**北京外国语大学**

**全国基础外语教育研究培训中心**

**《英语学习》杂志**

**2017年全国初高中英语读写整合优秀教学设计评选活动**

**通 知**

随着基础英语教育教学改革、考试改革的深化，写作正逐步成为英语教学和考试的重点之一。2016年经济合作与发展组织发布了《国际学生评估项目2018分析框架草案》明确提出了“读写联合体”这一概念。2016年10月浙江高考英语首次出现“读后续写”题型后，引发了社会对“读写整合”概念的进一步关注。“读写整合”成为考试题型改革的热点，“读写整合”也是落实学科核心素养的重要途径。“读写整合”要求英语教师深层次利用教学文本、立足语篇、以读促写、实现阅读与写作的迁移互动，提高学生的写作能力和语言素养。2017年全国初高中英语读写整合优秀教学设计评选活动倡导广大英语教师将“读写整合”的教学理念与课堂教学相结合，在实践中不断更新教学方法，提升教学质量。此次活动还将为英语教师打造一个交流教学经验、展示教学成果、反思教学实践和提升教学能力的广阔平台，挖掘并表彰一批具有较高专业素养、不断进取、具有反思意识和创新精神的设计者及指导教师，鼓励更多英语教师关注专业发展，为我国基础英语教育教师队伍建设助力。

**一、活动组织单位**

1. 主办单位

北京外国语大学

全国基础外语教育研究培训中心

2. 承办单位

《英语学习》杂志

**二、参评资格**

活动面向全日制学校初中阶段、高中阶段的在职英语教师。

**三、评选方法**

**1. 提交参赛教学设计（2017年10月30日前）**

教学设计要充分体现“读写整合”的特色，在提高学生基本阅读理解能力的基础上，充分发展学生的语言运用能力、写作能力和英语综合素质，鼓励创新。教学设计必须使用本比赛限定语篇之一，设计一堂40分钟的完整课。读、写所占课堂时间比例不限。教学设计必须包括但不限于，教学设计的依据、材料解读、目标设计、教学流程、教学反思等。提倡教师先按教学设计上课并修改后提交作品。教学设计模板可参考附件3。

参评教师需于2017年10月30日前将参评材料发送到组委会邮箱**fltrp\_ell@126.com**，同时注意以下几点：

1）参评材料需包括报名表，请参见本通知附件1；

2）参评主要材料为教学设计，请参赛教师务必以附件2提供文本为教学材料，不要自行选择教材或其他教学材料中的文本。教学设计文档的命名要求为：省份+地市+学段+教学材料编号+姓名；例：山东济南高中B1刘燕。

3）如有指导教师，请不要超过2人。

1. **评审（2017年11月1日-11月30日）**

评审期为2017年11月1日-11月30日，由评选活动组委会组织专家匿名评审，评审结果将在英语学习教师版公共微信号公示。

**四、奖项分类**

1．初中和高中每个组别参评教师设全国一等奖3名、二等奖5名、三等奖10名。

2．特设优秀指导教师奖、优秀组织奖，以表彰积极参与、组织有力的省市教研员。

**五、奖励方式**

一等奖：2018年莎士比亚日历+教师发展系列图书（8册）+2018全年《英语学习》

二等奖：教师发展系列图书（8册）+2018全年《英语学习》

三等奖：2018全年《英语学习》

获奖教师的教学案例等优先在《英语学习》期刊上刊登。

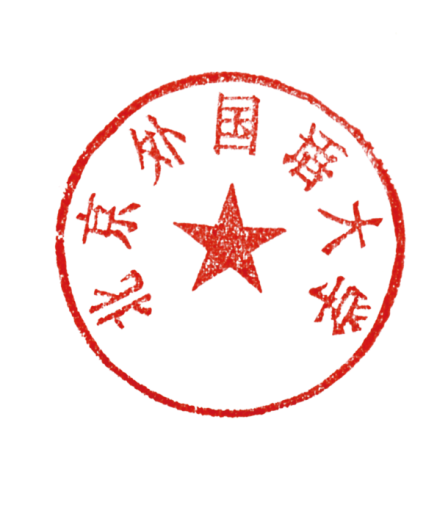
**六、联系方式**

组委会电话：010-88819786

组委会邮箱：fltrp\_ell@126.com（参评作品提交邮箱）

**七、活动特别注意事项**

1．一旦提交参评作品，参评者即明确同意活动组织者永久性地、免费在任何地方、任何媒体上以任何形式出版、复制、演示、展览、编辑、使用该作品，以及引用获奖者的姓名和形象等用于活动的宣传、推广及其后续活动。

2．对于参评作品中涉及到的图片、照片、音乐、文章、视频、肖像等，参评者必须在提交作品前获得合法的使用权和许可。每一位参评者必须明确保证并声明：参评者对其所提交的作品必须原创，拥有完整的版权或取得该作品版权人的授权；作品内容不含有任何违反法律法规的成分；活动组委会不承担因版权或授权问题产生的各种法律责任，相应法律责任由参评者本人承担。参评者若违反上述条款，活动组委会有权立即取消其参评资格，追回奖项奖品，同时保留向其追索因此产生损害赔偿的权利。

**北京外国语大学**

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**2017年9月**

**附件1：**

2017年全国初高中英语读写整合优秀教学设计评选活动

报名表

（供采集信息用）

省 市 区（县）

|  |  |  |  |
| --- | --- | --- | --- |
| 姓 名 |  | 所在学校 |  |
| 性 别 |  | 所教年级 |  |
| 教 龄 |  | 电 话 |  |
| 学 历 |  | 邮 箱 |  |
| 邮 编 |  | 邮寄地址 |  |
| 备注： | | | |

**附件2：教学材料**

# 初中教学材料

# A1（适合七、八年级使用）

## The Fence

There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the fence. The first day the boy had driven 37 nails into the fence. Over the next few weeks as he learned to control his anger, the number of nails he hammered went down day by day. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally the day came when the boy didn’t lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the young boy was finally able to tell his father that all the nails were gone.

