English for Academic and Professional Purposes

Unit 1 Reading Material

Reading Academic Texts and Writing Abstracts

Reading Path

Academic language -> Text structure -> Main idea and thesis -> Outlining -> Paraphrasing -> Summarizing -> Abstract writing

This material is written as a reference reading for learners who need to review the major concepts in Unit 1. It does not function as a worksheet. Its purpose is to explain the ideas, show how they connect, and prepare learners to write a clear abstract from an academic text.

Use in Class

Learners may read this as a review material before completing an abstract output or before moving into critique writing.

Introduction

Unit 1 focuses on how academic texts are read, understood, and condensed into an abstract. The lesson begins with academic language and text structure, then moves to main idea, thesis statement, outlining, paraphrasing, summarizing, and abstract writing. These concepts work together because a learner cannot write a clear abstract without first understanding the text, selecting important ideas, and restating them accurately.

Reading academic texts is different from reading stories, social media posts, announcements, or casual messages. Academic texts often explain concepts, present information, discuss problems, compare ideas, argue for a position, or report findings. They require careful reading because the meaning is usually built through connected ideas, not through single sentences alone.

These skills are connected. They should not be treated as separate lessons that disappear after a quiz. A learner uses them together every time an academic text is read carefully.

1. Academic Texts

Definition

An academic text is a written work that presents knowledge, explanation, analysis, research, or argument in a formal and organized way.

Academic texts are commonly used in schools, universities, research, professional training, and specialized fields.

Examples of academic texts include essays, research articles, textbooks, reports, reviews, concept papers, position papers, critiques, and technical explanations. These texts may come from different disciplines such as science, mathematics, language, literature, social studies, business, technology, health, and the arts.

Academic texts usually have the following characteristics:

- They are formal. The language avoids slang, casual expressions, and unnecessary emotional wording.
- They are objective. The writer tries to focus on ideas, evidence, and reasoning rather than personal feelings alone.
- They are organized. The ideas follow a structure so that the reader can understand how the information develops.
- They are evidence-based. Claims are supported by facts, examples, observations, reasons, data, or references.
- They are precise. Words are chosen carefully so that meaning is clear.
- They are focused. The text usually has a central idea, question, issue, or purpose.

Not all academic texts are equally difficult. Some are short and direct. Others are long, technical, and dense. However, even a short academic text requires careful reading because academic meaning often depends on how sentences connect to one another.

Example

"School gardens are often seen as simple beautification projects, but they can also support learning and responsibility."

This sentence does more than mention gardens. It introduces a contrast. Some people may think school gardens are only for decoration, but the writer presents a broader value: learning and responsibility. A reader who only sees the word "garden" may miss the academic purpose of the sentence.

Academic reading therefore requires attention to meaning, structure, and purpose.

2. Academic Language

Definition

Academic language is the language used for learning, explaining, analyzing, and presenting ideas in formal situations.

It is different from everyday language because it is more precise, organized, and discipline-based. Everyday language is useful for ordinary communication. It is often personal, direct, and flexible. Academic language, however, is used when ideas need to be explained carefully.

Everyday Language

"School gardens are good because students learn many things from them."

Academic Language

"School gardens can support experiential learning by allowing students to observe plant growth, soil conditions, weather patterns, and the effects of regular maintenance."

Both sentences have a similar general idea. The second sentence is more academic because it uses precise terms such as "experiential learning," "observe," "soil conditions," "weather patterns," and "regular maintenance." It also explains the idea more specifically.

Academic language is not simply difficult English. It is language used for a clear purpose. It helps the writer express exact meaning.

Academic language may include formal vocabulary, technical terms, complex sentences that show relationships between ideas, signal words that guide the reader through the structure of the text, and objective tone that avoids unsupported personal judgment.

Academic language can be challenging because learners may know the general topic but not understand the specific terms used. A learner may understand what a plant is, but may not understand "germination," "photosynthesis," or "soil fertility." A learner may know what money is, but may not immediately understand "inflation," "budget deficit," or "consumer demand."

