单元教学设计——人教版高一**AM8U2 Cloning**

设计团队所在单位	广州市第三中学	指导人及所在单位	马旭老师 广州市越秀区教师进修学校
设计团队成员（按发挥作用大小排名填写,单独完成的只填一名）	姓名	教龄（年）	职称
	崔美龄	15	中学英语高级
完成时间	2016/7/10		

一、 教学材料

授课年级、教材（名称、版次和页码）、单元名称、主题

授课年级：高一上第一学期

教材名称：Module 8 Unit 2 Cloning

版次：人教版　页码：page 12- 18

单元标题：Cloning

二、单元教学内容分析

本单元的中心话题是"克隆"，涉及克隆哺乳动物、克隆的历史和克隆引起的争议等话题。

Warming Up 部分呈现一组图片，引入有关克隆的话题，要求学生回答有关是否能区分自然与人工无性繁殖克隆的问题，激发学生对克隆话题的兴趣，既能集中学生的注意力，又为他们学习本课话题做准备。因为这部分的问题比较有趣，所以能调动学生讨论的积极性，达到热身的效果。

Pre-reading 部分要求学生讨论有关克隆的问题，看学生对克隆有多少了解，对这个话题学生想知道什么并有什么启示。这样可以激活学生的背景知识和思维，为下面的阅读文章做铺垫，并培养学生的想象力和判断力。

Reading 部分介绍了植物与动物克隆之间的区别、多莉羊的诞生与死亡以及由此引发的争论。通过阅读，在训练学生的阅读方法和技能同时，帮助学生进一步认识克隆的意义在于为人类服务。

Learning about Language 部分突出了词汇和语法的学习与训练。本单元的语法是掌握并运用同位语从句，及辨析同位语从句与 that 引导的定语从句的区别。

Using Language 部分中包括了读、讨论和写、听三个部分的内容，通过学习"恐龙回归"的阅读材料，了解是否能克隆已经绝种的动物和讨论哪一种动物是最值得克隆及其理由，然后写成一份报告。听说部分是听一段关于"克隆是否对动物残忍"的对话并进行讨论，该部分可以激发学生的想象力和语言运用能力。

Learning Tip 教导学生要提高英语口语能力，需要长时间地听英国或美国人朗读的磁带，并大声跟读。

单元教学安排：

第一课时：阅读课

第二课时：Learning about Language

第三课时：听说课

第四课时：写作课

三、学情分析

高二的学生刚刚经过高中一年半的学习，即将升上高三，在英语知识和能力方面都有所提高，但是在英语综合运用能力方面还有待提高。教师在本单元中以"克隆"的话题为主线，以本单元的语言学习为暗线进行教学环节的设计，要侧重培养学生的综合语言运用能力，尤其要优化学生的学习方式，引导学生在学习的过程中学会欣赏、分析和归纳理解。同时，在教学中要使学生通过观察、体验、合作、探究等学习方法，根据每个人不同的学习风格充分发挥自己的学习潜能，形成有效的

学习策略。让学生在话题和内容的学习中体验语言使用、感知语言结构、尝试运用语言。

四、单元教学目标

在语言能力目标方面，要求学生能够运用本单元和本课所积累的语言素材，在输入环节进行语篇的理解、在输出环节进行语篇的表达。

在文化意识目标方面，涉及克隆哺乳动物、克隆的历史和克隆引起的争议等话题。

在学习能力目标方面，要求学生能够灵活运用本单元积累的语言素材进行语篇输出；要求学生通过小组讨论的合作学习方式表达自己的观点。

在思维品质培养方面，要求学生在阅读、合作讨论、个人创作过程中，培养理解与运用、分析与综合、以及创造等思维品质。

五、教学设计理念

《普通高中英语课程标准》指出："高中英语课程应根据高中学生认知特点和学习发展需要，在进一步发展学生基本语言运用能力的同时，着重提高学生用英语获取信息、处理信息、分析和解决问题的能力，逐步培养学生用英语进行思维和表达的能力，为学生进一步学习和发展创造必要的条件。"。

