

人教版高中英语选修六全册名师教案设计

Unit One Art

Topic: A brief history of Western painting and Chinese art; famous artists and works of art

Vocabulary: adopt, possess, attempt, predict, appeal 呼吁, aim, typical 有代表性的, specific, carve, sculpture, gallery, faith, possession, technique, coincidence 巧合, shadow, figure, clay, marble 大理石, café 咖啡馆, exhibition, flesh, scholar, preference, reputation, civilization, district, committee, signature, abstract 抽象的, conventional 常规的, 传统的, evident, superb 卓越的, 杰出的, ridiculous 荒谬的, controversial 争论的, delicate 脆弱的, allergic 过敏的, aggressive 侵略的, fragile 精细的, 易碎的, visual 视觉的, fragrant, contemporary 当代的, geometry, bunch, permanent, faithfully, avenue

A great deal, on the other hand, appeal to 对...有吸引力, make sculptures 制作雕塑, by coincidence 巧合地, attempt to do sth, be allergic to 对...过敏, have a preference for 喜欢, in the flesh 活着的

Sentence patterns:

If you were an artist, what kind of pictures would you paint?

If the rules of perspective had not been discovered, no one would have been able to paint such realistic pictures.

There are scores of modern art styles, but without the impressionists, many of these painting styles might not exist.

Among the painters who broke away from the traditional style of painting were the impressionists, who lived and worked in Paris.

Functions: preference

I want to

I'd like / prefer / rather

That's my first choice.

I don't like

What's your preference?

If it was up to me, I'd choose

I'm not fond of

Would you likeor...?

Which would you prefer....?

Grammar: The subjunctive mood

Teaching important points:

1. Get students to know about Western painting and Chinese art, famous artists and works of art.
2. Have students learn some useful new words and expressions about painting and art and let them learn effective ways to master them.
3. Enable students to grasp and use the expressions of preference.
4. Let students learn the new grammar items: The subjunctive mood (1)
5. Develop students' listening, speaking, reading and writing ability.

Teaching difficult points:

1. Enable students to master the use of the subjunctive mood.
2. Let students learn to write a letter of suggestion.
3. Develop students' integrative skills.

The first period Warming-up, Pre-reading, Reading and Comprehending

Knowledge and skills:

1. To understand the meanings of the following new words and expressions: adopt, possess, attempt, predict, appeal 呼吁, aim, typical 有代表性的, specific, carve, sculpture, gallery, faith, possession, technique, coincidence 巧合, shadow, figure, clay, marble 大理石, café 咖啡馆, exhibition, flesh, scholar, preference, reputation, civilization, district, committee, signature, abstract 抽象的, conventional 常规的, 传统的, evident, superb 卓越的, 杰出的, ridiculous 荒谬的, controversial 争论的, delicate 脆弱的, allergic 过敏的, aggressive 侵略的, fragile 精细的, 易碎的, visual 视觉的, fragrant, contemporary 当代的, geometry, bunch, permanent, faithfully, avenue

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2. To learn about some major movements in Western art and how it has changed stylistically over the centuries.

3. To learn how the information is organized.
 4. To develop the students' reading ability by skimming and scanning the passage.
 5. To develop the students' speaking ability by talking about Western paintings.
- Important and difficult points:

1. To enable the students to learn about the history of Western art and to develop their reading ability.
2. To enable the students to talk about Western paintings.

Step 1 Warming up

1. Warming up by looking and talking about some pictures: show them some pictures and then asking the students their own opinions or their interests.

2. Warming up by reading the short passage below:

The Chinese have for centuries seen paintings as the highest form of art. Chinese paintings have an air of living nature, Harmony and peace that is not always found in the art of other civilizations. It is entirely different from Western paintings, but that difference is hard to grasp and express. The following are some different forms of art.

Figure painting: It includes portraits, story painting and genre painting (风俗画) with figures as the main subjects, lines are the key points.

Landscape painting: Chinese landscape painting can be divided into blue-and-green landscape, gold-and-green landscape, light-purple-red landscape according to the colors used in paintings. The one without outlines is called boneless landscape.

Flower and bird painting: Flowers, rocks and birds are usually the main subjects of this kind of paintings. Technically, there are detailed style with colors and freestyle with ink.

Court painting: It refers to the works done by those professional painters employed by the royal court, or imitations of their works by other painters.

This passage above is about Chinese art forms. With this, the teacher can arouse students' interest to read the passage above Western painting.