For this reason, academic reading includes vocabulary work. When learners meet unfamiliar words, they should not stop immediately. They can use context clues, word parts, examples, definitions, and the overall meaning of the paragraph to understand the term.

3. Jargon and Technical Terms

Definition

Jargon refers to specialized words or expressions used by a particular group, field, profession, or discipline. In academic texts, jargon often appears as technical terms.

Examples include "cell," "organism," "photosynthesis," and "evaporation" in science; "ratio," "variable," "function," and "equation" in mathematics; "theme," "symbolism," "narrator," and "conflict" in literature; "profit," "market," "investment," and "consumer" in business; and "respondents," "data," "methodology," and "findings" in research.

Jargon is not automatically bad. In academic writing, technical terms are necessary because they name ideas accurately. The problem happens when the reader does not understand the term, or when the writer uses technical language without explaining it.

For learners, the task is not to avoid technical terms. The task is to learn how to handle them.

When reading technical terms, a learner may use these strategies:

1. Look for a definition in the sentence or paragraph. Example: "Photosynthesis, the process by which plants make food using sunlight, is essential to plant growth."
2. Look for examples. Example: "Renewable resources, such as sunlight, wind, and flowing water, can be naturally replaced."
3. Look for contrast. Example: "Unlike nonrenewable resources, renewable resources can be restored naturally over time."
4. Look at word parts. Example: "Biology" comes from "bio," meaning life, and "logy," meaning study. Biology is the study of life.
5. Read the surrounding sentences. Sometimes a word is not directly defined, but the paragraph gives enough information to understand it.

Understanding technical terms is important because one misunderstood term can affect the meaning of the whole paragraph. However, learners should also remember that academic reading is not only about vocabulary. A reader must also understand how ideas are connected.

4. Context Clues

Definition

Context clues are hints found in the words, phrases, and sentences around an unfamiliar word. They help the reader infer meaning without immediately using a dictionary.

Context clues are especially useful in academic reading because academic texts often introduce unfamiliar terms. A reader who can use context clues can continue reading even when not every word is familiar.

There are different types of context clues.

Definition Clue

"An abstract is a short overview of an academic text." The sentence defines abstract as "a short overview of an academic text."

Example Clue

"Academic texts, such as research articles, reports, essays, and textbooks, are used to present information and ideas formally." The examples help explain academic texts.

Synonym Clue

"The explanation was brief, or short, but it included the main point." The word "short" helps explain "brief."

Contrast Clue

"Unlike casual language, academic language is formal and precise." The contrast between casual and academic helps explain the meaning.

Explanation Clue

"The text is objective because it focuses on evidence rather than personal feelings." The explanation after "because" helps clarify objective.

Context clues do not always give a perfect definition. Sometimes they only give an approximate meaning. Still, they help the reader continue. After reading, the learner may confirm the exact meaning using a dictionary, glossary, or teacher explanation.

5. Text Structure

Definition

Text structure refers to the way ideas are organized in a text.

Academic texts are not just collections of sentences. They are built in patterns. Recognizing these patterns helps the reader understand the purpose of the text and locate important information.

Common text structures include description, sequence, cause and effect, problem and solution, comparison and contrast, and argument.

Description

A descriptive text explains the characteristics or features of a topic. Example: "A school garden includes soil beds, seedlings, water sources, tools, and assigned spaces for planting."

Sequence

A sequence text presents events or steps in order. Example: "First, the students prepare the soil. Next, they plant the seeds. After that, they water the plants regularly."

Cause and Effect

A cause-and-effect text explains why something happens and what results from it. Example: "When students care for plants regularly, they observe growth and develop responsibility."

Problem and Solution

A problem-solution text presents an issue and explains how it may be addressed. Example: "Many school gardens fail because no one monitors them after planting. This problem can be addressed by assigning weekly maintenance tasks."