在教育顶层设计理念趋向生本、人本的大环境下，教师的理念创新意识尤为重要。因此，在教学目标的设定环节，教师可以大胆尝试从新课标（预计 2016 年正式颁发，目前处在征求意见阶段。黄丽燕，2015）要求的"四维"（即语言能力、文化意识、学习能力和思维品质）方阵设定本单元教学目标，体现全新的教学理念，突出对学生思维品质的培养，即从低阶到高阶依次是：记忆、理解、运用、分析、评估和创造。

六、各课时教学设计
第一节
课型：阅读课

（一）教学目标：

在语言能力目标方面，要求学生能够运用本课所积累的语言素材，在输入环节进行语篇的理解、在输出环节进行语篇的表达。

在文化意识目标方面，涉及克隆哺乳动物、克隆的历史和克隆引起的争议等话题。

在学习能力目标方面，要求学生能够灵活运用本单元积累的语言素材进行语篇输出；要求学生通过小组讨论的合作学习方式表达自己的观点。

在思维品质培养方面，要求学生在阅读、合作讨论、个人创作过程中，培养理解与运用、分析与综合、以及创造等思维品质。

（二）教学重点：

教学的重点在于培养学生的把握文章主旨和理解文章细节的阅读能力，帮助学生理清文章中的主要信息及其之间的逻辑关系，让学生在学习语言知识、训练语言技能、提高语言交能力的同时，加强对学生的品格素养的培养，陶冶学生的情操。以及提高学生的表达能力。

（三）教学难点：

教学的难点在于学生需要把握阅读材料的细节内容，了解什么是克隆、克隆的利弊及对克隆技术的反思。其次，由于课堂活动形式多，小组交流、展示多，课堂各环节的时间分配可能较难把握。并且可能会出现重点不突出，内容杂而不精的问题，教师要及时调整。

（四）教学过程：

环节一：Leading-in

活动过程：Look at the following pictures and have a free talk.

1. Do you know the name of the most famous sheep and how it is different from other sheep?

Suggested Answer:

Its name is Dolly the sheep. It was cloned while the others were born naturally. It is the copy of another sheep.

2. What is cloning?

Suggested Answer:

Cloning is a way of making an exact copy of another animal or plant.

设计意图: To activate students and arouse their interest in cloning.

环节二：Warming Up

活动内容：What do the two pictures show?

Suggested Answer:

The first picture shows "identical dogs". The smaller of the two dogs must be a man-made clone of the larger one. The other picture is about human twins. They are identical in sex and appearance and are good examples of natural clones.

设计意图: To lead students to the topic of this unit through the discussion;

To get students to look at the pictures and discuss how they differ.

环节三：Pre-reading

y 活动过程：

1. Get students to discuss what the passage talks about and how they understand the meaning of the title "Cloning: Where is it leading us?"

2. Ask students to talk about the following questions:

(1) What is cloning?

(2) How is a clone produced?

(3) What's the function of cloning?

(4) What's the effect of the cloning?

Suggested Answers:

(1) A clone is a group of cells or organisms that are genetically identical and have been produced asexually from the same original cell. They include natural and man-made clones.

(2) The cloning of plants is simple and relatively easy. It can bee done by taking cuttings (man-made cloning) or letting the plant produce its own runners (natural

cloning). The cloning of animals is more complicated. It was not achieved until 1996 and will be fully explained in the first reading.

(3) It is possible to use cloning to cure people of serious illnesses, and help infertile people have babies.

(4) People may want to clone themselves so they can live forever. People may want to clone dead children. People may want to clone their favorite pets.

设计意图: To arouse students' interest in the text and encourage them to predict the content of the text.

环节四：Fast reading

活动过程：师生问答

(1) How many female sheep participate in the cloning of a new sheep?

Suggested Answer: Three sheep.

(2) How many major uses does cloning have and what are they?

Suggested Answer: Cloning has two uses. One is to produce commercial quantities of plants and do research on new plants species and medical research on animals.

设计意图:

1. To get students to get some useful information.

2. Ask students to listen to the text and try to get the main idea of the text.

3. Ask students to read the text quickly and answer the following questions:

环节五：Intensive reading

活动 1

活动名称：判断正误

活动过程：Ask students to read the text carefully and then decide which statements are true or false.

(1) Cloning is a new topic.

(2) When a gardener takes cuttings from growing plants to make new ones, we say the new ones are natural cloning.

