

*Module 1*

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# Academic English Reading

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## Contact Info

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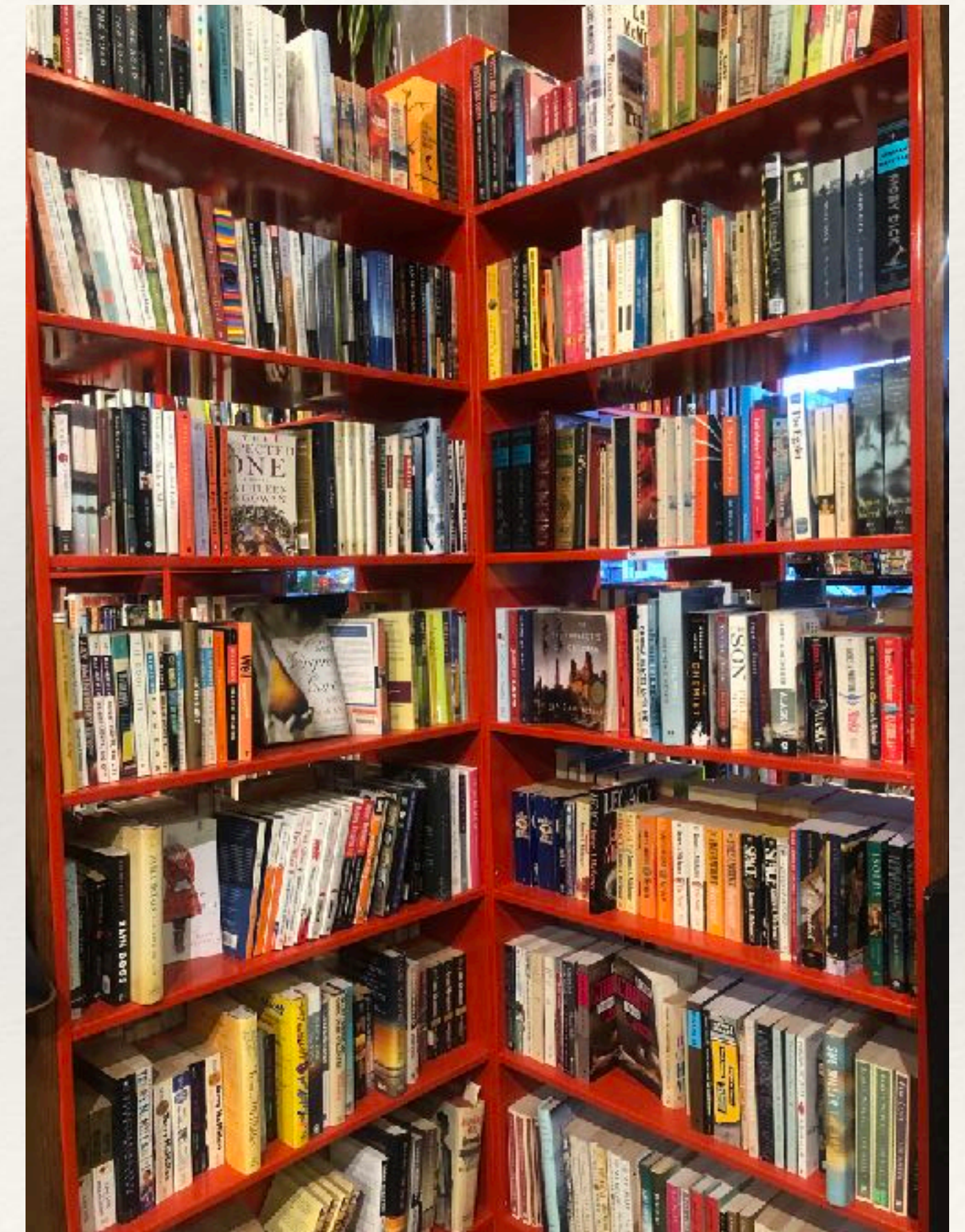


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# Content

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- ❖ 1.1 Language Proficiency Test
- ❖ 1.2  $i+1$  Language Acquisition Theory
- ❖ 1.3 Purpose of Academic Reading
- ❖ 1.4 Reading Strategies for Academic Texts
- ❖ 1.5 Reading Fluency Technique: Chunking Text