Comparison and Contrast

A comparison-and-contrast text explains similarities and differences. Example: "A school garden and a classroom activity can both support learning, but a garden requires longer monitoring and shared responsibility."

Argument

An argumentative text presents a claim and supports it with reasons or evidence. Example: "School gardens should be treated as learning spaces because they connect lessons to real experience and develop discipline among students."

Recognizing text structure helps the learner decide what information to focus on. In a cause-and-effect text, the reader looks for causes and results. In a problem-solution text, the reader identifies the issue and the proposed answer. In an argumentative text, the reader looks for the claim and the support.

Text structure also helps in summarizing and outlining. A good summary follows the structure of the original text without copying the exact wording.

6. Main Idea, Topic, and Supporting Details

Topic

The topic is what the text is generally about. It is usually a word or phrase.

Examples of topics include school gardens, academic language, climate change, online learning, public transportation, and reading strategies.

Main Idea

The main idea is the most important point the writer makes about the topic. It is usually a complete thought.

Example

Topic: School gardens Main idea: School gardens are useful when they are treated as learning spaces that require planning, responsibility, and cooperation.

The supporting details are the pieces of information that explain, prove, describe, or develop the main idea. Supporting details may include examples, reasons, facts, descriptions, data, or explanations.

For example, in a text about school gardens, supporting details may include students observing plant growth, learning about soil and weather, needing water sources and tools, requiring assigned tasks, and recognizing that without monitoring, gardens may become neglected.

The topic tells what the text is about. The main idea tells what the writer wants to say about the topic. Supporting details explain how or why the main idea is true.

Many learners confuse topic and main idea. A topic is broad. A main idea is more specific.

Example

Topic: Online learning Main idea: Online learning can continue education during disruptions, but it requires stable internet access, learner discipline, and teacher guidance.

This main idea does not only name online learning. It says something about online learning. Identifying the main idea is necessary for summary and abstract writing. If the main idea is wrong, the summary and abstract will also become weak.

7. Thesis Statement

Definition

A thesis statement is the central idea or controlling point of a text. In many academic texts, it tells the reader what the writer will explain, prove, or discuss.

A thesis statement may appear in the introduction, but it is not always found in one clear sentence. In short academic texts, the thesis may be directly stated. In longer or more complex texts, it may need to be inferred from the whole discussion.

Example

"School gardens should be treated not only as beautification projects but as learning spaces that develop responsibility, cooperation, and practical understanding."

This thesis tells the reader the main position of the text. It also gives direction to the discussion.

Topic vs. Thesis Statement

Topic: School gardens Thesis statement: School gardens should be treated as learning spaces because they connect classroom lessons to real experience and develop responsibility among students.

The topic only names the subject. The thesis statement presents the main claim or controlling idea.

In academic reading, identifying the thesis statement helps the learner understand the purpose of the text. It answers the question: What is the writer mainly saying about this topic?

The thesis statement is important because it controls the rest of the text. The supporting details should connect to it. If a detail does not support the thesis or main idea, it may be less important.

Argumentative Thesis

"Schools should integrate gardening activities into learning because they provide practical experiences that support science, responsibility, and cooperation."

Explanatory Thesis

"This text explains how school gardens support learning and what conditions are necessary for their success."

Both are thesis statements because they guide the whole text. When writing an abstract, the thesis statement is often transformed into the central focus of the abstract.

8. Outlining Academic Texts

Definition

An outline is an organized list of the important ideas in a text. It shows the structure of the text in a simplified form.

Outlining helps the reader see how the ideas are connected. It also helps prepare for summary and abstract writing. An outline usually includes the topic, main idea or thesis, major points, and supporting details.