Step 2 Pre-reading

1. Match the paintings and their painters. (Show students some pictures for them to match)

(Picasso; Van Gogh; Masaccio; Da Vinci)

2. Encourage students to talk more about the painting and the artists.

(Keys for reference: Leonardo da Vinci was born in 1452 in the village of Vinci. Leonardo began his career working for a master painter in Florence. His masterpiece is Mona Lisa. Leonardo was truly a “Renaissance Man” skilled in many fields. He was a scientist and an inventor as well as an artist. He made notes and drawing of everything he saw. Leonardo invented clever machines, and even designed imitation wings that he hoped would let a person fly like a bird.

Step 3 Reading comprehending

1. Fast-reading

Ask students to skim the passage to get the keywords and general idea of each paragraph and answer the following questions:

1) What’s the main idea of the text?

(The style of the Western art has changed a lot as time goes by.)

2) How many styles of Western art are mentioned in the text? What are they?

(Four. They are: The middle Ages; the Renaissance, Impressionism and Modern art.)

2. Detailed-reading

1) Ask students to read the text carefully to get some specific information and fill in the chart below.

Period	Main aim of painters	Characteristics of the paintings	Representative artist
The Middle Ages (5 th to 15 th century AD)	To represent <u>religious</u> themes	Religious, realistic	<u>Giotto di Bondone</u>

The Renaissance (15 th to 16 th)	To paint <u>people</u> <u>and nature</u> as they really were.	Perspective, realistic, new oil paint	Masaccio
Impressionism (late 19 th century to early 20 th)	To show how <u>light</u> <u>and shadow</u> fell on objects at different times of the day	Not detailed, painted outdoors, painted changes in light	Not mentioned
Modern Art (20 th century to today)	To concentrate on certain qualities of the object	Abstract, very realistic	Not mentioned

2) Ask students to scan the passage for detailed information and do the following multiple choices.

a) In the renaissance, painters _____.

A. painted religious scenes in a more realistic style.

B. focused on religious than on humans.

C. began to paint outdoors.

D. returned to classical Roman and Greek ideas about art.

b) ____ discovered how to make paintings look more real by using perspective.

A. Giotto di Bondone B. Masaccio C. Claude Monet D. Pablo
Picasso

c) According to the text, art is influenced less likely by _____.

A. social changes B. the way of life C. agriculture D. belief of
people

d) When did people focus more on people and less on religion?

A. From 5th to 15th AD B. From 15th to 16th century.

C. From late 19th to early 20th century D. From 20th century today.

e) Most people hate the Impressionists' style of painting at first because they
thought _____.

A. their paintings were very abstract

B. they took away from the traditional style of painting

C. their paintings were very realistic

D. their paintings were ridiculous

f) What does the text mainly tell us?

A. How religious painting developed

B. How oil painting developed

C. How Impressionist painting developed

D. How Western art developed

(Suggested answers: DBCBDD)

Step 4 Language study

Dealing with any language problems (words or sentences students might not understand) to help them to have a better understanding of the text.

Step 5 Listening, reading aloud and underlining

Ask students to read the text carefully to pick out all the useful expressions or collections from the passage while reading and copy them to the notebook after class as homework.

Collocations: concentrate on, adopt a humanistic attitude to life, possess sth. be convinced that, by coincidence, a great deal, lead to, break away from, attempt to do sth. on the other hand

Step 6 Structure analyzing

After reading, ask students to discuss the text structure.

Keys for reference:

This passage is a historical report. The first paragraph introduces the topic and the theme of the text. The rest of the report represents the information in chronological order. A feature of historical reports is the abundance of time expressions. The last sentence of the report functions as a conclusion. In addition, each section begins with a topic sentence.

Step 7 Retelling

Ask students to talk about the history of Western painting in their own words.
Give them some keywords and expressions to help them.

Step 8 Homework

Learn the useful new words and expressions in this unit.

Try to find a book with reproduction of Western paintings or Chinese paintings and explain what you like or dislike about them.

Reflection after teaching:

The second period: language study

Chinese Paintings:

Chinese painting is generally divided by subject matter into four broad categories: figures, landscape, flowers and birds, and bamboo and rocks. The first three categories succeeded each other in the summits of their developments, while the painting of bamboo and rocks became a casual pleasure of the educated elite from the 12th century on. Before the Han dynasty, founded in 202BC, there was already a tradition of figure painting and portraiture of which remnants survive on later bronzes, jades, and pottery. During the Han Dynasty, the art of depicting figures became increasing elaborate. Rulers used didactic art to emphasize codes of government. Surviving examples of stone engraving and wall painting show strong and lively drawing.

Teaching important and difficult points:

1. Important new words and expressions: concentrate on, adopt a humanistic attitude to life, possess sth. be convinced that, by coincidence, a great deal, lead to, break away from, attempt to do sth. on the other hands

2. Important and useful sentence patterns:

1) The inverted sentences beginning with a prepositional phrase.