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# 1.1 Language Proficiency Test

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## TOEFL iBT Test Sections

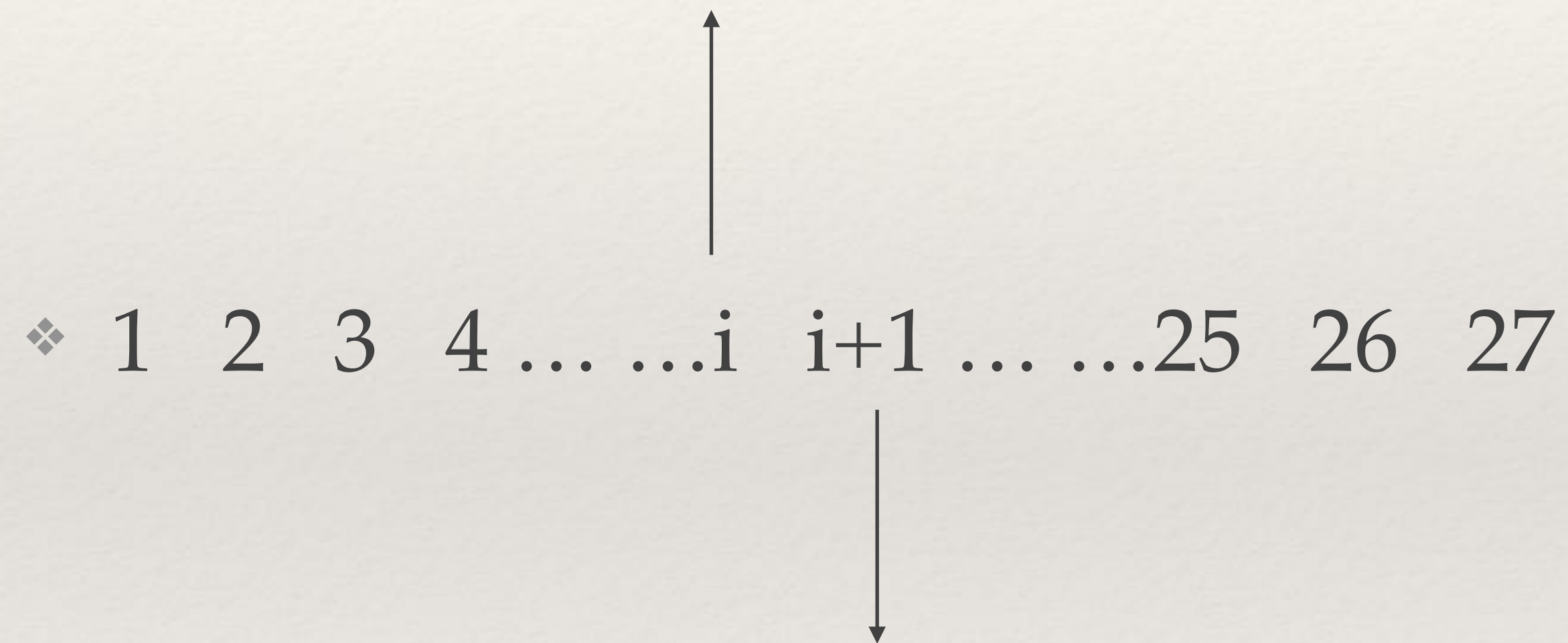
Section	Time Limit	Questions	Tasks
Reading	60–80 minutes	36–56 questions	Read 3 or 4 passages from academic texts and answer questions.
Listening	60–90 minutes	34–51 questions	Listen to lectures, classroom discussions and conversations, then answer questions.
Break	10 minutes	—	—
Speaking	20 minutes	6 tasks	Express an opinion on a familiar topic; speak based on reading and listening tasks.
Writing	50 minutes	2 tasks	Write essay responses based on reading and listening tasks; support an opinion in writing.