Example Text

"School gardens are often seen as simple beautification projects, but they can also support learning and responsibility. When students help plant and care for vegetables or flowering plants, they observe growth, weather, soil conditions, and the results of regular maintenance. These experiences can connect classroom lessons to real situations. However, a garden will not succeed through planting alone. It needs planning, assigned tasks, water sources, tools, and regular monitoring. Without these, the garden may become neglected. A school garden is useful when it is treated not only as decoration, but as a shared learning space that requires discipline and cooperation."

Possible Outline

Topic: School gardens Main idea: School gardens are useful when treated as learning spaces that require planning, discipline, and cooperation. I. School gardens can support learning and responsibility. A. Students observe plant growth. B. Students observe weather and soil conditions. C. Students see the results of regular maintenance. II. School gardens need proper planning and resources. A. They need assigned tasks. B. They need water sources and tools. C. They need regular monitoring. III. School gardens should be treated as shared learning spaces. A. They are not only decorations. B. They require discipline and cooperation.

An outline does not copy the whole text. It selects and arranges the important ideas.

Outlining is useful because it prevents the learner from treating every sentence as equally important. In academic reading, some sentences carry the main idea, while others provide explanation, example, or support.

A good outline also helps the learner avoid copying. When the reader understands the structure, it becomes easier to express the ideas in new words.

9. Paraphrasing

Definition

Paraphrasing means restating a specific idea using different words and sentence structure while keeping the original meaning.

A paraphrase is usually close in length to the original sentence or passage. It does not shorten the whole text the way a summary does. Instead, it restates an idea clearly in the learner's own words.

Original Sentence

"School gardens are often seen as simple beautification projects, but they can also support learning and responsibility."

Paraphrase

"Many people think school gardens are only for making the school look better, but they can also help students learn and become responsible."

The meaning is the same, but the wording and sentence pattern are different.

Paraphrasing is important in academic writing because it helps the learner use information without copying. It also shows understanding. A learner who can paraphrase a sentence correctly usually understands the sentence.

A good paraphrase should keep the original meaning. It should not add a new idea that was not in the original. It should not remove an important idea. It should not simply replace a few words with synonyms while keeping the same structure.

Weak Paraphrase

"School gardens are usually viewed as simple beautification tasks, but they can also help learning and responsibility." This is weak because it mostly copies the original structure and only changes a few words.

Better Paraphrase

"Although school gardens may appear to be only for decoration, they can also become spaces where students learn and practice responsibility." This is better because it changes the structure while preserving the meaning.

Paraphrasing requires careful reading. The learner must first understand the idea before rewriting it.

10. Summarizing

Definition

Summarizing means presenting the most important ideas of a text in a shorter form.

A summary includes the main idea and key supporting points, but it removes minor details, repeated ideas, and unnecessary examples. A summary is shorter than the original text. It should be written in the learner's own words. It should not include personal reactions unless the task asks for them.

Original Text

"School gardens are often seen as simple beautification projects, but they can also support learning and responsibility. When students help plant and care for vegetables or flowering plants, they observe growth, weather, soil conditions, and the results of regular maintenance. These experiences can connect classroom lessons to real situations. However, a garden will not succeed through planting alone. It needs planning, assigned tasks, water sources, tools, and regular monitoring. Without these, the garden may become neglected. A school garden is useful when it is treated not only as decoration, but as a shared learning space that requires discipline and cooperation."

Possible Summary

"The text explains that school gardens can support learning and responsibility by giving students real experiences with plants, weather, soil, and maintenance. It also emphasizes that gardens need planning, assigned tasks, tools, water, and monitoring to succeed."

This summary includes the important ideas. It removes smaller details but keeps the meaning of the text.

A summary should be accurate. It should not change the writer's message.

A summary should be complete enough. It should include the central idea and the major supporting points.

A summary should be concise. It should not retell every sentence.

A summary should be in the learner's own words. It should avoid copying.

A summary should be objective. It should not include unsupported personal opinion.

Summarizing is one of the most important skills in EAPP because many academic tasks require learners to understand and condense information. A learner who can summarize well is already beginning to think academically.