(3) Cloning animals is as complicated as cloning plants.

(4) Dolly the sheep was the first successful clone of a mammal.

(5) Scientists were very excited to find that Dolly's illnesses were more appropriate to a much older animal.

(6) People's opinions on cloning were different.

Suggested Answers:

(1) F (2) T (3) F (4) T (5) F (6) T

设计意图：检测学生对文章细节的理解。

活动 2

活动名称：阅读理解活动

活动过程：Ask students to choose the right answer according to the text.

(1) Which statement about Dolly the sheep is true?

　A. She looked exactly like the sheep that provides the egg.

　B. She was the exact copy of the sheep that provides the nucleus.

　C. She looked like the sheep that gave birth to it.

　D. She had the characteristics of all three sheep.

(2) Choose the right order of the events given during the cloning procedure of Dolly the sheep.

　a. Female sheep C bears the embryo

　b. The nucleus from sheep B and egg cell from sheep A join together.

　c. Female sheep B provides a somatic cell whose nucleus is taken out of

　d. The cell break up and grows into an embryo

　e. Female sheep A provides an egg cell whose nucleus is removed from.

　f. A lamb called Dolly is cloned.

　A. e, c, a, b, d, f　　B. e, a, c, d, f　C. e, c, b, d ,a, f D. e, b, c, d, a, f

(3) It can be inferred from the passage that a cloned animal _____.

　A. usually lives as long as the donor one

　B. usually lives longer than the original one

　C. may die younger than the donor one

　D. is usually as healthy as the original one

(4) Which of the following is not an advantage of cloning?

    A. Cloning can be used for medical purposes.

    B. Large quantities of food can be produced by cloning.

    C. Cloning can help keep animals from becoming extinct.

    D. Famous persons who have passed away can be cloned.

(5) What is people's fear about human cloning? Which of the following is wrong?

    A. Cloned Hitlers would do harm to the world.

    B. Cloned people may be killed at will for medical aid.

    C. A woman would have difficulty recognizing her real husband.

    D. Men will die out because a woman can give birth to a baby without a husband.

(6) We can infer from the last three paragraphs that _____.

  A. the normal development of Dolly had no effect on the cloning of other species.

  B. Dolly's serious disease and final death disturbed the whole world.

  C. Dolly successfully cloned a new lamb with the help of cloning scientists.

  D. there were arguments about animal cloning and concerns about cloning's future.

Suggested Answers:

(1) D　(2) C　(3) C　(4) D　(5) D　(6) D

设计意图：进一步检测学生归纳文章主旨、推断文意及细节理解的能力。

活动 3

活动名称：归纳段意

活动过程：Ask students to read the text again, and then discuss the main idea of each paragraph.

Paragraph 1: What is cloning?

Paragraph 2: Cloning has two major uses.

Paragraph 3: The problems of Dolly.

Paragraph 4: The effect of Dolly.

Paragraph 5: It is forbidden to clone human beings.

设计意图：进一步培养学生归纳概括的能力。

活动 4

活动名称：小组讨论

活动过程：Ask students to choose one of the following questions to discuss in groups. The leader of each group should write down every member's opinion, and then the volunteers will show their group work to the whole class:

(1) Do you support the idea of producing human embryos (胚胎) for medical purposes? Why?

(2) Do you think a cloned human should have human rights? Why?

(3) Do you think cloned humans will have the same talents as the original ones? Why?

设计意图: To help students get a brief understanding of the text.

（五）板书设计

Reading：Cloning

新单词　　　　　　　　小组评价

（六）单元测试及课堂小测设计

暂无

（七）教学特色与反思

　　本节课的设计遵循了创造性地使用教材的原则，将阅读与听、说、写的训练结合起来，使学生的语言技能得到了全面地提高。根据"高效课堂"和"有效教学"的理念，导入和热身的活动新颖，激发了学生的兴趣。每位同学手中都有一份"任务单"，使学生明确了活动的要求和目标。阅读过程从整体感知到细节理解，再到对课文的整体把握，教学设计由浅入深，环环相扣，有利于对学生阅读理解能力的培养，达到教学重点和难点的突破。在情感教育方面，学生也受到了科学家进行科学实验的启发，努力开拓创新，培养了品格素养，陶冶了情操。

