

B1 Reading — General English + Workplace English

JBK Independent Learning Program

Layer 1 — The Learning Goal

Workplace Application (how to use this at work): At B1, you can understand the main ideas and important details in clear workplace texts such as emails, messages, schedules, instructions, notices, short reports, and information about familiar work situations.

Progression

A2 — Understand the main information.

B1 — Understand the main ideas and important details.

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

1.1 CEFR Learning Objective — B1 Reading

Workplace Application: You will also learn to use these reading skills with workplace information—for example, understanding an email from a colleague, following written instructions, finding important details in a schedule, or understanding information about a work task.

By the end of this chapter, you will be better able to understand the main ideas and important details in clear texts about familiar topics.

Related Workplace English Objectives

- *understand main ideas and important details in clear workplace texts;*
- *understand emails, messages, notices, schedules, and instructions about familiar work;*
- *find information needed to complete a familiar workplace task;*
- *understand workplace procedures and routines;*
- *use information from workplace texts to communicate with colleagues, supervisors, or customers;*
- *choose reading strategies (ways to help you learn) that match a workplace purpose.*

You will also learn how to become your own reading teacher. You will use the CEFR (the European scale of language levels, from A1 to C2), learning strategies, AI, and free websites.

1.2 What Will I Learn?

At B1, you can begin to read longer and more varied texts.

In this chapter, you will learn how to:

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- understand the main idea of a text;
- find important details;
- use reading strategies that match your goal;
- guess the meaning of new words from context (the words and situation around a word);
- summarize what you read;
- use information from a text;
- think about where information comes from;
- use AI when you need help;
- check whether you reached your reading goal; and
- choose your next learning step.

You do not need to understand every word.

Good readers learn to understand the important information and use strategies when a text becomes difficult.

1.3 Why Should I Care About Reading?

Workplace Application: At work, reading helps you understand emails and messages, follow instructions, find information in schedules and notices, understand workplace procedures, and use information to communicate with colleagues, supervisors, and customers.

You read English when you:

- read emails and messages;
- use websites;
- read news and articles;
- follow instructions;
- study;
- read about your work;
- make plans; or
- learn about topics that interest you.

Good reading helps you:

- understand information;
- learn vocabulary in context;
- communicate more clearly;
- learn about new ideas;
- make decisions; and
- become a more independent learner.

At B1, reading is not only about understanding information.

It is also about **using information**.

1.4 Your Learning Goal

Workplace Application: A useful B1 workplace goal might be: “I can understand the main ideas and important details in clear workplace texts about familiar work situations.” Choose a goal that matches the kind of reading you need to do at work.

There is no one reading goal that is right for every B1 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 understand the main ideas and important details in clear texts about familiar topics.

You can choose a goal about:

- everyday life;
- travel;
- work;
- study;
- news;
- hobbies;
- family and relationships; or
- another situation that is important to you.

For example:

I want to understand short news articles about topics that interest me.

Or:

I want to understand information about my work.

Choose a reading goal that is useful to you now.

If the CEFR goal is not clear, ask AI:

“Please explain this B1 reading goal in simple English and give me two examples.”

1.5 How AI Can Help You Learn Reading

Workplace Application: AI can help you practice workplace reading. It can explain new workplace words, make questions about a workplace text, help with a hard paragraph, or make another B1 workplace reading activity. You still need to read and understand the text yourself.

AI gives language learners many new ways to practice.

You can ask AI to:

- explain difficult English;
- explain new vocabulary;
- help you find the main idea;
- create reading questions;
- create another reading activity;
- explain a difficult paragraph;
- give feedback (comments that help you improve) on your answers;
- help you understand a source;
- recommend reading materials; and
- create extra practice.

AI can be your:

Reading Coach • Practice Partner • Learning Assistant

But remember:

AI does not take the place of reading practice.

You still need to read English yourself.

AI can help you find texts, understand them, and practice with them.

You are the learner who does the work.

Layer 2 — The Learning Method

Workplace Application: Use the same B1 reading process with workplace texts. Keep the English at B1, even when the work topic is harder.

2.1 How Can I Improve My Reading?

There are many ways to improve reading.

In this chapter, you will try a few strategies that are very useful for B1 learners.

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

This chapter gives you a few useful tools to try.

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

At B1, there is an important change.

At A2, you may simply try a strategy.