11. Paraphrase, Summary, and Abstract

Paraphrase, summary, and abstract are related, but they are not the same.

Paraphrase

A paraphrase restates a specific line, sentence, or idea in different words. It usually stays close to the original meaning and length.

Summary

A summary gives the important ideas of a whole text or section in a shorter form. It focuses on the main idea and key supporting details.

Abstract

An abstract gives a formal overview of an academic text. It usually includes the topic, purpose or focus, key points, and overall emphasis of the text.

The difference can be seen in the following example.

Original Sentence

"School gardens are often seen as simple beautification projects, but they can also support learning and responsibility."

Paraphrase

"Although school gardens may seem to be only for decoration, they can also help students learn and become responsible."

Original Full Text

"School gardens are often seen as simple beautification projects, but they can also support learning and responsibility. When students help plant and care for vegetables or flowering plants, they observe growth, weather, soil conditions, and the results of regular maintenance. These experiences can connect classroom lessons to real situations. However, a garden will not succeed through planting alone. It needs planning, assigned tasks, water sources, tools, and regular monitoring. Without these, the garden may become neglected. A school garden is useful when it is treated not only as decoration, but as a shared learning space that requires discipline and cooperation."

Summary

"The text explains that school gardens can support learning and responsibility by giving students real experiences with plants, weather, soil, and maintenance. It also emphasizes that gardens need planning, assigned tasks, tools, water, and monitoring to succeed."

Abstract

"This text discusses the educational value of school gardens and the conditions needed for their success. It explains that gardens can connect classroom learning to real experiences while developing responsibility among students. It also emphasizes that proper planning, task assignment, resources, and monitoring are necessary for a garden to become a useful shared learning space."

The summary retells the important ideas. The abstract sounds more formal and presents the topic, focus, key points, and overall emphasis.

Simple Distinction

Paraphrase: restates one idea. Summary: shortens the important ideas of the text. Abstract: formally presents the whole text's focus and major points.

12. Abstract Writing

Definition

An abstract is a short, formal overview of an academic text. It gives the reader a clear idea of what the text is about without reading the whole text.

In EAPP, writing an abstract shows that the learner understands the text well enough to identify its topic, purpose or focus, main idea, key points, and overall emphasis.

An abstract is not a reaction. It should not focus on whether the learner likes or dislikes the text.

An abstract is not a simple list of details. It should present the whole text in a connected and formal way.

An abstract is not a copied paragraph from the original text. It should be written in the learner's own words.

A good abstract usually includes the topic of the text, the purpose or focus of the text, the main idea or thesis, the key points, and the overall emphasis or conclusion.

For short classroom texts, an abstract may be written in one paragraph.

Abstract Frame

"The text discusses _____. It explains that _____. The main point is _____. It supports this by showing _____. Overall, the text emphasizes _____."

This frame is useful for beginning learners, but as learners improve, they should write more naturally.

Example

"This text discusses the educational value of school gardens and the conditions needed for their success. It explains that gardens can connect classroom learning to real experiences while developing responsibility among students. It also emphasizes that proper planning, task assignment, resources, and monitoring are necessary for a garden to become a useful shared learning space."

This abstract identifies the topic, explains the focus, includes key points, and ends with the overall emphasis.

The tone is formal. It does not say, "I like school gardens" or "For me, school gardens are nice." It focuses on the meaning of the text.

13. Steps in Moving from Reading to Abstract

Writing an abstract begins with reading. A learner cannot write a good abstract by copying the first and last sentences of the text. The learner must process the text.

1. Read the whole text. The reader should get the general meaning before writing anything.
2. Mark unfamiliar or technical terms. These terms should be understood through context clues, examples, or definitions.
3. Identify the topic. This answers the question: What is the text about?
4. Identify the thesis statement or main idea. This answers the question: What is the writer mainly saying about the topic?
5. Identify supporting details. These details explain or support the main idea.