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# 1.2 $i+1$ Language Acquisition Theory

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Learner is here



The learner needs comprehensible input which is here



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# 1.2 Learning Materials

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CNN Student News:

<https://edition.cnn.com/cnn10>

BBC Learning English:

<http://www.bbc.co.uk/learningenglish/>

Time for Kids:

<https://www.timeforkids.com>

The New York Times Learning Blog:

<https://www.nytimes.com/section/learning>

Entrepreneur Online Magazine:

<https://www.entrepreneur.com>

Financial Times:

<https://www.ft.com>

FT中文网:

<http://www.ftchinese.com>

British Council:

<http://learnenglish.britishcouncil.org>

剑桥词典:

<https://dictionary.cambridge.org>

Grammar & Vocabulary:

<https://www.ldoceonline.com/>

<http://www.thesaurus.com/>

<http://www.better-english.com>

<http://www.dailygrammar.com/archive.shtml>

Reading and writing:

<https://owl.english.purdue.edu/owl/>

<http://web2.uvcs.uvic.ca/elc/studyzone/>

<http://www.bartleby.com>

Listening and speaking:

<http://www.elllo.org/english/>

<https://lyricstraining.com/>

[https://mp.weixin.qq.com/s/qnricNCmjSgpXzQPvhVV\\_w](https://mp.weixin.qq.com/s/qnricNCmjSgpXzQPvhVV_w)



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# 1.3 Purpose of Academic Reading

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People read different kinds of text (e.g., scholarly articles, textbooks, reviews) for different reasons. Some purposes for reading might be

- to scan for specific information
- to skim to get an overview of the text
- to relate new content to existing knowledge
- to write something (often depends on a prompt)
- to critique an argument
- to learn something
- for general comprehension



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# 1.4 Reading Strategy for Academic Reading

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## **Before reading**

- Establish your purpose for reading

- Speculate about the author's purpose for writing

- Review what you already know and want to learn about the topic (see the guides below)

- Preview the text to get an overview of its structure, looking at headings, figures, tables, glossary, etc.

- Predict the contents of the text and pose questions about it. If the authors have provided discussion questions, read them and write them on a note-taking sheet.

- Note any discussion questions that have been provided (sometimes at the end of the text)

- Sample pre-reading guides – K-W-L guide

- Critical reading questionnaire



# 1.4 Reading Strategy for Academic Reading

K-W-L for		
K (Know)	W (Want to Know)	L (Learned)

## Critical Reading Questionnaire

### YOU

- What is your purpose for reading the text?
- What do you already know about the topic and author?
- What is your attitude towards the topic and author?

### WRITER

- What is the author's background on the topic?
- What is their attitude towards the topic?
- What prompted them to write the text?
- What is their purpose for writing the text?

### READER

- Who is the intended audience for the text?
- What is the audience expected to already know?
- What is the intended audience's attitude towards the topic?

### TEXT

- When and where was the text produced?
- What kind of text is it (research, review, etc.)?
- What is the main message or idea of the text?
- What is the text's style?
- How is the text organized?



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# 1.4 Reading Strategy for Academic Reading

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## During reading

Annotate and mark (sparingly) sections of the text to easily recall important or interesting ideas

Check your predictions and find answers to posed questions

Use headings and transition words to identify relationships in the text

Create a vocabulary list of other unfamiliar words to define later

Try to infer unfamiliar words' meanings by identifying their relationship to the main idea

Connect the text to what you already know about the topic

Take breaks (split the text into segments if necessary)



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# 1.4 Reading Strategy for Academic Reading

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## After reading

Summarize the text in your own words (note what you learned, impressions, and reactions) in an outline, concept map, or matrix (for several texts)