At B1, you can begin to **choose a strategy because it matches your goal**.

2.2 The Reading Learning Process

Workplace Application: For workplace reading, you might read an email, understand the main point and important details, practice with the information, explain it to someone, review what you understood, and reflect on what you need to practice next.

A simple reading process is:

Read → Understand → Practice → Communicate → Review → Reflect

At B1, you can use this process in a more active way.

You are not only asking:

What does the text say?

You can also ask:

What can I do with this information?

You use this process in the Practice step of the JBK Independent Learning Cycle (seven steps to plan and check your own learning).

Step 1 — Read

Workplace Application: Before reading a workplace text, look at the title, subject line, headings, sender or organization, and date when available. Ask: Why am I reading this? What information will I probably need?

Read the text once.

Before you begin, look at:

- the title;
- headings;
- pictures, if there are any;
- important words; and
- the type of text.

Ask yourself:

- What is this about?
- What do I already know about this topic?
- What do I expect to learn?

Do not stop every time you see a new word.

First, try to understand the general meaning.

Step 2 — Understand

Workplace Application: Identify the main idea and important details. In a workplace text, look especially for information such as tasks, dates, times, places, reasons, deadlines, changes, and responsibilities.

Read the text again.

Try to identify:

- the main idea;
- important details;
- key information;
- useful vocabulary; and
- useful expressions.

If you do not understand a word, first try to guess its meaning from context.

You can check the word later.

Ask yourself:

What is the writer mainly trying to tell me?

Step 3 — Practice

Workplace Application: Practice with a workplace text by answering questions, finding important information, summarizing the message, or identifying what action is required.

Now choose a strategy that matches your reading goal.

For example, you might:

- skim to find the main idea;
- scan for specific information;
- guess new words from context;
- identify supporting details;
- reread a difficult section;
- take short notes; or
- summarize the text.

Choose the strategy that can help you reach your goal.

For example:

My goal is to understand the main idea.

You might choose:

I will skim the text first.

Or:

My goal is to find information about prices.

You might choose:

I will scan the text for numbers and prices.

Step 4 — Communicate

Workplace Application: Use the information you read. For example, explain an instruction to a colleague, tell someone what has changed, summarize an email, or explain what you need to do next.

Use what you read.

You can:

- explain the main idea to someone;
- answer questions;
- discuss the topic with AI;
- write a short summary;
- give your opinion; or
- use information from the text to talk about your own experience.

At B1, try to move from:

understanding information

to

using information.

For example, if you read an article about ways to save energy, you might ask:

Which idea could you use in your own home? Why?

You are now using information from the text.

Step 5 — Review

Workplace Application: Check whether you understood the workplace information correctly. If the text contains an important instruction or deadline, compare your understanding with the original text.

Read important parts of the text again later.

Review:

- important vocabulary;
- useful expressions;
- important information; and
- difficult sections.

Notice what is easier when you read the text again.

Ask yourself:

What do I understand now that I did not understand before?

Review helps you remember what you learned.

Step 6 — Reflect

Workplace Application: Ask yourself: What workplace information was easy to understand? What was difficult? Which strategy helped? What would I need to practice before using this skill in a real workplace situation?

After your reading practice, ask yourself:

- What was difficult?
- Which strategy did I use?
- Did the strategy help?
- What did I learn?
- Did AI help me?
- What would I do differently next time?

Thinking about your practice helps you become a more independent learner.

2.3 A Few Reading Strategies

Workplace Application: At B1, choose a strategy because it matches your workplace reading goal. For example, skim an email for the main point, scan a schedule for a time, or guess a new workplace word from context.

We cannot teach every possible reading strategy in one chapter.

Instead, you will try a few that are very useful for B1 reading.

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

Predict

Before reading, use the title, headings, pictures, and other information to predict what the text will be about.

Ask:

What do I think I will learn?

After reading, check your prediction.

Skim for the Main Idea

Read quickly to understand the general meaning.

Look at:

- the title;
- the first sentences;
- headings; and
- important repeated ideas.

Do not stop at every difficult word.

Ask:

What is this text mainly about?

Scan for Specific Information

When you need one piece of information, scan the text.

Look for:

- names;
- numbers;
- dates;
- places;
- prices; or
- other key words.

You do not need to read every sentence carefully.

Guess Meaning from Context

When you see a new word, look at the words around it.

Ask:

What could this word mean here?