　　然而，由于整个课堂教学过程中可能会出现一些不可预见的问题，教师在教学中还应该加强对课堂的驾驭能力，尤其是学生经过讨论发表见解、书面表达的展示等环节，要控制好时间，做好对学生的引导。否则，预设的教学任务就很难按时完成，也打击了学生参与课堂活动的积极性。

（八）专家点评

附录：所设计的教材内容（word 文档）

第二节

课型：Learning about Language（一）教学目标：

在语言能力目标方面，要求学生能够运用本课所积累的词汇和语法，在输入环节掌握对于重点词语以及语法的理解、在输出环节进行口头或者书面的表达。

在文化意识目标方面，涉及克隆哺乳动物、克隆的历史和克隆所引起的争议等话题。

在学习能力目标方面，要求学生能够灵活运用本单元积累的语言素材进行语篇输出；要求学生通过小组讨论的合作学习方式表达自己的观点。

在思维品质培养方面，要求学生在合作讨论、个人创作过程中，培养理解与运用、分析与综合、以及创造等思维品质。

（二）教学重点：

本课时的重点是如何让学生掌握语篇中的重点词汇以及重点语法的运用。

（三）教学难点：

难点是本单元出现的重点语法（同位语）在语境中的运用。

（四）教学过程：

环节一： Language study

活动过程：

1. Listen to the text and deal with the language points in pairs.

 Match Column A with Column B

 Column A   Column B

(1) straightforward   A. having a sign of illness of the mind or the feelings

  (2) disturbed   B. entirely; in all; considering all things

  (3) altogether   C. easy to do or understand

  (4) forbid   D. make oneself responsible for; promise

  (5) undertake   E. not on reason

(6) arise   F. not allow

(7) arbitrary   G. become evident; appear

Suggested Answers:

 (1) C (2) A (3) B (4) F (5) D (6) G (7) E

2. Students are divided into small groups and have a discussion. Find out difficult words and expressions and write the words and expressions on a piece of paper.

3. Get students to display their papers by projector and tick out the most useful words and expressions.

differ from	undertake to do sth.
cast down	be appropriate to
object to	have/make a strong/great impact on
be bound to	on the assumptions that

4. Explain some important sentences for students.

(1) It also happens in animals when identical twins are produced from the same original egg.

(2) Cloning scientists were cast down to find that Dolly's illnesses were more appropriate to much older animals.

(3) Altogether Dolly lived for six years, half the lifespan of the original sheep.

(4) On the other hand, Dolly's appearance raised a storm of objection and had a great impact on the media and public imagination.

(5) Some countries such as China and the UK continued to accumulate evidence of the abundant medical aid that cloning could provide.

5. Explain some important words for students.

(1) happen vi.（偶然地）发生；出现 Page11.line2 and page 12.line5

辨析：happen, befall, occur, take place 与 come about

happen, occur, befall, take place, come about 五词都有"发生"之意，但有区别。

 happen 使用最广，有偶然发生之意。

 befall 指灾祸等的发生或出现。多用于书面语，并且往往暗示命运的作用。

occur 用法较正式，既可以指自然发生，也可以指有意安排。可用于具体的事物，也可用于抽象的事物。用于指具体事物时，可与 happen 互换（但 happen 后接不定式时，不能与 occur 互换。该词有"想起"的意思，这时不可同 happen 互换。

take place 常可与 happen, occur 互换 (以具体事物作主语时)，但较多地指有计划，按事先安排的进行的含义。引申用法可表示举行、进行的意思。

come about 往往注重事情发生的原因，常与 how 连用。

注：以上五词均为不及物动词，无被动语态。

 (2) disturbing (page 12 line2) adj. 烦扰的

  I've had some disturbing experience.

● 拓展：disturb v. 打扰、使焦灼不安、扰乱

I'm sorry to have disturbed you.

The dream so disturbed him that he could not sleep.

A light wind distured the surface of the water.

(2) cast down (page12 line3)（多用于被动结构或作表语）沮丧，低沉，泄气

Anyone would be cast down by such news as that.

  He seemed cast down as a result of his failure to find work.

   He was very downcast when he got the exam results.

