writing** you need: extended writing, such as an essay, report, or proposal, or functional writing, such as an email, formal letter, or application. You will choose your practice in Section 3.3.

If you need help, ask AI to explain the CEFR objective and give you examples.

1.4 How AI Can Help You Learn Writing

Workplace Application: AI can help you understand a workplace writing task, check the organization of a report, and check whether your tone fits your reader. The ideas and the final decisions stay yours.

You can ask AI to:

- explain a writing task or difficult instructions;
- help you organize your ideas;
- give feedback (comments that help you improve) on your argument;
- find places where your reasoning is unclear;
- help you think about another viewpoint;
- give feedback on tone and formality (how formal or informal your English is);
- explain grammar and vocabulary problems; and
- create more writing practice.

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

But there is an important rule:

AI should help you become a better writer, not become the writer for you.

You write the ideas. AI can help you look at them. You decide what to change.

Layer 2 — The Learning Method

2.1 The B2 Writing Process

Workplace Application: Use the same process for a workplace text. Plan for your reader and purpose, and write a first draft. Revise the organization and argument, then edit the language and tone. Send or submit it, and then check whether it did its job.

At B2, writing is a process. A useful writing process is:

Plan → Draft → Revise → Edit → Publish/Submit → Evaluate

Each step has a different purpose. You don't have to make every decision at the same time.

Step 1 — Plan

Workplace Application: Before writing a recommendation, organize the problem, the possible options, the evidence, the advantages and disadvantages, and your recommendation.

Before you write, think about:

- What is my purpose, and who is my reader?
- What do I want to communicate?
- What information, examples, and vocabulary do I need?
- Are there different viewpoints?

For a longer argument, you can use this structure:

Position → Reasons → Evidence → Counterargument → Response

Ask yourself:

What is my position? Why do I think this? What evidence supports it? What might another person say? How will I respond?

An Outline (Optional)

An outline is useful for longer writing. For example:

Introduction: Introduce the issue and give your main idea or position.

Point 1: Give an argument with evidence or an example.

Point 2: Give another argument with evidence or an example.

Opposing view: Mention another point of view and respond to it.

Conclusion: Summarize your main position.

A short email may not need an outline. A long report or assignment probably will. Choose the amount of planning that fits the task.

Step 2 — Draft

Now write your first draft. Focus on developing your ideas. Don't stop every time you see a small grammar problem.

Your first draft should develop your ideas, explanations, examples, comparisons, and the connections between them. For example:

Many people believe that working from home is always better for employees. However, the situation is more complex. Although remote work can save time and provide greater flexibility, some employees may find it difficult to communicate with colleagues or to separate their work and personal lives.

Good B2 writing shows that you understand more than one side of an issue. For example:

Some people argue that working from home increases productivity. However, others believe that employees work better when they have regular contact with colleagues.

Then you can explain your own position. This makes your writing more balanced and convincing.

The goal is not to use difficult words. The goal is to communicate a clear, well-developed idea.

Step 3 — Revise

Workplace Application: Don't only correct sentences. Ask whether the whole document is well organized, supports its purpose, and is appropriate for the reader.

Revising is one of the most important parts of B2 writing. First ask:

Does my writing say what I wanted to say?

Then ask:

- Is my argument clear?
- Is the organization logical? Does each paragraph have a purpose?
- Are my ideas connected?
- Do you repeat any words or ideas too often?
- Are my examples and evidence strong enough?
- Have I considered another viewpoint?
- Is the tone right for my reader?

Revising is not the same as correcting grammar. Revising means improving your ideas, organization, and communication.

Step 4 — Edit

After you revise your ideas and organization, check your language: grammar, vocabulary, collocations (words that often go together, like “make a decision”), sentence structure, articles, prepositions, punctuation, spelling, formality, and linking words.

Use your Error Log (a table of mistakes you often make) in Section 2.4 to focus on the problems that you really have, such as articles, prepositions, verb tenses, or word choice.

