

《高中英语》（上外版）

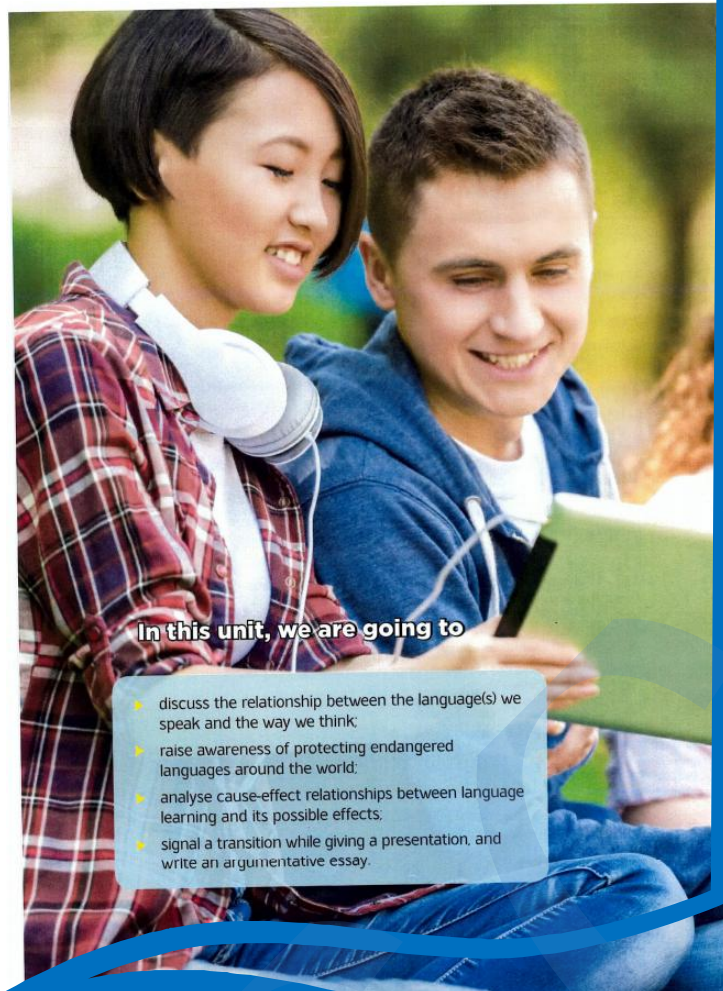
选择性必修第二册第二单元第3课时

Language and Mind

授课教师：上海市曹杨中学 文锦谊

《高中英语》（上外版）

选择性必修第二册第二单元



In this unit, we are going to

- discuss the relationship between the language(s) we speak and the way we think;
- raise awareness of protecting endangered languages around the world;
- analyse cause-effect relationships between language learning and its possible effects;
- signal a transition while giving a presentation, and write an argumentative essay.

| 课时 | 授课内容 |
|----|---|
| 1 | Getting Started/ Reading A |
| 2 | Reading A/ Vocabulary Focus |
| 3 | Reading A/ Grammar in Use |
| 4 | Listening and Viewing |
| 5 | Reading B |
| 6 | Critical Thinking and Speaking |
| 7 | Writing |
| 8 | Further Exploration and Self-assessment |

学习目标 **Learning Objectives:**

At the end of the lesson, you will be able to ...

- 1.能在语篇中识别主语从句和表语从句形式，说明其表意功能；
identify the subject clauses and predicative clauses in the context and figure out their functions;
- 2.能根据表达的需要，恰当地运用主语从句和表语从句描述人物和事件，表达观点和意图。
use subject clauses and predicative clauses to express your views on language and mind.

Ask and answer

What has been argued for thousands of years?

subject clause

What has been argued for thousands of years is

whether language shapes the way we think.

predicative clause

● Grammar in Use

Subject clauses and predicative clauses

- I. Study the sentences and underline the subordinate clauses. What functions do they have in the sentences?

EXAMPLE

What has been argued for thousands of years is whether or not people speaking different languages think differently.

subject

predicative

1. It is accepted that our language and thought are both influenced by culture.
2. What the researchers have found is how brilliant and flexible the human mind is.
3. Whether language shapes the way we think has been a question for centuries.
4. A common belief is that any language can be learned with enough practice.
5. How language learning can benefit young learners has attracted a lot of researchers' interest recently.

