

《高中英语（上外版）》必修四册 Unit 4 Approaching Classics

课时：第 3 课时 教学内容：Grammar in use

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一、教学设计与说明

1. 教学目标

本课为本单元的第 3 课时，核心目标为能在语篇中识别、理解和使用虚拟语气，尤其要掌握本单元中 wish 和 if only 的形式、意义与用法；能运用所学的语法理解语篇意义，恰当地描述人物和事件，表达观点和意图，根据表达的需要恰当运用虚拟语气。

2. 设计思路

本课为本单元的第 3 课时，根据认知语言学理论，采用发现、解释、运用的方式设计语法活动。体现“形式-意义-使用”的三维动态语法观，关注语法与语篇、语境与语义的关系，引导学生在真实的语境中运用语法。

在导入环节，首先从对第一第二课时的文本复习入手，通过问答形式，让学生复习 Reading A 的内容，引出本课时的主题：虚拟语气。接着，引导学生归类、整理出本单元中 wish 和 if only 的形式、意义与基本用法；随后进行有层次递进的两个操练活动。

在活动环节中，活动 1 通过对主阅读文章的部分句子的改写，训练学生运用所学语法现象，深入理解语篇意义，进一步熟悉 wish 和 if only 的形式与基本用法，也为后面进行的口头输出和回家的写作活动起到了输入和铺垫的作用。活动 2 难度要求更进一步：训练学生根据表达的需要，恰当运用虚拟语气，准确地描述人物和事件，表达观点意图等。

由学生互相谈论经典作品“假如给我三天光明”，假设自己是故事的主人公，交流自己的打算和想法。主要目的有两个：一是在内容上贯穿本课堂的活动主线，谈论经典作品的主人公，实现学生的语言输出；二是在语法上，要求学生在表达中灵活运用虚拟语气 wish 和 if only。这些活动的意义在于让学生从认识虚拟语气的形式、理解虚拟语气的意义、到熟练使用虚拟语气来描述人物事件，侧重学生三维动态语法观的培养，引导学生关注语法和语篇，在真实的语境中学会运用语法。

3. 重点难点

在真实语境中对目标语法的迁移使用。

Lesson Plan

By the end of this period, students will be able to:

1. understand and recognize the form and the use of the subjunctive mood (wish/ if only) by reviewing the text and showing some examples;
2. use the subjunctive mood (wish/ if only) by rewriting sentences and understanding their meanings;
3. use the subjunctive mood (wish/ if only), when necessary, to describe classic works, characters etc.

Procedures:

I. Independent activity 1: Lead in

*T: Ask students to review the content of reading A.

*Ss: Share their answers and make comments on peers' review.

Purpose: To elicit the topic.

Guided questions:

1. What do you think of the old man in Hemingway's classic work?
2. Do you agree with your friends?

II. Independent activity 2: Watch and conclude

*T: Guide students to understand the subjunctive mood correctly through reviewing the text and analyzing some examples.

*Ss: Read the examples, conclude the basic rules and understand their meanings.

Purpose: To help Ss form a correct understanding of the subjunctive mood (wish/if only).

Guided questions:

1. Was the old man's experience at sea a dream?
2. Did the old man hook the fish?

3. What verb forms are used in the clauses after the word “wish”?

III. Interactive activity 3: Rewrite the sentences

*T: Ask students to orally share the rewritten sentences and make comments on peers’ work.

*Ss: Rewrite the sentences by using the subjunctive mood and understand their meanings.

Purpose: To check students’ understanding of the subjunctive mood and their use of it.

Guided questions:

1. Can you change the sentences from the text with “I wish”, and “If only”?
2. Can you figure out what kind of feelings the subjunctive structure expresses?

IV. Interactive activity 4: Presentation

*T: Introduce the Helen Keller’s classic biography, *Three days to light*, and ask students to have a discussion and express their wishes and regrets if they were as blind and deaf as Helen Keller in their writing.

*Ss: Work in groups to prepare for the presentation.

Purpose: To help students put the use of the subjunctive mood into real communication and to help them form positive attitudes towards life.

Guided question:

1. What other classics have you read?
2. If you were blind and deaf as Helen Keller in her classic biography “*Three days to light*”, try using “I wish” or “If only” to express your wishes and regrets.

V. Assignments:

1. Topics for further practice:
If you could change one thing about yourself, what would it be?
What is something that you wish your partner or friend would stop doing?
Think back to being a teenager. What’s something that you wish you had done differently?
What were some things you wish you hadn’t done in an interview?
2. Write a short passage titled “*Three days to light*” and express your wishes and regrets if you were as blind and deaf as Helen Keller in your writing. Try using the subjunctive mood (wish/if only), when necessary.