Talk to someone about the author's ideas to check your comprehension

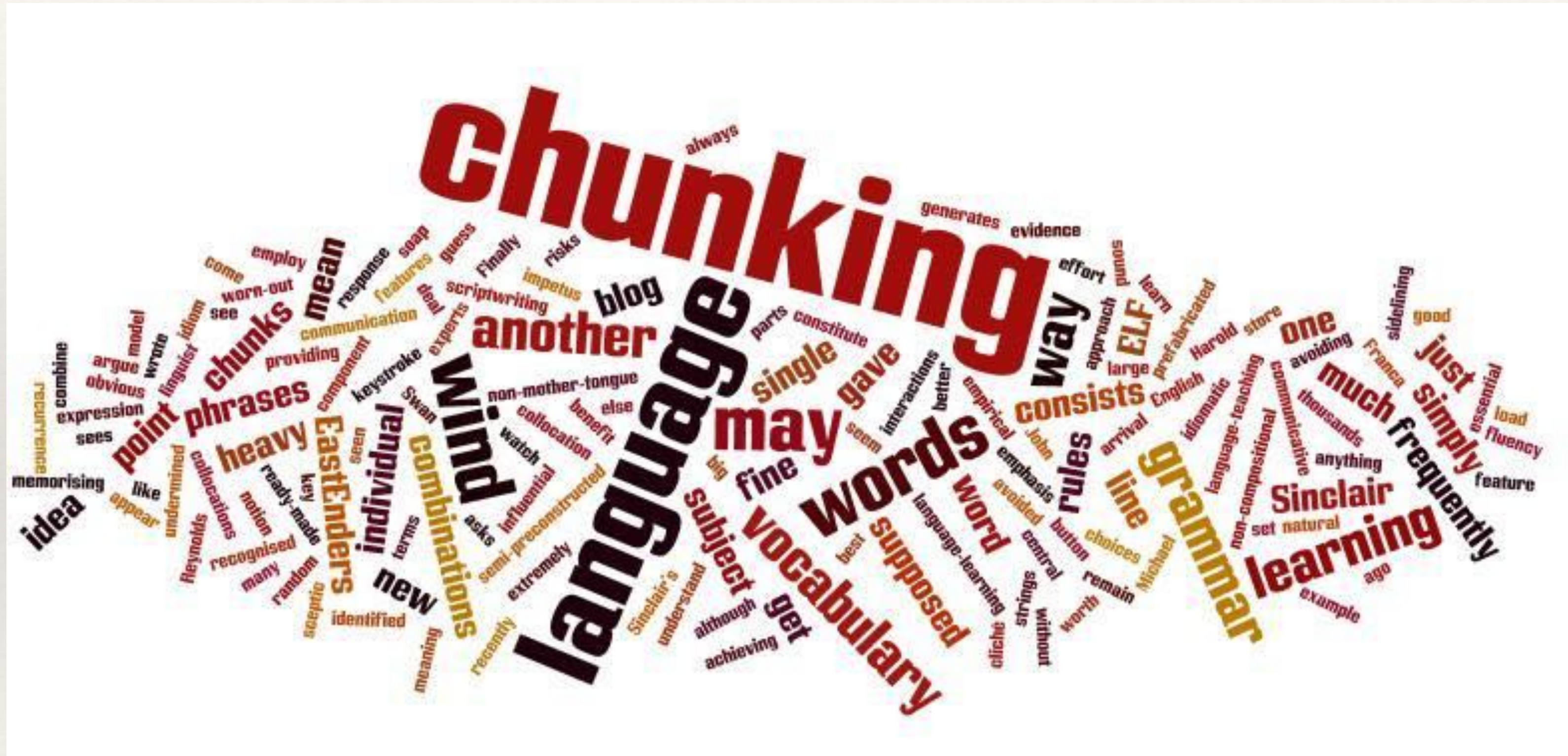
Identify and reread difficult parts of the text

Define words on your vocabulary list (try a learner's dictionary) and practice using them

Sample — Essay



# Reading Fluency Technique: Chunking





# 1.5 Reading Fluency Technique: Chunking

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Chunking

15125551212

Chunking

1 (512) 555 1212



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# 1.5 Reading Fluency Technique: Chunking

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- ❖ *The frosty grass crunched under their feet as they hurried down the sloping lawns towards the stadium.*
- ❖ *The frosty grass / crunched under their feet / as they hurried down / the sloping lawns / towards the stadium. //*



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# 1.5 Reading Fluency Technique: Chunking

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- ❖ *And above all, watch with glittering eyes the whole world around you because the greatest secrets are always hidden in the most unlikely places. Those who don't believe in magic will never find it.*
- ❖ *And above all, // watch / with glittering eyes / the whole world around you / because the greatest secrets / are always hidden / in the most unlikely places. // Those / who don't believe in magic / will never find it. //*