2) The subjective mood with a prepositional phrase “without” in place of the “if” clause.

3. Some difficult and long sentences in the text.

Step 1 Revision

Check the homework exercises.

Ask some students to tell the styles of Western art.

Step 2 Reading and finding

1. typical: 典型的, 有代表性的, 一贯的, 常用 typical of sb. / sth

This is a typical example of Rome pottery.

A typical working day for me begins at 7:30.

On a typical day, we receive about 50 letters.

2. replace: 相当于 take the place of / take one's place 取代, 代替
take place, in place, out of place, in place of

Natural methods of pest control are now taking the place of chemical.

The kitchen was spotlessly clean, with nothing out of place.

3. convince: 使确信, 使信服, 常用 convincesb. of sth. / convincesb to do sth. /
convince sb. that

Scientists are convinced of the positive effect of danger on physical and mental health.

What convinced you to vote for him?

4. specific: 明确的, 具体点, 特定的

I gave you specific instructions.

The money was collected for a specific purpose.

5. on the other hand: 另一方面

On the one hand I have to work; on the other hand I have many visitors see

On the one hand she is not well, but on the other hand she doesn't like sports.

The boy is very naughty. On the other hand she, he is clever.

Muscles, on the other hand, did not renew.

Yes, but on the other hand exports might fall.

6. aim: with the aim of, take aim at, aim to do sth. aim at doing sth.

The aim of the research is to find new food sources.

The centre does the research with the aim of improving the lives of poor Africans.

My main aim in life (我的主要人生目标) is to be a good teacher.

He studied hard, aiming at passing the exam.

7. posses: 拥有, 具有, 支配.

in sb's possession = in the possession of sb.

in possession of sth.

take possession of

come into possession of

Has she been ____ this treasure all through the years of our seaside poverty? (D)

A. in place of B. in charge of C. insight of D. in possession of

The castle on the farm ____ her, nor him. ©

A. comes into possession of B. takes possession of

C. is in the possession of D. is in possession of

He was caught _____ stolen goods, so he had to admit his stealing. ©

A. in place B. instead of C. in possession of D. in spite of

8. attempt: 尝试, 努力, 企图

All attempts to control pollution have failed.

He made an attempt to break the world record.

They attempted at convincing me, but failed completely.

He ____ to escape from the prison, but were stopped by the guards. ©

A. advised B. succeeded C. attempted D. offered

A man is being questioned in relation to the ____ murder last night. (C)

A. advised B. attended C. attempted D. admitted

9. a great deal of / a good deal of

表示“许多, 大量的” 短语有:

修饰可数名词	Many, a few, a good / great many , a large number of, many a, more than one
修饰不可数名词	Much, a good / great deal of, a large amount of, large amounts of,
修饰可数 / 不可数名词	A lot of, lots of, plenty of, a large quantity of, large quantities of

Step 5 Sentence focus

- 1. Among the painters who broke away from the traditional style of painting were the Impressionists, who lived and worked in Paris.
- 2. There are scores of modern art styles, but without the Impressionists, many of these painting styles might not exist.

Step 6 Using words and expressions

Turn to page 42. Ask students to do the exercises in Using Words and Expressions in the workbook.

Step 7 Homework

Finish off the Workbook exercises. Do Exercise 3 in their exercise book.
Learn the useful new words and expressions by heart.

Reflection after teaching:

The third period: Grammar—the Subjunctive Mood (1)

教学重难点:

- 1. To get the students to master the structure and usage of the subjunctive mood.
- 2. To enable students to learn how to use the subjunctive mood correctly.

Step 1 Revision

Check the homework exercises.

Dictate some new words and expressions.

Step 2 Warming up

Ask students to go back to Page 1 and study the following three sentences in Warming Up and translate them into Chinese paying attention to their verb forms:

If you were an artist, what kind of pictures would you paint?

If you could have three of these paintings on the walls of your classroom, which would you choose?

Have you ever wished you could paint as well as a professional artist?

Step 3 Grammar learning

Ask students to study the following sentences and try to summarize the structure and meaning of the subjunctive mood.

1. The subjunctive mood beginning with the word “if”

If it often rained, the crops would grow well.

If he were here, everything would be all right.

I would certainly go if I were you.

2. The subjunctive mood following the verb “wish”

I wish I were not so busy.

I wish I had enough money.

I wish I could be of some use to you.

I wish you would not look down on this kind of work.

I wish you would go with us tomorrow.