Then check your answer later.

This can help you continue reading without using a dictionary for every new word.

Identify Important Details

After finding the main idea, look for information that supports it.

For example:

Main idea: The company wants to reduce energy use.

Important details might include:

- using less electricity;
- changing office lighting; and
- reducing heating costs.

Reread Difficult Sections

You do not always understand a difficult sentence the first time.

Read it again.

Look at the sentences before and after it.

Ask:

What information can help me understand this part?

Take Short Notes

Write only important information.

You might write:

- the main idea;
- two important details;
- new vocabulary; or
- one question.

Do not try to copy the whole text.

Summarize

After reading, explain the main idea in your own words.

A short summary can show whether you understood the text.

For example:

The article explains three ways to save energy at home.

Then add two or three important details.

2.4 Personal Learning Strengths

Workplace Application: Think about which types of workplace reading help you learn best. You might learn well by highlighting key information, making short notes, discussing a workplace text with another person, or using AI to create extra practice.

There is no one **best** way to learn English.

People enjoy different kinds of learning activities.

Howard Gardner was a researcher. He wrote about different kinds of intelligence. His work can give you some useful ideas.

For example:

- **Linguistic** — reading articles, stories, and other texts;
- **Spatial** — using pictures, headings, charts, and other visual information;
- **Interpersonal** — discussing what you read with another person or AI; and
- **Intrapersonal** — keeping learning notes and thinking about your progress.

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

But try other activities too, not only your favorites.

A strategy that is not your favorite can still be useful when you need it.

For more ideas, visit the **Resource Library**.

2.5 Weekly Study Plan

Workplace Application: Replace one or more activities with a workplace reading goal—for example, reading a workplace email, schedule, notice, short report, instruction, or customer message.

Day	Activity	Time
Monday	Read for the main idea	20 min
Tuesday	Find important details	20 min
Wednesday	Practice guessing words from context	20 min
Thursday	Practice skimming or scanning	20 min
Friday	Summarize or discuss what you read	20 min
Saturday	Read something new	20 min

Day	Activity	Time
Sunday	Review and reflect	20 min

You do not have to follow this plan exactly.

Change it to match your own goal and schedule.

Homework Assignment

Choose one B1 reading text related to your goal. Read it with the reading process in Section 2.2. Write the main idea, two important details, one useful strategy, and one new word or expression. If it helps, use AI for more practice—but read and understand the text yourself.

2.6 My Strategy Record

Keep a record of the strategies you try.

My reading goal:

Date	Strategy	Activity	How effective?	What did I learn?

At B1, try to write a little more about **which strategy worked and why**.

For example:

I understand articles better when I skim first.

Or:

Guessing words from context worked well today.

Or:

I need more practice finding the writer's main idea.

These notes show you how you learn best.

Over time, this record shows you which strategies help you most.

Layer 3 — The Learning Tools

Workplace Application: Your workplace AI toolkit might include creating a B1 workplace reading activity, explaining workplace vocabulary, creating questions about the text, helping you understand a workplace paragraph, or making a practice workplace reading task.

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:** printed texts, a notebook, and a partner.
- **Tier 2 — Phone, No Internet:** any phone with a voice recorder, and your notebook.
- **Tier 3 — Limited Data:** light reading websites, short voice notes, and AI in text.
- **Tier 4 — Good Internet:** AI, all websites, and online resources.

3.1 Partner and AI Roles

Tier 1 — Paper and People

Question Partner: You and your partner read the same text. Your partner asks you about the main idea and the important details.

Discussion Partner: You talk about the text together. What can you do with this information?

If you have no partner, write three questions about the text in your notebook. Then answer them.

Tier 2 — Phone, No Internet

Recorder: Record a short summary of a text. Then read the text again. Did you miss anything?

Notebook: Write short notes, new words, and a short summary in your paper notebook.

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

If you have a smartphone, you can save articles when you have internet. Then you can read them again with no data.

Tier 3 — Limited Data

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

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

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

Tier 4 — Good Internet

For B1 reading, AI can be your:

- **Reading Coach**
- **Practice Partner**
- **Learning Assistant**

3.2 AI Functions

AI can help you:

- explain difficult English;
- create reading practice;
- create questions about the text;
- give feedback on your answers;
- help you understand a source; and
- create more practice.

These are only a few ideas.

You will find more in the **Resource Library**.