The father took his son by the hand and led him to the fence. He said, “You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. Make sure you control your temper next time you are tempted to say or do something you will regret later.”

# A2（适合九年级使用）

## Lesson from Life

Sometimes people come into your life and you know right away they were meant to be there, to help you understand who you are or who you want to become. You never know who these people maybe, but when you lock eyes with them, you know at that very moment they will affect your life, more or less.

Sometimes things happen to you that may seem horrible, painful and unfair at first, but in reflection you find that without getting over those difficulties you would never be able to realize your strength, willpower, or heart. Actually, everything happens for a reason. Nothing happens by chance or by means of good luck. Illness, love or lost moments of true greatness all occur to test the limits of your soul. Without these small tests, whatever they may be, life would be like a smooth and straight road to nowhere. It would be safe and comfortable, but dull and pointless.

The people you meet who affect your life, and the success and downfalls you experience, help to create who you are and who you become. Even the bad experiences can be learned from. In fact, they are probably the most important ones. If someone hurts you, forgive them, for they have helped you learn about trust and the importance of being careful when you open your heart. If someone loves you, love them back even more, not only because they love you, but because in a way, they are teaching you to love and how to open your heart and eyes to things.

# 高中教学材料

# B1（适合高一年级使用）

## A Story of One Minute

“He almost killed somebody, but one minute changed his life,” said Sherman Rogers once.

During his college years, Rogers spent a summer in an Idaho logging camp. When the foreman had to leave for a few days, he put Rogers in charge.

“What if the men refuse to follow my orders?” Rogers asked. He thought of Tony, a difficult worker who complained all day long, giving the other men a hard time.

“Fire them,” the foreman said. Then, as if reading Rogers' mind, he added, “I suppose you think you are going to fire Tony if you get the chance. I’d feel badly about that. I have been logging for 40 years. Tony is the most reliable worker I've ever had. I know he easily gets angry and that he hates everybody and everything. But he comes in first and leaves last. There has not been an accident for eight years on the hill where he works.”

Rogers took over the next day. He went to Tony and spoke to him. “Tony, do you know I'm in charge here today?” Tony replied, coldly. “I was going to fire you the first time we quarreled, but I want you to know I'm not,” he told Tony, adding what the foreman had said.

When he finished, Tony dropped the shovelful of sand he had held and tears streamed down his face. “Why he no tell me dat eight years ago?”

That day Tony worked harder than ever before – and he smiled! He later said to Rogers, “I told my wife that you first foreman in deese country who ever say, 'Good work, Tony,' and it make her feel like Christmas.”

Rogers went back to school after that summer. Twelve years later he met Tony again. He was foreman for railroad construction for one of the largest logging companies in the West. Rogers asked him how he came to California and happened to have such success.

Tony replied, “If it not be for the one minute you talk to me back in Idaho, I keel somebody someday. That one minute, changed my whole life.

# B2（适合高二年级使用）

## The “Greener Grass” Syndrome

Have you ever met the situation where you kept thinking that there are better opportunities out there compared to your current one you are having? This is the syndrome when one is always looking at the other side of the fence and think that the grass is greener there. This is what I call the “greener grass” syndrome.

Why are you like this? Uncertainty and curiosity play a big part in creating the “greener grass” syndrome. It is because we are uncertain of whether what we are holding onto now is the best for us and whether there are any better alternatives out there. Such uncertainty causes us to keep looking into alternatives. In fact, it sometimes does us more harm than good because consistently looking out for the “greener grass” will sap us of our energy and attention and ultimately we can grow even angrier, or at least more dissatisfied.

Humans are also curious by nature and we love new things. We mostly prefer new over old because new things are fascinating and our curiosity keeps reminding us to explore the other side of the grass. These are the two factors that cause us to feel unsatisfied with what we have and always thinking of finding the greener grass at the opposite side.

If you have this syndrome, chances are you are missing out lots of things you currently have now. When you are always focusing on other opportunities, sometimes you may waste the opportunity right in front of you.

So what can you do to cure the “greener grass” syndrome? The first thing is to recognize that your current job is your best choice right now. Try to focus on “what is” instead of “what if”. Secondly, always apply your best efforts in your current job. Otherwise, what can you make out of your job when you hardly devote any effort? Last but not least, always keep this truth in mind. The grass is always greener on the other side, *and* the other side is always greener no matter which side you are at. Choose a side, stick to it and make the best out of it.

**附件3**

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| --- | --- | --- | --- | --- |
| 教学材料及年级名称 |  | | | |
| 教材分析 |  | | | |
| 学情分析 |  | | | |
| 教学目标 |  | | | |
| 教学重点与难点 |  | | | |
| 教学辅助 |  | | | |
| 教学方法 |  | | | |
| 教学内容 | | 教学活动 | | 设计意图 |
| 教师活动 | 学生活动 |
| Step 1: | |  | |  |
| Step 2: | |  | |  |
| Step 3: | |  | |  |
| …（可自行增减） | |  | |  |
| 课堂评价 | |  | |  |
|  | |  | |  |
|  | |  | |  |
| 家庭作业： | | | | |
| 板书设计： | | | | |
| 教学反思： | | | | |