Step 5 — Publish or Submit

Now produce your final version. You might send an email, submit an assignment, publish an article, send a report or proposal, or save your work in your portfolio.

Keep both versions when you can:

First draft → Final version

Comparing them gives you clear evidence of your progress.

Step 6 — Evaluate

Return to your CEFR learning objective. Ask:

Can I actually do what the objective says?

Look for evidence in your writing. For example:

I wrote a clear argument, supported my position with reasons and examples, considered another viewpoint, and organized my text logically.

Your writing itself is evidence of your progress. AI can help you understand the criteria, but checking your own learning is your job.

2.2 A Few Writing Strategies

We cannot teach every writing strategy in one chapter. Here are a few that are especially useful for B2 writing. You can explore more in the Resource Library (a list of free websites and tools in Part 3).

Rebecca Oxford Learning 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. For B2 writing, one useful example is:

Cognitive Strategy — Practicing

Use English in meaningful writing situations. For example, write a report, an email, an opinion, or an article, keep a journal, or revise an earlier piece of writing. Regular practice helps you develop control and fluency (speaking easily).

For more Oxford strategies, visit the Resource Library.

Metacognitive Strategies

Metacognitive strategies help you plan and check your own learning.

Planning

Before you write, decide:

- Why am I writing, and who will read it?
- What do I want to say?
- What type of writing is right?

For example:

I am writing a formal report for my manager. I need to explain a problem and recommend a solution.

Monitoring

While you write, stop sometimes and ask:

- Am I answering the question?
- Is my argument clear?
- Does this paragraph have a clear purpose?
- Is my writing right for my reader?

Self-Evaluating

After you write, ask:

- Did I reach my goal?
- What did I do well? What was difficult?

- What mistakes do I often make?
- What should I change next time?

Cognitive Strategy — Use a Model

Workplace Application: Find a good professional email, report, or proposal and study its organization, tone, and useful expressions. Then use what you learned to write your own text.

Find a good example of the type of writing you want to produce. Notice how it begins, how it is organized, useful expressions, linking language, and how it ends. Then use what you learn to write your own text.

Learn from the model. Don't simply copy it.

2.3 Personal Learning Strengths

Workplace Application: Use your strengths with workplace writing. If you think logically, map the problem, options, and recommendation before you write. If you learn through discussion, talk through your ideas with a colleague first.

People have different learning strengths. Howard Gardner, a researcher, wrote about different kinds of intelligence. His work can give you useful ideas:

- **Linguistic** — writing, reading, discussing ideas, and working with language;
- **Logical-Mathematical** — organizing arguments and looking at how ideas are related;
- **Visual** — using mind maps, diagrams, and charts to plan writing;
- **Interpersonal** — discussing ideas with another person before writing; and
- **Intrapersonal** — thinking about your writing and keeping a learning record.

Use your strengths when they help you. But don't limit yourself to your favorite activities. A strategy that is not your favorite can still be useful.

2.4 My Error Log

Workplace Application: Add mistakes from your workplace writing, especially ones that affect tone or could confuse your reader.

When you notice a mistake that you make again and again, record it. For example: **interested on** → **interested in**, or **make a research** → **do research**.

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

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

Review your Error Log when you edit new writing. Over time, you may notice that some mistakes happen less often.

2.5 Weekly Study Plan

Workplace Application: Use a real workplace task in your plan — for example, plan a report on Monday, draft it on Tuesday, and revise it for your reader during the week.

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

Day	Activity	Time
Monday	Choose a topic and plan your ideas	25 min
Tuesday	Write a first draft	30 min
Wednesday	Review organization and ideas	20 min
Thursday	Revise and improve the draft	30 min
Friday	Edit grammar, vocabulary, and style	25 min
Saturday	Ask AI for feedback and compare it with your own ideas	20 min
Sunday	Review and reflect	20 min

2.6 Learning Notebook

Workplace Application: Write down useful discoveries about your workplace writing — for example, expressions that work well in reports, or how you adjust your tone for a customer.