3.3 AI Tasks

Workplace Application: You might ask AI to create questions about a workplace email, explain new workplace vocabulary, create another workplace text at B1 level, or help you identify the main idea and important details. AI should support your learning, not do the reading for you.

For example, you can ask AI to:

- create five questions about an article;
- explain difficult vocabulary;

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- explain a difficult paragraph without simply translating it;
- create another reading task about the same topic;
- help you identify the main idea and supporting details; or
- help you understand where an online article came from.

If the AI response is not useful, **change your prompt (the message you write to AI) and try again.**

This is an important part of learning to use AI.

3.4 Scripts and AI Prompts

Every tier has the same three tasks: create more practice, understand a difficult paragraph, and check my understanding. Only the tool is different.

Tier 1 — With Paper and a Partner

Create More Practice: Find another text about the same topic, for example in a newspaper or a book. Read it with the same strategy.

Understand a Difficult Paragraph: Read the sentences before and after it. Then explain the paragraph to your partner, one sentence at a time. Ask about the part you do not understand.

Check My Understanding: Your partner writes five questions about the text, from easy to more difficult. You answer them. Then change roles.

Tier 2 — With Your Phone

Create More Practice: Read a second text on paper about the same topic. Record the two ideas that are in both texts.

Understand a Difficult Paragraph: Read the paragraph aloud and record it. Listen, and stop after each sentence. Say it in your own words.

Check My Understanding: Record a one-minute summary. Then read the text again. What did you miss?

Tier 3 — Voice Notes and Text Prompts

Create More Practice: Breaking News English has the same story at different levels. Read the story at your level, then at the next level.

Understand a Difficult Paragraph: Send AI the paragraph with Prompt 2 under Tier 4. Text uses little data.

Check My Understanding: Send a partner a voice note with the main idea and two details. Ask: “Did I miss anything?”

Tier 4 — AI Prompts

Prompt 1 — Create More Practice

“I am a B1 English learner. Create another reading task about this topic. Make it similar in difficulty, but use a different situation.”

Prompt 2 — Understand a Difficult Paragraph

“I am a B1 English learner. I don’t understand this paragraph. Please help me understand it without simply translating it. Ask me questions first if that will help me.”

Prompt 3 — Check My Understanding

“I am a B1 English learner. Ask me five questions about this article. Start with easier questions and then make the questions more difficult. Give me feedback on my answers.”

You can change these prompts to match your own goals.

3.5 Choose Your Reading Practice

Workplace Application: Choose a workplace reading activity at your B1 level that matches your workplace reading goal. The work situation can change, but keep the English at B1.

You do not need to use every resource or activity in this chapter.

Choose one that matches your current goal.

You can choose General English or Workplace English.

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

Texts for Any Tier

General English: a news article, an email, instructions, a blog post, or a short story.

Workplace English: an email, a notice, a schedule, a procedure, or instructions.

Tier 1 — Paper and People

- Read a newspaper article, a leaflet, or a page from a book. Use “Take Short Notes” and “Summarize” from Section 2.3.
- Tell a partner what you can do with the information.

Tier 2 — Phone, No Internet

- Read a text again after one week. What do you understand now that you did not understand before?
- Exchange short English messages with a partner by SMS. Ask and answer one question about a text you both read.

Tier 3 — Limited Data

- Read the article text on VOA Learning English, or a Level 3 story on Breaking News English. Both are in the Low-Data Edition.
- The three options under Tier 4 are text prompts. They use little data, so you can use them too.

Tier 4 — Good Internet

Option 1 — Everyday Reading

Choose a reading activity about an everyday topic.

Ask AI:

“Please recommend a B1 General English reading activity about a situation that is useful to me. I would like [American/British/International] English.”

Option 2 — Workplace Reading

Choose a reading activity related to a workplace situation.

Ask AI:

“Please recommend a B1 Workplace English reading activity that will help me communicate in a situation I may experience at work. I would like [American/British/International] English.”

Option 3 — Personal Goal

Choose a reading activity that helps with your own CEFR goal.

Ask AI:

“Please recommend a practical B1 reading activity that will help me communicate in this situation: [describe your situation]. I am studying [General English/Workplace English]. I would like [American/British/International] English.”

Choose only one activity for now.

You can try more activities later.

3.6 The JBK Independent Learning Cycle

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?

Why am I reading?

When and how will I practice?