Step 4 Summing up

Step 5 Grammar practice

1. Change the following sentences into the subjunctive mood. Put the verbs into the correct form.

- 1) He has no right to choose his holiday, so he cannot go to Shanghai.
- 2) I cannot eat shellfish because I am allergic to them.
- 3) As the marble statue is too large for her garden, the housewife won't buy it.
- 4) We know very little about the disease, so we are not able to treat the patients effectively.

Answers:

If he had right to choose his holiday, he would go to Shanghai.

If I were not allergic to shellfish, I would enjoy eating them.

If the marble statue were not too large for her garden, the housewife would buy it.

If we know more about the disease, we would be able to treat the patients correctly.

2. Do Exercises in Using Structures on Page 5.

3. Do the exercises in Using Structures on Page 43.

Step 6 Closing down by a quiz

1. When a pencil is partly in a glass of water, it looks as if it _____ (break).
2. I wish everyone _____ (be) rich so that there would be no fight for food again.
3. Without your suggestion that I _____ (set) off early, I would not have arrived on time.
4. I would rather you _____ (return) the book yesterday.
5. The boy insisted that he _____ (not cheat) in the exam and _____ (not punish).
6. _____ (set) off a little earlier, I would have caught the train.
7. My partner got a mountain bike yesterday. How I wish my father _____ one for me on my coming birthday next week.

A. buys B. will buy C. could buy D. has bought

8 The young man insisted that he _____ wrong and that he _____ sorry to anyone else at the meeting.

A. had done; would say B. had done; should say
C. should do; would say D. should do; should say

9 I don't think that I shall fail. But if I _____, I would try again.

A. fail B. would fail C. should fail D. had failed

10 —Can you come to attend our party tonight?

---Sorry, but I do wish I ____.

A. had B. can C. will D. could

11 Though the girl had been suffering from the blood disease, she acted as if nothing ____ to her while facing her friends and relations.

A. happened B. would happen C. was happened D. had happened

12 ---Do you mind if we set out earlier tomorrow morning?

----Well, I would rather you ____.

A. don't B. didn't C. won't D. wouldn't

(Suggested answers: were broken; were; should set; had returned; hadn't cheated, should not be punished; had I set / if I had set; CBCDDB)

Step 7 Homework

Review the structure and usage of the subjunctive mood.

Reflection after teaching:

The fourth period: Listening and Speaking

Knowledge and skills:

1. To understand the meanings of the following keywords and expressions while hearing them in the tape: traditional(传统的), abstract(抽象的), figurative(修饰丰富的), photography(照片), two-dimensional(两维的), sculpture(雕塑), pottery(陶器), woodcarving(木雕), clay figures(泥塑), paper cutting(剪纸).

2. To enable the students to understand the listening texts.

3. To help the students learn how to express their preference.

Teaching important and difficult points:

1. The understanding of the listening texts.

2. The expressing of preference.

Step 1 Revision

1. Retell the text on page 1-3.
2. Check the answers of the exercises in Learning about Language and explain the difficulties.

Step 2 Listening

1. Listen to text 1 (page 7) and do the following exercises.

- 1) Listen for the first time and fill in the blank.

Gao Yan, John and Susan are on holiday in New York. _____ first suggest they visit art galleries, but _____ don't like large museums.

- 2) Listen again and choose the best answer to the following questions.

- (1) How long will they spend visiting galleries?
- (2) Which museum is too big, crowded and expensive?
- (3) Who doesn't like modern art?
- (4) Which museum do they decide to visit on Saturday?

- 3) Listen to part one for a third time and fill in the blanks.

(1) Gao Yan would like to go to the _____. It's got art from all over the world.

(2) Susan would prefer something _____ to start with, so the _____ is her best choice.

(3) _____ might go back to the _____ after dinner.

- 4) Listen to part 2 for a third time and fill in the blanks.

(1) The museum of Modern Art on Saturday is _____, _____ and too _____.

(2) Susan thinks that a _____ could paint better pictures than some of those paintings.

(3) John wanted to see contemporary art, so the _____ might be better.

2. Listen to text 2 (page 41) and do the following exercises.

1) Listen for a first time and number the presents 1- to show the order in which you hear them discussed.

2) Listen for a second time and choose the best answer to the following questions:

(1) Who arrived late?

(2) Why didn't they choose the vase?

(3) Who does Steve wish they had talked to before they came shopping?

(4) Mr Hang said in class that he liked _____.

3. Listening task on page 44.

Step 3 Speaking

Teach them how to express preference by showing them the following sentences.

(1) I want to

That's my first choice.

We shouldn't choose

It seems to me that

In my view / opinion, I'd prefer to

I'd like / prefer / rather

If it was up to me, I'd choose ...