(3) raise (page 12 line8) vt. 举起，使起来，唤起，提高，筹款，养育

● 拓展：rise vi. 起立，升起，上涨，高耸，起义

设计意图: To train students' listening ability and language capacity.

环节二：Leading-in

活动过程：

(1) Ask students to look at the following sentences and then find out the similarities.

 1. The news that our women's volleyball team had got the first place made all of us
    excited.

 2. The fact that our earth is round is known to us.

 3. I have no idea when we'll set off.

(2) Get students to find out all the clauses in the reading text.

Part3 Line 1: The whole scientific world followed the progress of the first successful clone, <u>Dolly the sheep.</u>

Part3 Line 2: The fact <u>that she seemed to develop normally</u> was very encouraging.

Part3 Line 2:Then came the disturbing news <u>that Dolly had become seriously ill.</u>

Part3 Line 6: Altogether Dolly lived for six years, <u>half the length of the life of the original sheep.</u>

<u>设计意图：引导学生关注、聚焦新语法。</u>

环节三：Grammarstudy

活动过程：

1．概说

英语里同位语也是一种名词修饰语，单词、短语和从句都可用作同位语，最简单而又常见的同位语是位于所修饰的先行词之后，用来说明身份、职务、称号等的名词或名词短语。下面就从同位语的引导方式、同位语的构成来谈谈英语同位语。

2．同位语的构成

（1）名词及其短语（有时有逗号隔开）

George Bush，<u>the present American president,</u> was the governor of the state of Texas.

（2）动名词短语（有逗号隔开）

He enjoys the exercise，<u>swimming in winter.</u>

（3）不定式短语（有时有逗号隔开）

There is one thing he'll never do—<u>tell lies</u>.

（4）形容词及其短语（有逗号隔开）

He, <u>short and thin,</u> is unfit for the job.

（5）介词短语（有时有逗号隔开）

<u>As the head of the company,</u> he had to explain what had happened．＝He，the head of the company，had to explain what had happened．

（6）名词性从句（其前面的先行词一般都带有定冠词 the）。这样的先行词有 fact，news, truth, knowledge, idea, hope, question, problem, assumption 等。例如：

You have yet to answer my question whether you can lend me your bike.

3．同位语从句和定语从句都放在被修饰词的后边，从形式上来看，它们十分相似。从以下几个方面来谈它们的区别。

（1）从句所修饰词的不同。同位语从句所修饰词通常是少数一些表示抽象意义的名词，如 belief , doubt , fact , hope , idea , news , possibility , thought , order , suggestion , wish , answer , information , conclusion , decision , discovery , knowledge , law , opinion , problem , promise , proof , question , report , truth , risk 等。定语从句的先行词可以指人、物等。例如：

● He has told us a fact that drinking too much does harm to our health.

他又告诉我们一个事实，过渡饮酒对健康有害。（同位语从句）

● This is the book that I bought yesterday. 这是我昨天买的那本书。（定语从句）

（2）连接词的作用不同。连接同位语从句的 that 只起连接作用，不在从句中担任任何句子成分。whether 和 how 可以引导同位语从句，但不能引导定语从句。关系代词和关系副词除了连接从句的作用外，还在定语从句中充当一定的句子成分，如主语、宾语、定语、表语等。引导定语从句的连接词是关系词，常见的关系代词和关系副词有 that , which , who , whose , whom , when , where , why , as, than, but 等。

● The news that he wants to get is whether he will be sent to the countryside.

他所想得到的消息是他是否将被派往农村。（定语从句，关系代词 that 作从句 get 的宾语。）

● Do you have a doubt whether she will be dismissed from school?

你怀疑她是否能被学校开除吗？（同位语从句）

● I have no idea how his parents were sad on hearing that their son was killed in the earthquake.

我不知道他的父母一听到他在地震中阵亡是多么悲伤！（同位语从句）

（3）从句作用的不同。定语从句具有形容词或副词的特点，对先行词起修饰、限定作用，描述先行词的性质或特征，与先行词之间是所属关系。同位语从句具有名词的特点，对中心词作进一步补充解释，是中心词的具体内容。例如：

● The man that you saw just now is my bother. 你刚才看到的那个人是我的弟弟。（定语从句）

● The suggestion that the meeting be put off proved right.