- **Grammar in Use**

- Subject clauses and predicative clauses**

It is accepted that our language and thought are both influenced by culture.

That our language and thought are both influenced by culture is accepted.

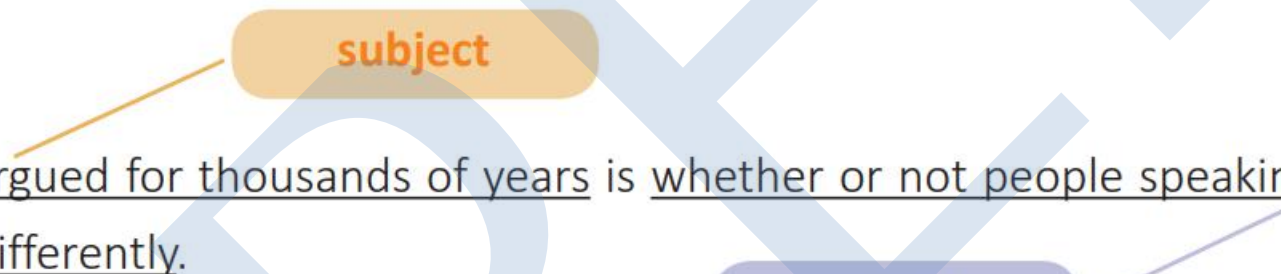
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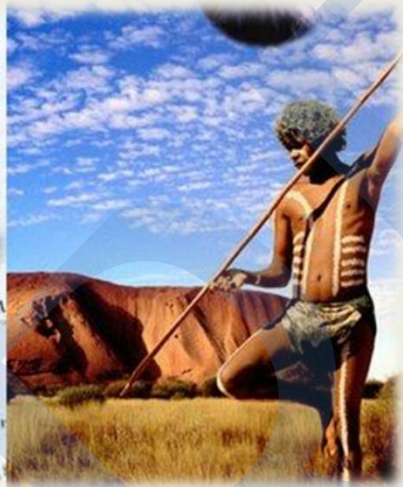
Grammar Highlights

The underlined clauses in the example in Exercise 1 act as the subject and the predicative respectively. Since they serve the same function as nouns, they are called noun clauses.

A noun clause normally begins with words such as that, how, whether, what, whatever, when, which, whichever, who, whoever, whom, whomever and why.



Make sentences with a subject clause or a predicative clause
(*that, how, whether, what, whatever, when, which, whichever, who, whoever, whom, whomever or why*)



-----siniy-----

-----goluboy-----



-----blue-----

II. Read the passage and answer the questions by using subject or predicative clauses.

One of the oldest questions in the study of language involves how it influences our thought. According to a highly debatable response from Benjamin Whorf, a student of the famous linguist Edward Sapir, "Language not only influences thought, but it determines thought as well." The Sapir-Whorf hypothesis, at least in its strongest form, has been rejected by many psychologists. After all, it's not difficult to come up with examples of thought that does not involve language. But a weaker form of the hypothesis has yet to be challenged: the idea that the language we speak does to a certain extent affect our thought.

1. What is one of the oldest questions in the study of language?

One of the oldest questions in the study of language is _____.

2. What is suggested in the Sapir-Whorf hypothesis?

It is suggested _____.

3. What has been proved by examples according to the passage?

It has been proved _____.

4. What has yet to be challenged?

_____ has yet to be challenged.

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III. Answer the questions with information from the passage above, using subject or predicative clauses.

1. What is the stronger form of the Sapir-Whorf hypothesis?
2. What is the weaker form of the Sapir-Whorf hypothesis?
3. What can be used as evidence to reject the stronger form?

Answer the questions by using subject or predicative clauses

Currently, the list of endangered languages is growing day by day.

In an article recently published in *The New Yorker*, it was reported that up to half of today's living languages are in danger and will be extinct by the end of the 21st century.

Languages die out for many reasons. Some can be hard to preserve if most of their traditions are orally maintained, with few written records ever in existence. Other causes of linguistic death have to do with cultural domination. Many cultures have been colonized or otherwise dominated.

Losing a language can also mean losing crucial knowledge about that group's history, culture, or even local environment.

Many linguists and academics, who recognise the value of dying languages, are working to preserve them.

- (1) What concern is expressed in the article in *The New Yorker*?
- (2) What has led to the dying of languages?
- (3) What are your suggestions on preserving dying languages?

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That some languages can be hard to preserve if most of their traditions are orally maintained, with few written records ever in existence and that many cultures have been colonized or otherwise dominated have led to the dying of languages.

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(1) What concern is expressed in the article in *The New Yorker*?

(2) What has led to the dying of languages?

(3) What are your suggestions on preserving dying languages?

- That we use modern technology such as recording might be a good way to preserve some dying languages.
- My suggestion on preserving dying languages is that governments should establish policies/take action to protect dying languages.

Learn Acceptance Through Teaching Each Other Their Languages

In Acacia Wesley's class at a California high school, students chat with each other in Spanish, Arabic and the students have only been in the United States for a few weeks or months. Some are from Yemen, and many are from countries in Central America.

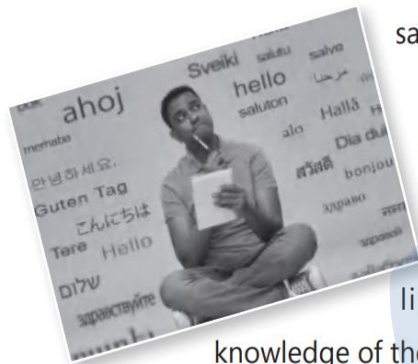
(1) _____ was that she started hearing the Spanish-speaking students laugh when their classmates spoke Mam or Arabic or make fun of how those languages sounded.

Wesley came up with an idea. She asked her students to take turns teaching a little bit of their home language each day. Students taught their peers (2) _____, introduce themselves and say basic phrases or words like "Cool". Then, they recorded themselves saying those phrases in short video clips.

Wesley saw the differences in her students. She said they grew more confident after seeing their own languages displayed on the whiteboard and hearing it in the video clips. They felt like experts if they were asked to share their knowledge of their home language. Yet the greatest difference was

(3) _____.

Wesley's classroom is just one of many across the country with an increasing number of immigrant students. (4) _____ more than 200,000 teenagers have crossed the border alone for the past few years. These students face tremendous obstacles to get through high



Wesley was concerned about a situation

how to count from 1 to 10

Wesley has an expectation

their willingness to make friends across cultural lines

according to an estimate

More practice

☐ school, but they also bring powerful strengths with them, one of which is their fluency in their home languages.

(5) _____ is that her school will use her class videos as part of an orientation at the beginning of the year, to help build mutual respect and understanding among all students, both newcomers and those born in the United States.

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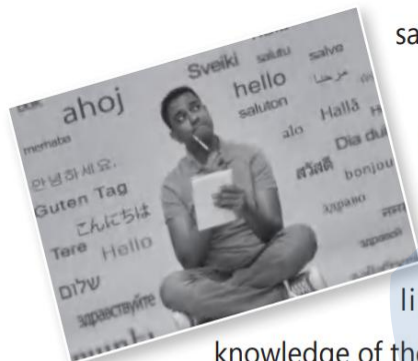
(1) What concerned Wesley was that she started hearing the Spanish-speaking students laugh when their classmates spoke Mam or Arabic or make fun of how those languages sounded.

Wesley came up with an idea. She asked her students to take turns teaching a little bit of their home language each day. Students taught their peers (2) how they could count from 1 to 10, introduce themselves and say basic phrases or words like "Cool". Then, they recorded themselves saying those phrases in short video clips.

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(3) that they were willing to make friends across cultural lines

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More practice

What are the benefits of teaching other people your mother tongue?

□ school, but they also bring powerful strengths with them, one of which is their fluency in their home languages.

(5) What Wesley expects is that her school will use her class videos as part of an orientation at the beginning of the year, to help build mutual respect and understanding among all students, both newcomers and those born in the United States.

Assignments

1. Finish Section B of Grammar in Use on Pages 20-21 in the workbook.
2. Make at least 5 sentences about the dying languages and the ways to preserve them with subject clause or predicative clause (starting with *that, how, whether, what, whatever, when, which, whichever, who, whoever, whom, whomever* or *why*).

Thank you!