Task Sheet 4

Academic year: 2009-2010

PART I. BEGINNING LINGUISTICS: AN INTRODUCTION TO THE STUDY OF LANGUAGE

KEY TOPIC(S):
- Examining popular ideas about language further.

READING ASSIGNMENT 1

Now let us apply the suggested strategies for reading more critically to Myths 1 to 3. Answer the questions below:

About the text ‘Strategies for Reading More Critically’: http://writing.colostate.edu/guides/reading/critread/pop2d.cfm

1. Describe two interesting facts you learned about the process of reading more critically.

2. Which reading tips do you think will be most helpful to you as you complete your reading assignments throughout the course? Why?
About Myths 1 to 3:
http://www.sinclair.edu/sec/eng245/Myths/myths.htm

MYTH 1
Anyone who studies linguistics knows many languages.

3. What was your prior knowledge of the subject before you read this first myth?

Did this prior knowledge help you to understand the meaning of the text? How?

4. Did you make any prediction about what the text was about and what you would encounter next in the text as you read it?
5. What **notes** did you make in the text as you read it?
   - Mark the Thesis and Main Points of the Piece.
   - Mark Key Terms and Unfamiliar Words.
   - Underline Important Ideas and Memorable Images.
   - Write Your Questions and/or Comments in the Margins of the Piece.
   - Write any Personal Experience Related to the Piece.
   - Mark Confusing Parts of the Piece, or Sections that Warrant a Reread.
   - Underline the Sources, if any, the Author has Used.
   - Summarizing.

6. Consider Myth 1 carefully and write down its **Thesis**?

   Was the Thesis explicitly stated or was it implied in the text?
MYTHS 2 AND 3

The origins of language and how language first came about is well documented. Parents teach their children language and teachers teach children how to speak correctly.

DEVELOPING YOUR WRITTEN SKILLS

Reread each complete paragraph. At the end of each paragraph, select and write down all the main points/facts using the minimum number of words: