

Reference Material

Strategic Reading

Core Unit

of the starter course module

Reading Academic Texts in English

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Starter course

devised by the MuMiS project – Multilingualism and Multiculturalism in University Studies

Developed at the University of Siegen, sponsored by VolkswagenStiftung

For more information about the research project, see our website: <http://www.mumis-projekt.de/>

For questions and feedback please contact us at: mumis-projekt@uni-siegen.de

Four Reading Strategies

Skimming

- Why?
To get a first impression of what a text is about, you can have a look at the heading, sub-headings, words in bold print, pictures, diagrams, etc.
- How?
Read the first and the last paragraph and the introductory sentences of each paragraph.

Activating background knowledge

- Why?
Knowing what content and language forms to expect from a text will help you to decode the text more easily.
- How?
Ask yourself what you already know about the topic and do some brainstorming (you might want to take notes as well).

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Scanning

- Why?
Scanning is useful if you already know what you are looking for and you only want to find out
 - whether this information is in the text
 - where you can find this information in the text.
- How?
To find the passages you will want to read more carefully, look for the key terms in the text.

Asking questions

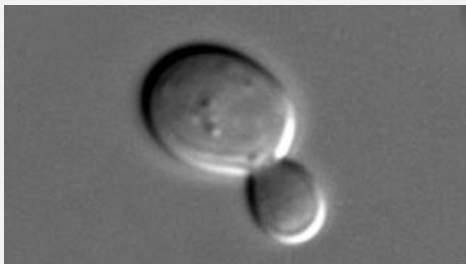
- Why?
Knowing what you want to find out will help you to focus on those aspects that are most relevant for your reading purpose.
- How?
Ask yourself what information you hope to get from the text and which aspects seem particularly interesting to you. Formulate questions about what you would like to find out from the text (e.g. create them from the title).

Vocabulary

heading ← **A New Model of Yeast Aging**

sub-heading ← **New findings challenge long-held views about the mechanism yeast cells use to live forever.**

By Hannah Waters | November 23, 2011



caption ← Wikimedia Commons, Masur

paragraph, passage { When yeast cells divide, they retain their own damaged proteins to produce daughter cells with immaculate cytoplasm, essentially resetting their age and giving the lineage immortality. While a decade of research has indicated that the mother's cytoskeleton shoots out actin fibers to actively regulate this process, a paper published today in *Cell* turns this theory on its head, suggesting that **slow diffusion and cell geometry**¹ are all that's needed to keep damaged proteins from entering the new cells. } → question mark
→ in italics
→ in bold print

quotation { "What this paper does is it demystifies something that's very fundamental: how do you generate a daughter cell that doesn't carry the aging components of an aging cell?" said molecular biologist Susan Gasser, director of the Friedrich Miescher Institute for Biomedical Research in Switzerland who was not involved with the research. "And what it says it is that it's the null hypothesis" — that the cell's structure is enough. } → exclamation mark
→ highlighted

"It goes against a lot of previous data and a lot of previous reports that suggest that damaged protein aggregates are partitioned in the cell by specific proteins and by the actin cytoskeleton," said microbiologist Thomas Nyström of the University of Gothenburg, who also did not participate in the study. "I don't know what to make of it at this point," admitted Nyström, who isn't ready to dismiss the existing yeast aging model just yet. [...]" → circled

footnote ←

¹ "slow diffusion and cell geometry" is put into bold print for illustrative purposes. It is not in bold print in the original version.

² <http://the-scientist.com/2011/11/23/a-new-model-of-yeast-aging/>