

《高中英语（上外版）》必修第四册Unit 4 Approaching Classics
Grammar in Use: Subjunctive Mood (*wish* and *if only*) 课例分析
上海市青浦区教师进修学院 郝民

《高中英语（上外版）》必修第四册Unit 4 Approaching Classics中的第3课时的课型是语法（Grammar in Use）。教学内容是Subjunctive Mood (*wish* and *if only*)，即，虚拟语气（*wish* 和 *if only*）。

本节课围绕单元话题“走近经典”，引导学生在语篇中观察、识别并探究包含有*wish* 和*if only*的虚拟语气句子的构成特征，并通过对句子结构和语篇意义的分析，尝试归纳虚拟语气在*wish*引导的宾语从句和*if only*引导的条件状语从句中的形式、意义与用法，在此基础上，本课的教学目标指向帮助学生通过本课的学习，能运用所学的语法理解语篇意义，恰当地描述人物和实践，表达观点和意图，根据表达的需要恰当运用虚拟语气。

一、秉持单元教学设计理念

本课是虚拟语气知识教学的第一课时，老师依托本单元的阅读语篇EXCERPT FROM *THE OLD MAN AND THE SEA*，用问题What do you think of the old man in Hemingway's classic work *THE OLD MAN AND THE SEA*? 及与课文主要内容相关的三连问：

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"?

复习相关课文内容，并自然地用语篇中的*I wish it had been a dream and that I had never hooked the fish and was alone in bed on the newspapers.* (P52)的句子引出今天的教学内容，运用学生熟悉的语境、熟悉的语言，有助于他们在理解的基础上，更好地掌握新的语法知识。

除了本课的主要教学内容，老师也借助语篇中的其他虚拟语气句子，如*When the fish had been hit it was as though he himself were hit.* (P52, *as though* / *if*引导的方式状语从句)来进行适度拓展。

在新授后的训练阶段，老师又依循本单元话题“走近经典”，例如：课上提供的例句提及了世界名著*Gone with the Wind*（《飘》）和*War and Peace*（《战争与和平》），最后又以海伦·凯勒的《假如给我三天光明》为语境，设置任务。让学生不时地浸润在“经典”的气息中。

二、充分激活和发挥学生主体意识和作用

本课中老师非常注重发动学生主动参与学习活动。

在导入环节，学生从语篇意义的复现到呈现语法知识学习的转换，需要理解，解析，从而实现了新授的导入。

又如，虚拟语气知识讲解后，老师利用课内教材课文中和课外的语句，组织了一系列的“Watch and conclude”活动，引导学生主动尝试归纳虚拟语气的形式、意义。

学生通过对教师提供例句的理解，归纳出各自体现的虚拟语气用法，如：句1 *I wish I hadn't stayed up late reading *Gone with the Wind* last night. I'm so tired now.*和例句2 *He wished he had finished reading *War and Peace* before taking the literature quiz.*体现的是“*wish* + past

perfect tense” can be used to express regret people have about something that happened or didn’t happen in the past.

学生再尝试通过对 The English translation of Pablo Neruda’s poetry is really hard to understand. How she wishes she knew Spanish and could read the poems in Spanish! 的理解，归纳出“wish + simple past” is often used to express regret or to describe an “unreal” situation that people would like at present. 即用wish引导的宾语从句表达出由于英译本太难她很难理解，从而殷切期望自己懂些西班牙语（，可以直接读Pablo Neruda的原版诗歌）。

而在准确解读We wish Mr Keating in the film *Dead Poets Society* would give us a lecture on poems one day. 后梳理出 “wish + would (could) do” can be used to express wishes or to describe an action or event that is supposed to what it is now or will be in the future.

除了以上关于wish引导的宾语从句中虚拟语气的用法，学生还在理解了I really admire Sherlock Holmes. If only I could work as his assistant! 的意义后知晓有时“If only” 与“I wish” 有相似的表意功能。

以上四条虚拟语气的规则，都是伴随着充分、严密的语境呈现在学生的面前，既避免了单纯地罗列枯燥的语法规则，又以具体形象的事例激发了学生的求知欲和学习积极性。学生在“做中主动学”，目标的达成更有保障。

三、凸显语用功能

虚拟语气是说话者用来表示假设，或难以实现的情况，而非客观存在的事实。说话者还可运用虚拟语气表达主观愿望或某种强烈的感情，这在本课主要教授的wish引导的宾语从句和if only引导的条件从句的相关教学内容里，体现得尤为突出。教师也注重在设计的学习活动中突出虚拟语气的相关意义和用法。

阅读语篇EXCERPT FROM *THE OLD MAN AND THE SEA*节选自海明威的《老人与海》，全文充满生动的细节和心理活动描写，在活动1（Activity 1）中，教师就从课文里摘取包含感情的句子设计改写的练习（见下表），用半开放的方式，鼓励学生在充分品读根据语境信息，运用学习的虚拟语气知识，用“I wish ...”和“If only ...”句式表达出合理的、适切的情绪情感。

Sentences from the text	Change the sentences with “I wish” and “If only”	Feelings
I am sorry that I killed the fish.	I wish I hadn’t killed the fish.	regret
Do you think my hands were as great a handicap as the bone spurs?	I wish my hands were not as great a handicap as the bone spurs.	hope
Think about something cheerful.	If only there were something cheerful.	regret
There was nothing to be done.	If only I could do something to stop it.	hope

在活动2（Activity 2）中，又引导学生换位思考，在《假如给我三天光明》中，走近海伦·凯勒：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, and how you are going to overcome the obstacles of deafness and blindness.

学生基于对这一名人名著及相关故事的熟知，运用*wish* 和 *if only*的虚拟语气知识，抒发自己如若海伦·凯勒身处逆境时的可能会萌发的遗憾/惋惜/后悔和希望。从学生阅读理解到语法学习的过程中，激活其共情，在持续的学习过程中逐步深入地领悟到该语法知识的交际意义和语用功能。

老师将强化该语法知识的语用功能的探索一致持续到课后作业的设计，其中一项开放性任务包括：

1. If you could change one thing about yourself, what would it be?
2. What is something that you wish your partner or friend would stop doing?
3. Think back to being a teenager. What's something that you wish you had done differently?
4. What were some things you wish you hadn't done in an interview?

这些问题，与每个学生的个人生活体验都有紧密的联系，人人都有话说。

就这样，经过观察、识别、分析、模仿和自主探究，学生正是通过以上要求、难度递进的任务驱动，进行知识的拓展迁移、意义的理解领悟和技能的内化和运用。