3. Choose

Which activity or resource will I use?

The Resource Library can help you.

4. Practice

Complete the activity.

Choose a strategy that matches your goal.

Use AI if it helps you.

5. Evaluate

Did I understand the main ideas and important details?

What evidence do I have?

6. Reflect

What did I learn?

What worked well?

What was difficult?

7. Improve

What will I practice next?

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

At B1, your next step should become more independent.

3.7 Where Did This Information Come From?

When you read online, it is useful to know where the information comes from.

You do not need to be an expert at checking information.

Start with three simple questions:

Who wrote this?

Where is it from?

Why was it written?

For example, if you are reading an online article, look for:

- the writer or organization;
- the website;
- the date; and
- the reason for the article.

If you are not sure, AI can help.

Try:

“I am a B1 English learner. Help me understand who produced this article and why they may have written it. Please explain in simple English.”

The goal is to develop a useful habit:

Ask where the information comes from.

3.8 What Can I Do With What I Have Learned?

At B1, reading can help you do more than answer questions.

Try to **use information from the text**.

For example, suppose you read about ways to reduce household energy use.

Instead of asking only:

What are two ways to save energy?

Ask:

Which idea could you use in your own home? Why?

You are using information from the text to think about your own situation.

You can also:

- give your opinion;
- compare two ideas;
- make a simple decision;
- explain an idea to someone; or
- use information to solve a simple problem.

You do not need to use difficult English.

The important thing is to **use what you read**.

3.9 How Do I Know If I Reached My Goal?

Workplace Application: Your evidence might include explaining the main idea of a workplace text, identifying important details such as a deadline or task, summarizing a workplace message, or explaining what action the text requires.

Return to your CEFR goal.

For example:

I can understand the main ideas and important details in clear texts about familiar topics.

Now ask:

How do I know I can do this?

You need some evidence.

You might:

- explain the main idea;
- identify three important details;

- answer questions about the text;
- summarize the text; or
- explain some information from the text.

If you can do these things, you have evidence that you are reaching your goal.

If you are not sure what evidence to collect, ask AI:

“My reading goal is: I can understand the main ideas and important details in clear texts about familiar topics. What could I do to check whether I reached this goal? Give me three simple ideas.”

The important question is not:

“Do I think I did well?”

The better question is:

“What can I do that shows me I am reaching my goal?”

3.10 This Week’s Practice

Plan one reading practice for this week. Choose one B1 text related to your goal.

My reading goal:

Text or resource:

The strategy I will use:

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

What will I do with the information?

When will I practice?

After you practice, fill in your Learning Record (your notes before and after each practice) in Section 3.11 and your Strategy Record (a table of the strategies you try) in Section 2.6.

3.11 My Learning Record

Use this record before and after each reading practice.

Before I Read

My reading goal:

What will I practice?

Resource or activity:

My strategy:

How often will I practice?

When will I begin?

After I Read

Source:

Topic:

Main idea:

Important details:

New vocabulary:

Useful expressions:

Strategy I chose:

How much did it help?

1 2 3 4 5

What did I learn?

What worked well?

What was difficult?

My next step:

Workplace English

Workplace Application: When you read a workplace text, write the situation, main idea, important information, useful workplace vocabulary or expressions, what helped you understand it, and what you need to practice next.

What workplace text did I read?

What important information did I find (tasks, dates, deadlines, changes)?

Useful workplace vocabulary or expressions:

Keep your Learning Record in your Learning Notebook (your own notebook for this course).

3.12 Visit the Resource Library

Workplace Application: Look for B1 workplace resources that match your goal and the type of reading you need. Choose B1 texts that are useful for your work.

You have now learned a few useful ways to improve your B1 reading.

But these are only a starting point.

Visit the Resource Library to find more ideas.

Look for resources that match:

- your B1 level;
- your reading goal;
- General English or Workplace English;
- the kind of English you want; and
- your interests.

You do not need to try everything.

Choose a few resources that look useful to you.

You can also ask AI to help you choose.

For example:

“I am a B1 English learner. I want to improve my reading of articles about work. Which resource in the Resource Library might be useful for me?”

Make a short list of resources you like.

Keep your list in your Learning Notebook and try one resource this week.

