**Teaching Design of**

**Subjunctive Mood used un “If-clause”**

**西安市灞桥区 西安市东城一中 常巍**

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| **Theme** | **Grammar – Subjunctive Mood** | | |
| **Learning Aims** | Language ability | Students are able to know how to make sentences with Subjunctive Mood used in “If-clause” | |
| Thinking quality | Students are able to think about the different situations and some special situations used in Subjunctive Mood. | |
| Learning ability | Students are able to learn the rules by reading and understanding the example sentences about Subjunctive Mood. | |
| Culture awareness | Students are able to have the chance to think about their own life after learning, compared to the story from Snow White. | |
| **Teaching Material and teaching methods Analysis** | Subjunctive Mood is **the** special form of a verb that expresses a wish, possibility, or condition, etc, which is a difficult language point because it is used differently from Chinese.  Therefore students are given a short video before class to know the definition by obtaining adequate examples in order to help students know how to use it. Then, large quantities of examples are give to explain the use of different situations and the special situations. The conclusion must be added to help students review what have learned in the class. | | |
| **Important points** | 1. Help students know the rules about Subjunctive Mood 2. Help students use Subjunctive Mood properly. | | |
| **Difficult Points** | 1. How to help students know the rules about Subjunctive Mood.  2. How to enable students write or speak proper sentences using Subjunctive Mood. | | |
| **Teaching Process** | | | |
| **Section** | **Teaching steps** | | **Purpose** |
| **Before calss**  **During class**  **After**  **class** | **StepⅠ Warming-up**  Show students a piece of *video* adapted from the cartoon film *Snow White* to help students know what is Subjunctive Mood.  **Step Ⅱ Lead-in**  Show students a form that contains three situations of Subjunctive Mood in “If- clause” used in.   |  |  |  | | --- | --- | --- | |  | **If-clause** | **Main-clause** | | **The present** |  |  | | **The past** |  |  | | **The future** |  |  |   **Step Ⅲ Explaining the rules**  Give students three questions and examples to show the three situations about Subjunctive Mood used in “If-clause”.  **(the present)**  What would you do if you won the lottery?  **(the past)**  What would have happened if things had gone different?  **(the future)**  What to say if we wish to see snow in summer?   1. **The Present situation**  * If I won the lottery, I would buy a luxury car. * If I had so much money, I might travel around the world. * If I were the one who won the lottery, I could do whatever I want!  1. **The Past situation**  * If he had driven more carefully, he could not have had the car accident yesterday. * If I had had time last night, I would have gone to see the film with you . * If I had learnt how to swim, I should not have been trapped in this island.  1. **The Future situation**  * If it snowed tomorrow, I could make a snow man. * If it should snow tomorrow, I would have a snowball fight. * If it were to snow tomorrow, I might go to ski with my friends.   **Step IV Conclusion**   1. **Make a conclusion after learning the sentences explained above.**  |  |  |  | | --- | --- | --- | |  | **If-clause** | **Main-clause** | | **The present** | did/ were | Would / should/ could/ might+ do | | **The past** | had done | Would / should/ could/ might+ do | | **The future** | did/ were  should do  were to do | Would / should/ could/ might+ do |  1. **Give some special situation of Subjunctive Mood used in “If-clause” by giving examples.** 2. 如果虚拟条件句的谓语部分有were，had和should时，可省略if，把were，had和should放到从句主语前面去，多见于书面语。   If I were you , I would accept his invitation.  = Were I you , I would accept his invitation.   1. 含蓄条件： 有时假设的情况并不以条件从句表示出来，而是暗含在上下文中，又比如通过介词短语来表示。这些介词常是but for(要不是...), without(如果没有...), otherwise（否则）, but（但是）.   But for your advice, I couldn't have done it so successfully.  The change could not have taken place without the open-door policy.  I was so busy then, otherwise, I would have told him the answer.  = I would have told him the answer, but I was so busy then.   1. If 从句谓语动词发生的时间与主句所假设的谓语动词发生的时间不一致，主句和从句的谓语动词要依照对应的时间而定。   If you had spoken to him last time you saw him, you would know what to do now.  If I were you, I wouldn’t have missed the film last night. 。  **Step V Revision**  Ask students to discuss “If there had been another chance, what would Snow White have done?   * If Snow White had had a second chance, she could have listened to the dwarfs. (past) * If I were Snow White, I would take control of my own life! (present) * If Snow White should have a new life tomorrow, she should never talk to the stepmother again. (future) | | Help students know what is Subjunctive Mood and the difference between Subjunctive Mood and truth  Before learning the rules, help students to get the general division of Subjunctive Mood used in “If-clause”  By giving examples to students, they can understand and conclude each situation about the rules of Subjunctive Mood used in “If-clause” in three different situations.  Students can try to conclude by themselves about the rules of Subjunctive Mood used in “If-clause” in three different situations.  Students know some special situations used in “If-clause” by reading the example sentences  Students have another chance to review the rules and use of Subjunctive Mood in concert with the story from Snow White at the beginning of the class. |
| **Homework** | Think about your life and write sentences using Subjunctive Mood.  What could you have done if you had had a second chance to start your high school life? (past)  What would you do if you graduated/ should graduate/ were to graduate from high school tomorrow? (future) | | Create a situation connected with students’ daily life to review what have learned in the class. |