

How to Learn Subjunctive Mood (unreal conditions) by Watching the Movie “Corpse and Bride”

Li Tiantian

University of Science and Technology Liaoning, Foreign Language School, Anshan 114051 China

Abstract: *The goal of the passage is to teach students to learn subjunctive mood (unreal conditions) by watching “Corpse and Bride”. By the end of the lesson, learners will be able to use the subjunctive mood (unreal conditions) to express their wishes, feelings or ideas that they had been able to do sth.*

Keywords: *Subjunctive Mood, Unreal Conditions, Learn English, the Movie, Corpse and Bride*

1. Introduction

With the continuous development of society, the traditional college English teaching materials can not meet the requirements of English teaching reform, and can not adapt to the rapid development of internationalization. As a new type of learning material, English movies create a relaxed language environment for us with colorful and illustrated features, so that they can meet the needs of college students' English learning. According to the above situation, this paper aims to investigate the situation of college students using English movies to assist English learning, to explore whether English movies can assist college students' English learning, and to understand the role of teachers in the process of English movies assisting college students' English learning.

2. Lesson objective

2.1 Presentation

This research explores the influence of film teaching on English learners' learning motivation and English proficiency through teaching experiments. In this research, Reforming traditional teaching methods, that is, language teaching that emphasizes textbooks, grammar, and vocabulary, and using modern teaching methods to cultivate students' comprehensive application ability of English has become a new trend in college English teaching reform.

2.2 Restricted (Guided) Practice

This article adopts the mode of film teaching, and the selected film material is "Corpse and Bride". Screening and watching movies is not the purpose of film teaching itself, but a means to achieve the purpose of film teaching. Therefore, the film teaching class should not be an observation activity that ends as soon as the film screening ends. Film teaching should fully consider the integrity of film teaching. The entire film teaching implementation process should include four stages: preparatory activities, watching activities, post-viewing activities, and teaching evaluation.

3. How to Learn the Subjunctive Mood by Watching "Corpse and Bride"

3.1 Film material selection

This article mainly selects the movie "Corpse and Bride" as the material. By the end of the lesson, learners will be able to use the subjunctive mood (unreal conditions) to express their wishes, feelings or ideas that they had been able to do sth.

Students work in groups to find out the target grammatical items in the video clip. After watching the movie, the students will ask some questions. Then they will discuss in groups and answer them. Teachers can design the following questions: “Could have used the stairs, Silly?”; “Isn’t the view beautiful?”; “Do

you think she would have approved of me?” ;“Why, if I had a woman like your daughter on my arm, I would lavish her with riches befitting royalty”.In this way, the skills can help students better understand the content of the film and pave the way for the following grammar teaching.

The students are motivated to work out the structure and usages of the subjunctive mood (unreal conditions) with the help of the teacher and the teacher provides explanations of the unreal conditions. “Could have +past participle” is used to indicate that a certain person had been able to do sth. For example: If sally could have made a big fortune, she would have had trips around the world. (Actually, sally was not lucky enough to make a lot of money and she couldn’t travel around the world). Another example: If she could have been more careful, she could have passed the final examination. (Actually, she was not cautious and failed in the final exam.)

3.2 Story Chains

The students are required to retell and adapt the “Corpse and Bride” according to the questions posed by teacher. **Student A:** Her name is Victoria. She could have happened to marry Victor. If she could have happened to marry victor, She could have saved her poor family. **Student B:** Her name is Victoria. She could have happened to marry Victor. If she could have happened to marry Victor, She could have saved her poor family. His name is Victor. If he could have happened to marry the Corpse Bride, he should have lost the opportunity to marry a daughter from the upper –class in the society. His family would have traded fish. **Student C:** Her name is Victoria. She could have happened to marry Victor. If she could have happened to marry Victor, She could have saved her poor family. His name is Victor. If he could have happened to marry the Corpse Bride, he should have lost the opportunity to marry a daughter from the upper –class in the society. His family would have traded fish. She was the Corpse Bride. If the Corpse Bride could have happened to marry Victor, Victor couldn’t have got the chance to return to the land of the living.

3.3 Dialogue Practice

The teacher gives students a situation and students are expected to create dialogues. The teacher may ask if you could have happened to win a lottery, what could you have done? The teacher walks around in the classroom to provide guidance for the students and the students work in groups to stretch their own imagination and express their own wishes and voice their own opinions about the possible outcomes of winning a lottery.

The video clip is played without any movie scripts. The students are expected to imitate the intonation and pronunciation of characters in the video and know the exact situations in which unreal conditions are used. Then, the students are expected to act out the original and adapted version (ADAPTED FROM THE STORY CHAINS) of “The Corpse and Bride”. Organize a drama contest. The students are encouraged to compose a horrible or a love story similar to the “Corpse and bride”. The subjunctive mood is a must in the drama. The students are expected to act out the drama and the video will be uploaded on the internet. Students can grade and comment on the drama and the prize goes to the most popular one.

4. Conclusion

In conclusion, using original English movies in college English teaching is a kind of very effective teaching method, can help students to create a good atmosphere of learning English, feel the Chinese and western cultural differences, so as to enhance living learning foreign language communication ability, will make the students in English learning and personal growth, etc.

References

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