**Book8 Unit2 Cloning: Where is it leading us?**

**1.课堂理念**

一堂有效的阅读课应该是教师引领着学生，从多维度去解读一个文本：解读文本结构，理清文章脉络；解读文本语言，提升语言素养；解读主题含义，探究写作意图。既要关注整体结构，也不能放过语言细节，还要升华主题思想。设计各种阅读任务，比如问题链，思维导图，表格填空等能有效培养学生的思维能力和阅读能力。补全漫画，段落复述和课堂讨论等活动能有效激发学生的阅读兴趣，提高听说的综合能力，并为写作做好铺垫。

**2. 教学目标**

本课结束时，学生能够：

1）理解克隆的原理和其早期发展及影响。

2）理清文本结构，掌握主旨大意以及作者的写作意图。

3）掌握文中重要词汇及句型。

4）通过个人思考及课堂讨论，产生对克隆的话题进一步探究的兴趣。

**3. 教学过程**

**Step1: Lead-in**

1. Show the comics and ask the students to guess the missing words in it.
2. Introduce the topic by showing the missing words “you’re a clone of your father”

(mother’s joke------fact in the scientific world------Dolly, the first mammal to be cloned)

【设计意图】

用四连漫画的形式激发学生的兴趣和参与课堂的积极性，自然引出话题，并预热一些阅读词汇，如“clone, be identical in, appearance, breakthrough,”等

**Step2: Reading for structure**

Ask students to make silent fast reading and divide the text into three parts.

Ask students to fill in blanks in the mind map

**Part1:(para1) The definition of cloning**

**Part2:(para2) The major uses and procedures of cloning**

**Part3:(para3-5) People’s reactions to the cloning of Dolly**

**para4: the scientific world**

**para5: the media and public**

**para6: all walks of people**

【设计意图】

通过简单的思维导图，帮助学生迅速理清课文篇章结构，为进一步的文本解读做好准备。

**Step3: Reading for details**

By asking some questions, help the students to understand the details in the text.

Para. 1

1. What is cloning?
2. How many examples of cloning are given? What are they?
3. What do two examples have in common?
4. Is the topic of this text about natural cloning? What is it about?

Para. 2

1. How many major uses does cloning have? What are they? (answer the question by using “not only……but also”)
2. What does the word “straightforward” mean?
3. Is cloning a difficult task to undertake? (answer the question by using “so...that.../ such…that…)
4. Did the attempt of cloning succeed at last? What does the phrase “pay off” mean?
5. What was it that made the scientists succeed in cloning mammals?(answer the question by using the structure “It was……that……”)

Ask a student to retell the paragraph by referring to the mind map

Read the graph and answer the questions:

11. What are the roles that female sheep A, B and C play in cloning?

12. Who is the original of the lamb? Why?

Para. 3-5

13. Where are the reactions from?

14. How did the reactions of the scientific world change? Why did the change happen?

15. What does the phrase “cast down” mean?

16. What dose “arbitrary fate” refer to?

17. Choose the correct explanation of the word “controversial”.

18. Why is it controversial?(answer the question by using “on the one hand……on the other hand……)

19. Fill in the form about the reactions from all walks of people

【设计意图】

通过问题链，思维导图，表格任务和段落复述等多种形式帮助学生深层次解读文本，在解决语言问题的同时，理清每个段落内部的脉络。同时引导学生进行词汇和句型的paraphrase，不仅能帮助学生更好理解文本，也是有效的写作训练。

**Step4: Discussion**

From the reactions of people, we may find that some are optimistic about it, while others are pessimistic about it. Still remember the title of the text?

**Cloning: Where is it leading us?**

20. In your opinion, what’s the attitude of the author?

------objective (considering only the facts)

What’s your attitude toward man-made cloning? Now let’s have a class discussion, and the topic is “Cloning: Twice as nice or double trouble?” Discuss in a group of four first and then have a class discussion. When stand up, please tell us whether you’re in favor of it or against it. Then give your reasons, such as its optimistic possibilities or potential threats.

【设计意图】

理解作者的写作意图，挖掘主题含义。通过小组讨论和班级讨论形式，激发学生对主题的深层思考，锻炼语言输出能力，交流能力，为课后的写作任务做好准备。

**Step5: Conclusion and Assignment**

Cloning is a double-edged sword. Anyway, whether cloning is helpful or harmful depends on whether we humans develop and use it in a wise way.

Assignment:

1. Search the internet for the latest information of Cloning.

2. Write a composition about the class discussion “twice as nice or double trouble?”

1) topic introduction

2) opinions from your classmates

3) your opinion

【设计意图】

为课堂讨论做一个总结，并延伸为课后作业，将课堂讨论写成一篇应用文，作为思考的延续和读写的结合。