

多形式开展质疑教学，让英语课堂活起来

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一、教师质疑

教学“Project English”九年级上册 Unit 1 Topic 2 1a Read and Understand 时，我设计了下面一组问题。

T: What was the world's population in 2005?

Ss: It was about 6.5 billion.

T: What's the population of China now?

S1: It's about 1.3 billion.

T: What problems do you think China's large population has caused?

S2: There is less living space for each family. And it's difficult for lots of people to find jobs. We are short of energy and water. Most cities are more crowded than before, and the traffic is much heavier.

T: What has the government done to control the population?

S3: The government has carried out the one-child policy. And it has worked well.

T: Are you the only one child in your family?

S4: Yes, I am.

二、教师与学生互相质疑

教学直接引语与间接引语时，我向学生质疑：句子“The teacher told us that the sports meeting would be put off.”中，宾语从句的时态

为什么用过去将来时？学生回答：如果主句是一般过去时，宾语从句部分需用过去时态。紧接着我抛出句子：The teacher told us the earth moves around the sun.这时，学生质疑：宾语从句部分为何不用过去时态，而是用一般现在时态？我解释：当转述客观真理或是引述的状态和情况到现在仍然是事实时，经常用一般现在时态。我又问：还能举出例句吗？有学生说：She said that light travels much faster than sound.

三、学生之间互相质疑

教学定语从句时，我让学生小组合作，讨论下面句子空格处应填入什么关系代词或关系副词。

1. I work for a company _____ sells cars.

2. Many people love the man _____ songs have great lyrics.

3. There is somebody _____ wants to see you.

4. This is the place _____ he would like to visit.

5. This is the place _____ Deng Xiaoping once lived.

6. I've never heard of the persons and things _____ you talked about just now.

7. Everything _____ happened at that moment seemed unreal.

8. He is the very man _____ can help you.

通过巡查，我发现了学生的质疑之处，并帮助他们达成共识：“This is the place which/ that he would like to visit.”引导词 which 或 that 在从句中作宾语，而 where 不能作宾语。“This is the place where Deng Xiaoping once lived.”where 在从句中作地点状语。“He is the very man that can help you.”引导词用 that，不能用 who，因为当形容词前有 the only, the very, the last 等词修饰时，引导词只能用 that.

四、学生自我质疑

例如，预习“Project English”九年级 Unit 1 Topic 3 Section B 时，通过自学，学生可以发现新的知识点。其中难点集中在：decide on sth.与 decide to do sth.有什么区别？so...that... 与 ...so that...有什么区别？短暂性动词需要与 since, for 表示一段时间的时间状语连用时，要如何转化？带着这些疑问，学生独立思考，通过与已学的知识做比较或者查阅有关参考书，尽力解决疑难。这样一来，既能培养学生发现问题的能力，又能培养学生解决问题的能力，在学习中就能切中要害，提高效果。

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