推迟会议的建议证明是正确得。（同位语从句）

（4）正确理解和使用同位语从句，还应注意以下几点：

① 分隔同位语从句：有时同位语从句与其先行词被其它成分分隔开来，这种分隔主要出于修辞原因，即为了保持句子结构平衡，避免头重脚轻。

● The whole truth came out at last that he was a wolf in sheep's clothing .

真相终于大白了，他原来是只披着羊皮的狼。

② 在某些名词后的同位语从句中，其谓语动词应用虚拟语气形式：（should） + 动词原形。常见的名词有 advice , idea , order , demand , plan , proposal , suggestion , request 等。例如：

● The suggestion that a new bridge (should) be built was accepted .

采纳了在这里修建一座新桥的建议。

③ 同位语从句的先行词往往没有复数形式。例如：

他要来教我们英语的消息昨天我就听说了。

（正）The message that he would teach us English reached me yesterday .

（误）The messages that he would teach us English reached me yesterday .

设计意图：帮助学生掌握语法的形式、意义和用法。

环节四：Practice

活动过程：

1. Get students to fill in blanks with conjunctions and tell which sentences contain apposition clauses and which attributive clauses.

(1) Word came ____ our army had won the battle.

A. that   B. what   C. why   D. which

(2) The fact ____ he was successful proves his ability.

A. that   B. what   C. which D. why

(3) The news ____ he heard yesterday surprised us greatly.

A. what   B. that   C. why   D. when

(4) The next thing _____ must be done is to make a plan.

A. what   B. that   C. why   D. when

(5) I have no idea ____ he will start.

A. when   B. that   C. what   D./

(6) This is the problem _____we are going to discuss.

A. if   B. that   C. whether D. how

(7) The thought ____ he might fail in the exam worried him.

A. when   B. which   C. what   D. that

(8) I will never forget the first day _____ I spent in the country.

A. when   B. which   C. what   D. that

(9) You have no idea _____ anxious I was.

A. How   B. which   C. what   D. that

(10) He often asked me the question ____ the work was worth doing.

A. whether   B. where   C. that   D. when

Suggested Answers:

（1）A 同位语从句（2）A 同位语从句 （3）B 定语从句 （4）B 定语从句（5）A 同位语句 （6）B 定语从句 （7）D 同位语从句 （8）D 定语从句 （9）A 同位语句 （10）A 同位语从句

2. Ask students to finish Ex3 on P15 and Ex1 and Ex2 of Using Structures on P56.

3. Divide students into some groups to hold a press conference informing the public of cloning and get them to use appositive clauses when appropriate.

设计意图: To get students to know how to use the appositive clause.

（五）板书设计

练习答案　　　　　　　　　　规则总结

（六）单元测试及课堂小测设计

（暂无）

（七）教学特色与反思

　　本节课的设计遵循了词汇学习以及语法学习过程中的演绎法和归纳法的原则，使学生的语言技能得到了全面地提高。根据"高效课堂"和"有效教学"的理念，每位同学都在每一个任务练习中感悟语言，体会语言用法，并且最终能将运用语言。

　　　然而，由于整个课堂教学过程中内容比较多，教师在教学中可能会因为学生经过讨论发表见解、口头表达的展示等环节而延长了某一个环节的时间，因此需要在课堂中做好对学生的引导。

（八）专家点评

附录：所设计的教材内容（word 文档）

第三节
课型：听说课

（一）教学目标：

　　在语言能力目标方面，要求学生能够运用本课所积累的词汇和语法，在输入环节学习如何获取教材所提供的听力文本的信息、获取如何描述一个人的品质的表达，在输出环节进行口头表达。

　　　在文化意识目标方面，涉及克隆哺乳动物、克隆的历史和克隆引起的争议等话题。

　　　在学习能力目标方面，要求学生能够灵活运用本单元积累的语言素材进行语篇输出；要求学生通过小组讨论的合作学习方式表达自己的观点。

　　在思维品质培养方面，要求学生在合作讨论、个人创作过程中，培养理解与运用、分析与综合、以及创造等思维品质。

（二）教学重点：

学生能够运用本课所积累的词汇和语法，在输入环节如何获取教材所提供的听力文本的信息，在输出环节进行口头表达。

（三）教学难点：

学生能够灵活运用本课积累的词汇和语法进行口头输出，能够真实地运用所学表达与同学交流克隆的话题。

（四）教学过程：

环节一：Leading-in

活动过程：

(1) Ask students to discuss the following questions with their partners in groups of four: What is your favorite pet? If it dies and it is the only one you like in the world, what will you do?