Your Learning Notebook (your own notebook for this course) is not a diary. It is a place for personal discoveries that help you become a better learner. For example:

I need to plan my arguments before I write.

I need more practice with formal writing.

Your notebook becomes a record of what you discover about yourself as a writer.

2.7 My Strategy Record

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

My writing 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 can help you discover what works best for you. For example:

Outlining helps me write longer arguments.

Reading my draft aloud helps me find unclear sentences.

AI feedback helps me with organization, but I prefer to correct my grammar myself.

This is valuable personal knowledge.

Layer 3 — The Learning Tools

Choose Your Tier

This layer has four tiers. A tier is a way to practice with the tools you have. The goal is the same in every tier.

- **Tier 1 — Paper and People:** paper, 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:** free writing checkers, 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 help you understand a workplace writing task, check whether your report or email is well organized, and check whether your tone fits your reader. You stay responsible for the content and the final message.

Tier 1 — Paper and People

Reader: Your partner reads your draft and tells you where the argument is clear and where it is hard to follow.

Peer Reviewer: You and a partner exchange drafts. Each of you marks one strong point, one weak point, and one place that needs evidence.

If you have no partner, put your draft away for a day. Then read it as if you were the reader.

Tier 2 — Phone, No Internet

Recorder: Read your draft aloud and record it. Listen with your paper draft in front of you, and mark unclear sentences and weak links between ideas.

Text Messages (SMS): Practice short functional writing with a partner, such as a polite request or a short explanation. SMS needs no internet, but your plan may charge for each message, so use it only sometimes.

Tier 3 — Limited Data

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

AI in Text: Paste a paragraph and ask for feedback on organization or language. Text uses very little data.

Tier 4 — Good Internet

For B2 writing, AI can be your:

Writing Coach: It explains a writing task, gives feedback on organization, finds unclear reasoning, and shows where you need stronger evidence.

Practice Partner: It creates more writing practice based on your needs.

Learning Assistant: It explains grammar and vocabulary problems, points out words that do not sound natural, and checks whether your tone fits your reader.

You can find more ideas in the Resource Library.

3.2 Scripts and AI Prompts

Workplace Application: You can adapt these prompts (the messages you write to AI) to a work task. For example: “Here is my email to a customer. Is the tone appropriate? Show me two places where it could be clearer. Do not rewrite my email.”

Every tier has the same three tasks: understand the assignment, check my argument, and check my language. Only the tool is different.

Tier 1 — With Paper and a Partner

Understand the Assignment: Underline the key words in the assignment: the task, the reader, the purpose, and the length. Explain the task to a partner in your own words.

Check My Argument: Give your partner an outline with your main claim and your reasons. For each reason, your partner asks: “Why?” and “What is your evidence?”

Check My Language: Use your Error Log (Section 2.4). Check your draft for the mistakes you make most often.

Tier 2 — With Your Phone

Understand the Assignment: Record a one-minute explanation of the assignment. Listen. Is the task clear to you?

Check My Argument: Read your draft aloud and record it. Listen as a reader. Where a reason or an example is missing, mark the place on your paper draft.

Check My Language: Listen to your recording again with your paper draft in front of you. When a sentence does not sound natural, mark it with a pen and rewrite it on the page.

Tier 3 — Checkers and Text Prompts

Understand the Assignment and Check My Argument: The prompts under Tier 4 are text prompts. They use little data, so you can use them too.

Check My Language: Use Cambridge Write & Improve or LanguageTool. Decide which corrections are right, and make the changes yourself.

Tier 4 — AI Prompts

Prompt 1 — Understand the Assignment

“I am a B2 English learner. Please explain this writing assignment in clear English. Tell me what I need to do and what information I should include. Do not write the assignment for me.”

Prompt 2 — Check My Argument

“Here is my B2 writing. Please evaluate the organization of my argument. Tell me what is clear and what is unclear, and where I may need stronger reasons, examples, or evidence. Do not rewrite my text.”