Personally, I'd rather enjoy

As for me, I'd like better than

(2) I don't like

I'm not fond of

(3) Would you rather?

Would you like or

What's your preference?

Which would you prefer ...?

Ask students to look at the talking topics and then make a dialogue.

Talking Topics

1. Who is your favorite artist, both from China and from other countries?

2. What kind of art do you prefer, modern or traditional, abstract or figurative, painting or photography, two-dimensional or three-dimensional.

3. What kind of Chinese art do you like best? (You may talk about examples of folk art, such as New Year Graphics, woodcarving, paper cutting, clay figures and so on.)

4. What kind of Western art do you like best? (You may talk about examples of the Middle Ages, the Renaissance, Impressionism and Modern art.)

Divide the student into several groups and make them make some dialogues.

Step 4 Homework

Write a passage to introduce the galleries you have ever been to.

The fifth period: Reading and writing

Knowledge and skills:

1. To enable the students to know something about the five best art galleries in Manhattan in New York.
2. To get the students to learn the following useful new words and structures: consider, appeal to, It is + adj. / n + that clause ...
3. To help the students learn how to write a letter asking for permission.
4. To foster the students' ability in skimming and looking up information in reference books and improve the students' reading ability.

Teaching important and difficult points:

1. The understanding of the reading passage.
2. The following key sentences:
 - 1) Many art lovers would rather visit this small art gallery than any other in New York.
 - 2) Henry Clay Frick, a rich New York, died in 1919, leaving his house, furniture and art collection to the American People.
 - 3) The best way to see the paintings is to start from the top floor and walk down to the bottom.
 - 4) It is amazing that so many great works of art from the late 19th century to the 21st century are housed in the same museum.
3. Teaching the students how to write a letter asking for permission.

Step 1 Revision

Check the answers to the grammar exercises on Page 5 and explain the difficult ones.

Step 2 Lead-in

Give students a specific situation for the students to think and talk about some famous galleries by using the question “Imagine your class is going to Beijing Arts and Crafts Gallery, and you are the guide of the gallery. Please tell them what they will be able to see in the museum.”

Step 3 Pre-reading

- 1. Do you know any Western art galleries?
- 2. Have you ever been to any Western galleries before? If so, describe your visit.

Step 4 Fast reading

- 1. Scan the text and match the numbers on the map with the museum.

Number on the map	Museums
<u>4</u>	The Frick Collection
<u>1</u>	Guggenheim Museum
<u>2</u>	Metropolitan Museum of Art
<u>5</u>	Museum of Modern Art
<u>3</u>	Whitney Museum of American Art

- 2 Skim the text, and answer the following questions.

- 1) What’s the main idea of this passage?
- 2) Where might you see such a passage?
- 3) Who do you think the text was written for?

Step 5 Detailed reading

Read the text more carefully and complete the chart below.

Name	Address	Which centuries?	What countries?
------	---------	------------------	-----------------

			America
Museum of Modern Art			
		From ancient to modern times	
Guggenheim Museum			Western countries
The Frick Collection			Western countries

Step 6 Discussion

Enjoy the following pictures and discuss the following questions.

Which of these galleries would you like to visit? Why?

Step 7 Language study

1. appeal to: 吸引, 使感兴趣; 呼吁, 请求

Bright colors appeal to small children.

You should not appeal to force.

Bob launched an urgent appeal for famine victims(饥民).

1) It is a reference book intended to appeal mainly _____ students of Grade 3. (A)

A. to B. for C. on D. as

2) Teaching as a career _____ to many people because of the long holidays.(C)

A. attracts B. calls C, appeals D. pulls

2. Henry Clay Frick, a rich New Yorker, died in 1919, leaving his house, furniture and art collection to the American people.现在分词短语做结果状语.

Both of his parents died in the war, leaving him alone.

Walking in the street, I saw him.

1) To buy some salt, the careless housewife went downstairs, _____ the fish
_____ over the gas.

A. left; cooked B. leaving; being cooked C. leaving; cooking D. left;
being cooked

2) He is a student at Oxford University, _____ for a degree in computer science.

A. studied B. studying C. to have studied D. to be
studying

3. 不定式作表语常表示将来的动作，主语常是表示意向，打算，计划的词，
如 wish, idea, task, purpose, duty, job 等。

The most important thing for one's health is to have plenty of exercise.

My chief purpose is to point out the difficulties of the matter.

What I wanted was to get the work done as quickly as possible.

4. It is + n. / adj. + that clause

Step 8 Writing

Write a letter to the headmaster of the school asking for permission to improve the
environment of the school by using the letter on page 45 as a model.