(2) Get students to ask each other the questions, and then ask them to present them before the class.

(1) Do you think cloning is cruel to the animals?

(2) What problems arise when scientists make an animal cloning?

2. Listening

1. Ask students to listen to the tape and finish Ex1 of Listening and speaking on P17.

2. Ask students to listen to the dialogue, focus on the subjects mentioned in the passage, and then answer the following question:

What is Xiao Qing's attitude towards cloning?

Suggested Answer: She is for cloning.

3. Play the tape again and complete the following form.

Mary's ideas about cloning	Xiao Qing's ideas about cloning
(1) _____ to animals	(1) scientists are doing a _____ job
(2) make them do _____ things	(2) may _____ back extinct animals
(3) it is a "_____ end"	(3) problems because it is a _____ science
(4) clone born at age of "_____"	(4) _____ need encouragement
(5) _____ the species	(5) it may provide _____ for illnesses

Suggested Answers: (1) cruel (2) unnatural   (3) dead   (4) mother   (5) weaken (6) wonderful (7) bring (8) new (9) scientists (10) medicine

设计意图: To activate students and arouse their desire to express their opinions.

环节二：Listening and speaking (2)

活动过程

1. Get students to prepare a discussion in pairs according to the information in Ex3 on P17--18. (Every member should take notes when preparing).

2. Get students to have class discussion using the words and phrases on P18.

3. Divide students into four groups and ask them to discuss how to give a speech.

4. Divide students into two groups to have a debate.

Topic: Are you for or against cloning?

设计意图: To encourage students to express their personal opinions about animal cloning.

（五）板书设计

新单词部分   学生观点

（六）单元测试及课堂小测设计 （暂无）

（七）教学特色与反思

　　本节课的设计遵循了听说课中先听后说，先输入再输出的原则，使学生的语言技能得到了全面地提高。根据"高效课堂"和"有效教学"的理念，每位同学都在每一个任务练习中感悟语言，体会语言用法，并且最终能将运用语言。

　　　然而，由于整个课堂教学过程中内容比较多，教师在教学中可能会因为学生经过讨论发表见解、口头表达的展示等环节而延长了某一个环节的时间，因此需要在课堂中做好对学生的引导。

（八）专家点评

附录：所设计的教材内容（word 文档）

第四节

课型：读写课

（一）教学目标：

在语言能力目标方面，要求学生能够运用本课所积累的词汇和语法，在输入环节学习如何获取阅读文本的信息，在输出环节进行书面表达。

在文化意识目标方面，涉及克隆哺乳动物、克隆的历史和克隆引起的争议等话题。

在学习能力目标方面，要求学生能够灵活运用本单元积累的语言素材进行语篇输出；要求学生通过小组讨论的合作学习方式表达自己的观点。

在思维品质培养方面，要求学生在合作讨论、个人创作过程中，培养理解与运用、分析与综合、以及创造等思维品质。

（二）教学重点：

学生能够灵活运用本课积累的词汇和语法进行书面输出，写一篇观点性的文章。

（三）教学难点：

教师应鼓励学生表达各自不同的观点，最后能完成观点性文章的写作。

（四）教学过程：

环节一： Leading-in

活动过程：

Ask students to discuss the following questions:

(1) Do you like dinosaurs? Where have you seen them? Can you see them in our real life? Why?

(2) Do you think it possible to clone dinosaurs? Why?

设计意图: To lead students to the topic and arouse their interest in reading.

环节二：Fast reading

活动过程：

(1) Ask students to read the text in two minutes and try to get the main idea of the text.

(2) Ask students to discuss the following questions and then answer them in pairs:

① Why shouldn't people clone an extinct animal unless there is enough diversity in the group?

② Why is it wrong to clone an extinct animal if it would have to live in a zoo?