Prompt 3 — Check My Language

“Here is my B2 writing. Please identify three places where my grammar, vocabulary, collocations, or sentence structure could be improved. Explain why. Let me correct the problems myself. Do not rewrite the whole text.”

You can change these prompts to match your own goals.

AI and Academic or Professional Writing

At university or at work, you may need to understand an assignment, a research question, a report, a proposal, or professional instructions. You can ask AI to help you understand the task. For example:

“I am a B2 English learner studying engineering. Please explain this assignment in clear English. Tell me what the question is asking me to do. Do not write the assignment.”

Always follow the rules of your school, university, or workplace about using AI.

3.3 Choose Your Writing Practice

Workplace Application: Choose a B2 workplace writing task that matches your goal, such as a detailed email, report, proposal, recommendation, formal letter, or persuasive text.

You do not need to do every activity. Choose one that matches your current goal. You can choose General English, Workplace English, Academic English, or another area that is important to you.

Option 1 — Extended Writing

Choose an essay, an article, a report, a review, an argument, or a proposal.

Option 2 — Functional Writing

Choose a professional email, a formal letter, an application, workplace communication, or another real-life writing task.

Option 3 — Personal or Academic Goal

Choose a real writing task that supports your own goal. For example:

I want to write better reports at work.

I need to understand and complete university writing assignments in English.

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

“I am a B2 English learner. My writing goal is [goal]. Please suggest three practical writing activities that will help me reach this goal.”

Practice in Your Tier

- **Tier 1 — Paper and People:** Write on paper and exchange drafts with a partner. Use your Error Log when you edit.
- **Tier 2 — Phone, No Internet:** Read your draft aloud and record it. Mark the problems on paper and rewrite. Practice short functional messages by SMS.
- **Tier 3 — Limited Data:** Get feedback from Cambridge Write & Improve, or check your language with LanguageTool.
- **Tier 4 — Good Internet:** Get feedback with the AI prompts in Section 3.2.

Choose one activity for now. You can explore more later.

3.4 The JBK Independent Learning Cycle

Workplace Application: Use the JBK Independent Learning Cycle (seven steps to plan and check your own learning) with workplace writing. Check what you can write now. Plan a text for a real reader and purpose. Choose a model or task, and write and revise it. Check whether it is clear and fits the reader. 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 writing do I need?

Who is my reader, 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, a course assignment, a real-life task, or AI.

4. Practice

Complete the writing activity.

Use one or two strategies.

Use AI if it helps you.

5. Evaluate

Is my main point clear and well supported?

Did my tone fit my reader?

Did I revise my ideas, not only my grammar?

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:

- write another argument;
- practice formal emails;
- work on linking words;
- practice supporting your ideas with evidence;
- revise an earlier text; or
- try a longer report or assignment.

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

3.5 How the Writing Process Fits the Cycle

You now have two processes:

The B2 writing process: Plan → Draft → Revise → Edit → Publish/Submit → Evaluate

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

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

Assess: What can I write now? Look at an earlier text and your Error Log.

↓

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

↓

Choose: Choose a writing task and a model.

↓

Practice: Plan → Draft → Revise → Edit → Publish/Submit

↓

Evaluate: Is my main point clear? Did my tone fit my reader?

↓

Reflect: What helped? What was difficult?

↓

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

3.6 This Week's Practice

Workplace Application: Choose a writing task connected to a real work situation. Decide who the reader is, what the purpose is, and what information, reasons, or recommendations you need to include.

Plan one writing practice for this week.

My writing goal: What do I want to improve?

What will I write, and who is my reader?

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

My writing strategy: What will I focus on?

When will I practice?

After you practice, complete your Learning Record (your notes before and after each practice) in Section 3.7 and your Strategy Record (a table of the strategies you try) in Section 2.7.

3.7 My Learning Record

Workplace Application: In your Learning Record, also write the workplace situation, your purpose and reader, and the key information, reasons, or recommendations you included.