6 Decide what to keep and what to remove. Main ideas and key points are kept. Minor examples, repeated ideas, and unnecessary details are removed.

7 Paraphrase important ideas. This helps the learner avoid copying and understand the meaning more deeply.

8 Write a short summary. The summary helps organize the important ideas.

9 Transform the summary into an abstract. This means making the writing more formal and complete by including the topic, focus, key points, and overall emphasis.

10 Check the abstract. It should be accurate, complete, concise, formal, and written in the learner's own words.

14. Objectivity and Academic Tone

Definition

Objectivity means focusing on evidence, facts, explanation, and reasoning rather than personal feelings alone.

Academic writing usually requires objectivity. This does not mean the writer has no thoughts. It means the writer presents ideas in a fair, controlled, and evidence-based way.

Subjective Statement

"I really like school gardens because they are beautiful and fun."

Objective Statement

"School gardens can support learning when they are planned, maintained, and connected to classroom activities."

The subjective statement focuses on personal feeling. The objective statement focuses on an idea that can be explained and supported.

In abstract writing, objectivity is important because the learner is presenting the meaning of the original text. The abstract should not judge the text unless the task specifically asks for evaluation.

Academic tone also avoids exaggerated words.

Less Academic

"School gardens are super amazing and very helpful to all students."

More Academic

"School gardens can provide meaningful learning experiences when students are actively involved in planting, observation, and maintenance."

Academic tone is calm, clear, and precise.

15. Evidence from Text

Definition

Evidence is information from the text that supports an idea.

In academic reading, learners should not answer only from memory or personal opinion. They should connect their understanding to the text.

Evidence may appear as facts, examples, descriptions, reasons, data, or explanations.

Claim, Evidence, Explanation

Claim: School gardens can support learning. Evidence from text: Students observe plant growth, weather, soil conditions, and the results of regular maintenance. Explanation: This evidence supports the claim because it shows that students learn through direct experience, not only through classroom discussion.

Evidence is important because it prevents unsupported answers. It also prepares learners for later EAPP tasks such as critique writing, concept paper writing, position paper writing, and report writing.

In Unit 1, evidence helps learners understand and summarize. In Unit 2, evidence will help learners evaluate and critique.

16. From Academic Reading to Critique Writing

Unit 1 prepares learners for Unit 2. A critique requires judgment, but judgment should not be careless or purely personal. A good critique is based on criteria and evidence.

Before learners can critique a text, event, object, or experience, they must first understand it. This is why academic reading comes before critique writing.

The skills from Unit 1 are still used in Unit 2. Academic language helps learners express judgment clearly. Text structure helps learners understand how a text or experience is organized. Thesis statement helps learners identify the central idea being presented. Outlining helps learners organize observations and evidence. Paraphrasing helps learners restate ideas accurately. Summarizing helps learners present the object or text briefly before evaluating it. Abstract writing helps learners practice formal, concise, and objective presentation.

In critique writing, learners move from understanding to evaluation. However, evaluation should still be based on evidence.

Weak Critique

"The activity was bad because I did not like it."

Better Critique

"The activity had a clear purpose, but its time management was weak because several parts started late and some groups were unable to finish their tasks."

The better critique uses criteria and evidence. The criterion is time management. The evidence is that parts started late and some groups were unable to finish.

This shows why Unit 1 matters. A learner cannot write a strong critique without first learning how to read, identify important information, and explain ideas clearly.

17. Common Difficulties in Reading Academic Texts

Many learners struggle with academic texts not because they cannot read, but because academic reading requires several skills at the same time.

- One common difficulty is unfamiliar vocabulary. Academic texts often use words that are not common in daily conversation.
- Another difficulty is long sentences. Academic sentences may include several connected ideas.
- Another difficulty is identifying the main idea. Some learners focus on small details and miss the central point.
- Another difficulty is copying. When learners are unsure of meaning, they may copy sentences directly instead of explaining them in their own words.