Layer 4 — Reflection and Growth

4.1 Self-Assessment — “I Can...”

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

My Reading Skills

I can...	Yes	Sometimes	Not yet
understand the main idea of a clear text about a familiar topic.	☐	☐	☐
identify important details.	☐	☐	☐
skim a text to find the main idea.	☐	☐	☐
scan a text for specific information.	☐	☐	☐
guess the meaning of some new words from context.	☐	☐	☐
identify information that supports the main idea.	☐	☐	☐
summarize the main information in my own words.	☐	☐	☐
use information from a text to talk about a familiar situation.	☐	☐	☐

My Workplace Reading Skills

I can...	Yes	Sometimes	Not yet
understand the main idea of a clear B1 workplace text about a familiar work situation.	☐	☐	☐
identify important information in a workplace text.	☐	☐	☐
find workplace details such as dates, times, places, numbers, reasons, or deadlines.	☐	☐	☐
understand a workplace instruction or message when the language is appropriate for B1.	☐	☐	☐
use a reading strategy that matches my workplace reading goal.	☐	☐	☐
use information from a workplace text to communicate with another person.	☐	☐	☐
ask for clarification when important workplace information is unclear.	☐	☐	☐
use AI to practice B1 workplace reading when I need it.	☐	☐	☐
identify a workplace reading skill that I need to improve.	☐	☐	☐

My Learning Skills

I can...	Yes	Sometimes	Not yet
choose a reading strategy that matches my goal.	☐	☐	☐
use AI to support my reading practice.	☐	☐	☐
ask AI for help when a reading task is difficult.	☐	☐	☐
change a prompt when an AI response is not useful.	☐	☐	☐
ask where online information comes from.	☐	☐	☐
collect evidence that I reached my reading goal.	☐	☐	☐
record which strategies work well for me.	☐	☐	☐
choose my next reading activity.	☐	☐	☐

My Workplace Learning Skills

I can...	Yes	Sometimes	Not yet
choose a B1 workplace reading resource that matches my goal.	☐	☐	☐
choose a strategy that matches my workplace reading goal.	☐	☐	☐
use AI to support my workplace reading practice.	☐	☐	☐
collect evidence that I reached my workplace reading goal.	☐	☐	☐
record which strategies work well for me.	☐	☐	☐
choose my next workplace reading activity.	☐	☐	☐

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

Your goal is to **keep improving**.

4.2 Reflection and My Next Step

Workplace Reflection: Think about a workplace reading situation you practiced. What was easiest? What was difficult? Which strategy helped most? Did you understand the important information? Could you use this reading skill in a real workplace situation?

Think about your experience.

- What was difficult?
- Which strategy did I use?
- How much did it help?

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- What helped me understand the text?
- Did AI help me? How?
- Did I learn anything about the source?
- What would I do differently next time?
- What would I like to practice next?

Record your answers in your Learning Notebook.

At B1, try to explain **why** a strategy worked or did not work.

4.3 Independent Learning Tip

Workplace Application: Choose your strategy for a reason. If you need to find one detail in a workplace document, scan for key words. If you need to understand the main point of an email, skim first. If you do not know a workplace word and it is not important, keep reading and use the words around it to help you.

Choose your strategy for a reason.

Do not simply use the same strategy every time.

Ask yourself:

What is my goal?

Then ask:

Which strategy can help me reach this goal?

For example:

Goal: Find one piece of information.

Strategy: Scan for key words.

Or:

Goal: Understand the main idea.

Strategy: Skim the text first.

The better you become at choosing strategies, the more independent you become as a learner.

4.4 Your Next Step

Workplace Application: Your next step might be to read another B1 workplace text, practice a different workplace reading strategy, read a workplace email or instruction, practice workplace vocabulary, or choose another workplace reading goal.

You have learned several strategies and tools for B1 reading.

They are **not the only ways to improve**.

Your next step is your choice.

You might:

- repeat the activity with another article;
- try a different reading strategy;
- read something slightly more difficult;
- practice vocabulary from the article;
- practice identifying main ideas;
- explore the same topic further; or
- choose another reading goal.

If you are not sure, ask AI:

“I am a B1 English learner. I just completed this reading activity. Give me three possible next steps. Explain what I could learn from each one.”

Then choose one.

You are becoming more independent.

4.5 Remember

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

At B1, you are learning not only **how to understand English**, but also **how to make decisions about your own learning**.

You choose a goal.

You choose a strategy.

You practice.

You look at your results.

You decide what to do next.

That is how you become your own English teacher.