Step 9 Home work

Master the language points in the text.

Finish off the writing task.

Reflection after class:

Some appendices:

1. Fill in the blanks with the expressions given below.

Appeal to, by coincidence, as well as, scores of, more than, a great deal, on the other hand, be eager to, attempt to, in the flesh

- 1) This idea _____ the women at the meeting which was held yesterday.
- 2) I've got all her records and seen her performance on television, but I've never met her _____.
- 3) We all know that communication is _____ listening and speaking.
- 4) The father _____ see a doctor about his daughter's cut.
- 5) On the one hand, I believe that he can do the job, but _____, I still worried about him.
- 6) _____ people attended the performance yesterday.
- 7) Reading English newspapers can increase our vocabulary _____ keep us informed of the latest news from all over the world.
- 8) I hear that you are going to the supermarket, _____ I will go too, so let's go together.
- 9) Juliana has changed _____ since I saw her last year.
- 10) I _____ open the locked door, but I failed at last.

(Suggested answers: appealed to, in the flesh, more than, was eager to, on the other hand, scores of, as well as, by coincidence, a great deal, attempted to)

2. Complete the following sentences according to the sample English sentences and the Chinese given.

1) Among the painters who broke away from the traditional style of painting were the Impressionists, who lived and worked in Paris.

In front of our school _____ (有一条大河).

2) At the time they were created, the Impressionist paintings were controversial, but today they are accepted as the beginning of what we call "modern art".

A part has been built in _____ (十

年前曾是一个工厂的地方).

3) There are scores of modern art styles, but without the Impressionists, many of these painting styles might not exist.

_____ (没有你的帮助, 这个计划不会成功实施).

4) Their paintings were not as detailed as those earlier painters.

The weather in the north is _____ (不如南方的天气那么热).

5) When you walk into the gallery, you feel as if you were inside a fragile, white seashell.

The boy talked to us _____ (像个成年人似的).

(Suggested answers: lies a big river. / what was once a factory ten years ago. /

Without your help, this plan wouldn't be carried out successfully. / not as hot as in the south. / as if he were a grown-up.)

3. Multiple choices.

1) I _____ you a beautiful present for your birthday, but I was short of money at that time.

A. would buy B. had bought C. would like to have bought D. must have bought

2) I lost your address, otherwise I _____ you long before.

A. had visited B. have visited C. would have visited D. should visit

3) _____ he come, the problem would be settled.

A. would B. Should C. Shall D. If

4) _____ the fog, we should have reached our school on time.

A. Because of B. In spite of C. In case of D. But for

5) If I _____ you, I _____ more attention to English idioms and phrases.

A. was; shall pay B. am; will pay C. would be; would pay D. were; would

pay

6) ---It's really a miracle! You're still alive at all after such a terrible accident!

----Thank goodness! But for the stick of the tree branch, I ____.

A. would have been killed B. had been killed C. be killed D. was

killed

7) ____ today, he would get there by Friday.

A. Would he leave B. Was he leaving C. Were he to leave D. If he leave

8) We ____ the work on time without your help.

A. hadn't had finished B. didn't have finished

C. couldn't have finished D. can't have finished

9) I don't think he will attend the party, and ____ he attend it what would he

wear?

A. were B. had C. should D. did

10) ---Where ____?

----I got stuck in the heavy traffic, or I ____ here earlier.

A. did you go; had arrived B. are you; would come

C. were you; would come D. have you been; would have been

(Suggested answers: CCBDD ACCCD)

4. Fill in the blanks with the proper forms of the words given.

1) If you ____ (arrive) ten minutes earlier, you could have seen them off.

2) It's time that we ____ (go) to the railway station.

3) If they ____ (not help) us, our experiment would have failed.

4) You're five minutes late. I suggested that you ____ (come) earlier tomorrow.

5) Mother often tells us that it is necessary that we ____ (drink) a glass of water after we get up.

6) She insisted that she ____ (send) to work in the faraway small town.

7) ____ I not ____ (forget) his telephone number, I would have rung him.

8) He is busy now. If he ____ (be) free, he ____ (go) with you.

9) The manager was in his office then. If he ____ (be) here, everything ____

(settle) in a minute.

10) Noisy as it was, he went on reading as if nothing _____ (happen).

(Suggested answers: had arrived; should go; had not helped; should come; should drink; should be sent; Had, forgotten; were, would go; had been, would have been settled; were happening)

5. Rewrite the following sentences according to the patterns given.

1) It is necessary for college students to master at least one foreign language.

It is necessary _____ college students _____ at least one foreign language.

2) Without sunlight, there would be neither plants nor animals.