- Another difficulty is confusing reaction with summary. A reaction gives personal response. A summary gives the important ideas of the text.
- Another difficulty is confusing summary with abstract. A summary retells the key ideas. An abstract formally presents the whole text's topic, focus, key points, and emphasis.

These difficulties can be addressed through practice. The learner should not expect to understand every academic text immediately. Academic reading improves through repeated exposure, guided reading, vocabulary work, and careful attention to structure.

18. Sample Academic Text with Explanation

Sample Text

"Clean drinking water is essential to public health because it prevents many diseases caused by harmful microorganisms. In communities where water sources are unsafe, people may suffer from diarrhea, stomach infections, and other illnesses. Boiling water, filtering it, and protecting water sources from contamination can reduce these risks. However, clean water access does not depend only on individual action. It also requires community planning, proper waste disposal, and support from local authorities. Safe drinking water is therefore both a personal and public responsibility."

Topic

Clean drinking water

Main Idea

Clean drinking water is necessary for public health and requires both individual and community responsibility.

Technical or academic terms include public health, microorganisms, contamination, waste disposal, and local authorities.

The text uses cause and effect as well as problem and solution. It explains that unsafe water can cause illness. It also presents solutions such as boiling, filtering, protecting water sources, community planning, and proper waste disposal.

Thesis Statement

"Safe drinking water is therefore both a personal and public responsibility." This sentence expresses the overall point of the text.

Supporting details include that unsafe water may cause diarrhea, stomach infections, and other illnesses; boiling and filtering water can reduce risks; protecting water sources helps prevent contamination; community planning and proper waste disposal are necessary; and local authorities also have a role.

Possible Summary

"The text explains that clean drinking water is important for preventing diseases caused by unsafe water. It states that individuals can reduce risks by boiling or filtering water and protecting water sources, but communities and local authorities must also support clean water access through planning and proper waste disposal."

Possible Abstract

"This text discusses the importance of clean drinking water in protecting public health. It explains that unsafe water can cause diseases and that individual practices such as boiling, filtering, and protecting water sources can reduce health risks. It also emphasizes that safe water access requires community planning, proper waste disposal, and support from local authorities, making it both a personal and public responsibility."

This example shows how the skills in Unit 1 work together. The reader identifies the topic, main idea, structure, thesis statement, and supporting details. Then the reader summarizes and writes an abstract.

19. Important Concepts to Remember

- Academic texts present knowledge, explanation, analysis, research, or argument in a formal and organized way.
- Academic language is formal, precise, objective, and often discipline-based.
- Jargon and technical terms are specialized words used in particular fields.
- Context clues help readers understand unfamiliar words through surrounding information.
- Text structure shows how ideas are organized.
- The topic tells what the text is about.
- The main idea tells what the writer says about the topic.
- The thesis statement presents the central idea or controlling point of the text.
- Supporting details explain, prove, or develop the main idea.
- An outline organizes the important ideas of a text.
- A paraphrase restates a specific idea in different words.
- A summary presents the most important ideas of a text in shorter form.
- An abstract gives a formal overview of the whole text, including its topic, focus, key points, and overall emphasis.
- Academic reading is the foundation for later academic writing. Before learners can critique, argue, explain a concept, or write a report, they must first understand how academic texts present ideas.

Closing Discussion

Unit 1 is not only about reading. It is about learning how to handle information. Academic texts require the reader to slow down, identify important ideas, understand unfamiliar language, and see how details support a central point.

When learners read academic texts well, they become more prepared to write. They can paraphrase without copying, summarize without losing the main idea, and write abstracts that present the text clearly. These skills also prepare learners for critique writing because critique requires understanding before judgment.

The movement from reading to abstract writing is therefore a foundation. It teaches learners that academic work is not built on guessing or personal reaction alone. It is built on careful reading, clear thinking, and responsible use of evidence.