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 writing session. A few short notes are enough.

Before I Write

My writing goal:

Type of writing:

Activity or assignment:

The strategy I will try:

After I Write

What did I write about?

What did I learn?

What did I improve?

What was difficult?

What will I practice next?

Workplace English

Workplace situation:

Purpose and reader:

Key information, reasons, evidence, or recommendations:

Keep your first drafts and final versions. Together with your records, they show your progress over time.

3.8 Visit the Resource Library

Workplace Application: In the Resource Library, look for B2 models of professional emails, reports, and proposals. Choose resources that match the writing you really do at work.

You have learned several useful ways to improve your B2 writing. These are a starting point. The Resource Library has more strategies, writing activities, AI tools, and other materials.

Look for resources that match:

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- your B2 level;
- your writing goal;
- General, Workplace, or Academic English;
- your interests; and
- the type of writing you want to practice.

You do not need to try everything. Choose the resources that are useful for your current goal.

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

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

I can...	Yes	Sometimes	Not yet
write clear, detailed texts on familiar and less familiar topics.	☐	☐	☐
explain my viewpoint and support it with reasons and examples.	☐	☐	☐
compare different viewpoints.	☐	☐	☐
organize a longer text logically.	☐	☐	☐
connect ideas clearly.	☐	☐	☐
choose the right tone for my reader.	☐	☐	☐
revise my ideas and organization.	☐	☐	☐
edit my writing for accuracy and style.	☐	☐	☐

Independent Learning

I can...	Yes	Sometimes	Not yet
choose a useful writing goal and the type of writing I need.	☐	☐	☐
plan a longer piece of writing.	☐	☐	☐
use writing strategies that match my goal.	☐	☐	☐
ask AI for useful feedback without asking it to write my work.	☐	☐	☐
use my Error Log when I edit.	☐	☐	☐
use the JBK Independent Learning Cycle to organize my practice.	☐	☐	☐

I can...	Yes	Sometimes	Not yet
evaluate my own writing and choose my next activity.	☐	☐	☐

Workplace Self-Assessment

I can...	Yes	Sometimes	Not yet
choose a B2 workplace writing goal.	☐	☐	☐
write a clear professional email or report.	☐	☐	☐
organize a longer workplace text.	☐	☐	☐
compare options and make a recommendation.	☐	☐	☐
use the right tone and formality for a workplace reader.	☐	☐	☐
use AI to support my writing while keeping control of my ideas.	☐	☐	☐

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

Your goal is to keep developing your writing.

4.2 Reflection

Workplace Reflection: Think about a workplace writing task. Who was the reader? What was your purpose? Did your text give the right information, evidence, or recommendations? Was it clear and appropriate for the reader?

Think about your experience in this chapter. Ask yourself:

- What improved?
- What was difficult?
- Which strategy helped me most?
- Did planning help me? Did revising improve my writing?
- Did AI help me? How?
- What evidence shows that I improved?
- What will I change in my next piece of writing?

Record your answers in your Learning Notebook.

4.3 Your Next Step

Workplace Application: Choose one B2 workplace writing task for your next practice — such as a detailed email, a report section, a recommendation, or a proposal — and use the complete writing process.

Don't try to make your writing perfect in the first draft. Develop your ideas first. Then look again. Good writing often becomes good through revising.

Choose one real writing task. Before you begin, ask:

What is my goal? Who is my reader? What do I want to communicate?

Then use the JBK Independent Learning Cycle from Section 3.4:

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

You can also ask AI:

“I have finished this B2 writing activity. Based on the problems I had, suggest three activities for my next practice.”

4.4 Remember

Writing is not simply:

Write → Finish

Your writing process is:

Plan → Draft → Revise → Edit → Publish/Submit → Evaluate

And your independent-learning cycle is:

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

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

You do not need to know every writing strategy. You need to choose the strategies that help you reach your own goal.

You choose the goal. You choose the tools. You do the work. You decide what to improve.

That is how you become your own English teacher.