_____ sunlight, there would be neither plants nor animals.

3) She insisted on translating the sentence this way.

She insisted that the sentence _____ this way.

4) The students suggested going there on foot.

The students suggested _____ there on foot.

5) She suggested that we should go to his help.

_____ is that we _____ to his help.

6) Lucy didn't come to class today because she didn't feel well.

_____ she _____ well, Lucy _____ to class today.

7) I don't know French, so I can't talk to the French friends.

If I _____ French, I could talk to the French friends.

8) He didn't take his parents' advice and he is not a college student now.

If he _____ his parents' advice, he _____ a college students now.

9) The professor helped me a lot and I finished the work.

I couldn't _____ the work _____ the professor's help.

(Suggested answers: that, should master; if there were no; should be translated; they go; her suggestion, go; had, felt, would have come; knew; had taken, would be; have finished, without)

Grammar: the Subjunctive Mood

虚拟语气是一种特殊的动词形式，用来表示说话人所说的话并不是事实，而是一种假设，愿望，怀疑或推测。只有在非真实的条件句中才使用虚拟语气。通过句子意思，看假设的条件是否能够实现，能够实现是真实条件句，不能使用虚拟语气；假设的条件不能实现则是非真实条件句，要用虚拟语气；判断这个假设是与哪个事实相反，通常有三种情况：1 与过去事实相反；2 与现在事实相反；3 与将来事实相反。

一 虚拟语气的三种基本句型

语法基础

1. 虚拟现在时表示与现在事实相反的假设，其从句的谓语形式用动词的过去式(be 一般用 were)，主句 would / should / could / might + 用动词原形。

If places were alike, there would be little need for geographers.

If I had time, I would go with you.

2. 虚拟过去时表示与过去事实相反的假设，if 从句的谓语形式用过去完成时，即 had + 过去分词，主句用 would / should / could / might + have + 过去分词。

If he had known your number yesterday, he would have telephoned you.

If she had seen you yesterday, she would have asked you about it.

3. 虚拟将来时表示对将来实现的可能性很小或不确定的假设。If 从句的谓语形式用一般过去时或用 were to / should + 动词原形，主句用 would / should / could / might + 动词原形。

If he were to leave today, he would get there by Friday.

If it should rain, the crops would be saved.

If it were to snow this evening, they would not go out.

4. 虚拟语气倒装的三种情况

if 条件句中如果含有 had, should, were, 可以把 if 省略，而把这几个词放到主语之前，构成主谓倒装。

Had she (If she had) worked harder, she would have got through the exam.

Should it rain (If it should rain), the crops would be saved.

Were I you (If I were you), I would not do it.

二 错综时间条件句

语法基础: 主句谓语和从句谓语发生的时间不同, 分别选用相应的谓语形式.

If you'd listened to me, you wouldn't be in such trouble now.

Had you listened to the teacher carefully yesterday, you would know how to do the exercise now.

三 含蓄条件句

语法基础: 有时假设的情况并不以条件从句的形式表示出, 而是通过一个介词短语或其他方式表示. 常见的词和短语有: with, without, but for, but that, otherwise, or, but, under 等.

Without your help (If we had not your help), we could not have succeeded.

But for electricity (If there were no electricity), there would be no modern industry.

He was having a meeting; otherwise he would have come over to help us.

He felt very tired yesterday, or he would have attended the party.

语法延伸:

在某些暗含虚拟条件的简单句中, 虚拟语气可通过上下文表现出来. 谓语动词用 should / would be 虚拟形式.

Any man in position would have done like that.

You should (ought to) have come earlier.

四 wish 的用法

语法基础: wish 表示意愿, 后接 that 引导的宾语从句, that 常省略, 其虚拟形式基本有三种:

1. 表示与现在事实相反, 从句动词用一般过去式, be 用 were / was (非正式文体中, 一, 三人称用)

I wish I were a bird.

I wish I knew her number.

2. 表示过去事与愿违时, 从句中动词用“had+ 过去分词”或“would / could +

have + 过去分词”。

I wish I hadn't made such a mistake.

I wish I could have slept longer this morning, but I had to get up and come to class.

3. 表示将来可能事与愿违(将来没有把握或不可能实现的愿望), 从句中动词用“should / would /might +动词原形”

I wish it would rain tomorrow.

I wish you would stop asking silly questions.

语法延伸:

1. 如果 wish 改成 wished, 其后 that 从句中的动词形式不变.

2. 如果 that 从句中用would, 一般表示对限时不满或希望未来有所改变或请求.

I wish he would answer my letter.

I wish prices would come down.

I wish you would help me.

3. 注意 wish 与 hope 接宾语从句的区别: hope 表示一般可以 的愿望, 宾语从句用陈述语序; wish 则表示有难度或不大可能实现的愿望, 宾语从句用虚拟语气.

I hope she will come. 我希望她能来.

I wish she could come. 她能来就好了.

补充练习一

1. The doctor is skilled at treating heart trouble and never accepts any gifts from his patients, so he has a very good _____.

A. expectation B. reputation C. contribution D. civilization

2. ---How did you like Nick's performance last night?

---To be honest, his singing didn't _____ to me much.

A. appeal B. belong C. refer D. occur

3. This printer is of good quality. If it _____ breakdown within the first year, we would repair it at our expense.

A. would B. should C. could D. might

4. China has got a good _____ for fighting against the flu with its careful and smooth organization.
- A. reputation B. influence C. impression D. knowledge
5. Jack is late again. It is _____ of him to keep others waiting.
- A. normal B. ordinary C. common D. typical
6. Thank you for all your hard work last week. I don't think we _____ it without you.
- A. can manage B. could have managed
- C. could manage D. could have managed
7. I'd like to study law at university _____ my cousin prefers geography.
- A. though B. as C. while D. for
8. It is not socially _____ for parents to leave children unattended at that age.
- A. accessible B. adorable C. adaptable D. acceptable
9. Eliza remembers everything exactly as if it _____ yesterday.
- A. was happening B. happens C. has happened D. happened
10. We thought there were 35 students in the dinning hall, _____, in fact, there were 40.
- A. while B. whether C. what
- D. which

(Suggested answers: BABAD BCDDA)

补充练习二

1. --- I can't use the software to make charts.
- If Betty _____ here, she _____ you. But she's gone away on business.
- A. is; could help B. has been; can help C. were; could help D. is; can help
2. What _____ you do if you were the headmaster of the school next term.
- A. would B. can C. will D. did
3. ---Dad, my kite is caught in the branches of the tree.
- What can I do? I wish I _____ a bird.

A. am B. be C. would be D. were

4. He wishes that his classmates _____ to see him the day after tomorrow.

A. come B. came C. could come D. will come

5. You can return the book to the library if you _____ it.

A. read B. will read C. would read D. have read

6. He wishes we _____ his new house.

A. will visit B. would visit C. visit D. are visiting

7. If I knew his telephone number, I _____ him now.

A. will call B. would call C. am going to call D. have called

8. If you _____ a driver, your job will sometimes be very dangerous.

A. become B. have become C. would become D. will become

9. Wang Lin, one of my friends, is very good at English. He speaks English as if he _____ an Englishman.

A. have been B. would be C. were D. had been

10. It is required by regulations that you _____ other people anything about our experiment.

A. won't tell B. didn't tell C. can't tell D. not tell

(Suggested answers: CADCD BBACD)

补充练习三

1. ---John feels much better in the morning.

--- I know he _____.

A. does B. does so C. does it D. does that

2. Though _____ up in a big city, the young couple always prefer to live a peaceful country life.

A. was brought B. brought C. bringing D. having brought

3. ---Alice, I have heard Tom will go abroad tomorrow.

----Really? _____, let's go to see him off at the airport together.

A. If not B. If any C. If some D. If so

4. --- How are you getting on with your preparations for the journey?

---- Everything goes better than _____.

- A. plans B. planning C. toplan D. planned

5. _____ for his help,I wouldn't have gone to school.

- A. If it is not B. Were it not C. Had it not been D. If they were not

6. ----I fell off the stairs. I think my left legis broken.

-----Oh,I _____.

- A. do not hope so B. hope so C. hopes not so D. hope not

7. ----What have you just told the teacher?

----- _____ I was last night.

- A. Where B. That C. When D. What

8. ---- Do you often go to work by car?

-----No,I walk or use public transport whenever _____.

- A. I am possible B. is possible C. possible D. it will be

possible

9. Both of the boys wanted to go out to play with other kids, but their mother told them _____.

- A. not to B. not do it C. not to do D. do not to

10. ---- Do you often go swimming in the lake?

-----No,but I _____.

- A. used B. used to C. used to do D. was used

11 _____ on the weekend, we would have to put the picnic off until next week.

- A. Was it to rain B. If it is to rain C. I it was to rain D. Were it to

rain

12 --- Mike didn't pass the final exam.

-----What? He _____.

- A. ought to be B. ought to have C. ought to D. ought to pass

13. According to the weather report, it may rain tomorrow, but _____, we would have to water the crops ourselves.

- A. would it not rain B. should it not rain C. must it not rain D. could it not
rain

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