③ Why can't people clone the DNA of animals that have been extinct more than 10,000 years ago?
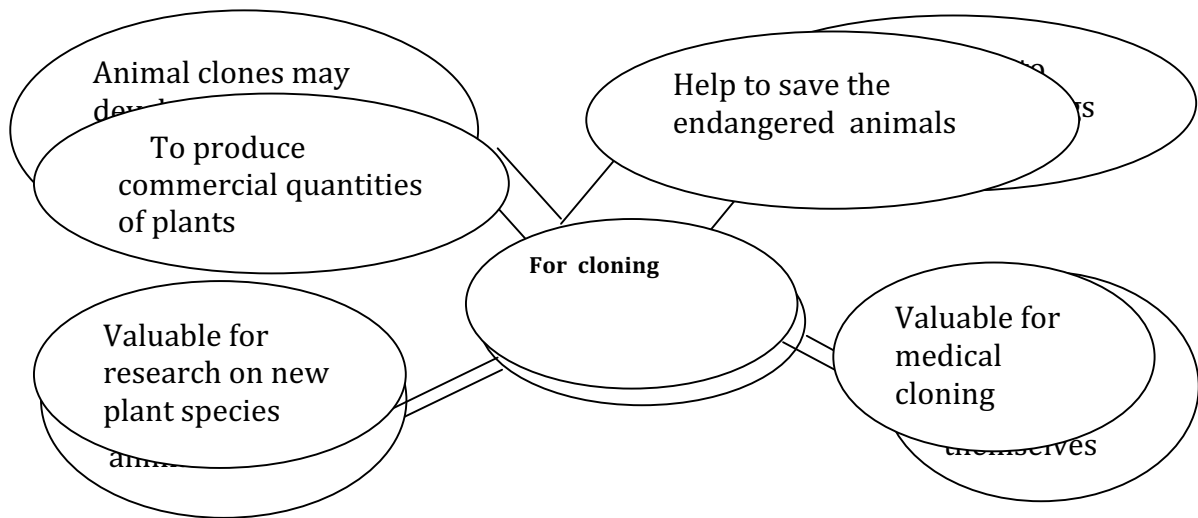
设计意图: To get a brief understanding of the text.

环节三：Writing task (Workbook)

活动 1

活动名称：头脑风暴

活动过程：Get students to collect the ideas for articles by brainstorming.

For reference:

设计意图：帮助学生做好写作内容与词汇的准备。

活动 2

活动名称：分析结构

活动过程： Ask students to write their articles in the following way:

Paragrapgh 1: the topic of the debate and who won

Paragrapgh 2: the ideas of the winning side

Paragrapgh 3: the ideas of the other side

Paragrapgh 4: conclusion

设计意图：帮助学生掌握将要写的文章的结构。

活动 3

活动名称：自主写作与自查

活动过程： Get students to write their articles, do the peer assessment of their article and correct mistakes. First, students are supposed to give a general mark based on their general impression of the writing. Then they are expected to assess the writing in the three aspects -- content, language, and organization. Students have to correct the mistakes or point out the mistakes by underlining the words, phrase or sentences with "_____". Students are also expected to underline the beautiful words, phrases or sentences with "_____". After the assessment, the groups will discuss how to correct the mistakes.

设计意图：帮助学生学会自主写作及养成自我修改的习惯。

活动 4

活动名称：佳作展示

活动过程： The best writings will be demonstrated on the projector so that the whole class can appreciate them.

设计意图：学生通过学习他人的佳作进一步提高自身的写作水平。

（五）板书设计

写作词语句型

（六）单元测试及课堂小测设计

（暂无）

（七）教学特色与反思

　　本节课的设计遵循了读写课中先读后写，先输入再输出的原则，使学生的语言技能得到了全面地提高。根据"高效课堂"和"有效教学"的理念，每位同学都在每一个任务练习中感悟语言，体会语言用法，并且最终能将运用语言。

　　　然而，由于整个课堂教学过程中内容比较多，教师在教学中可能会因为学生经过讨论发表见解、口头表达的展示等环节而延长了时间而导致不能再堂上完成写作，所以也许可以将最后的完成整篇文章的写作作为课后作业，但是至少要能在课堂上完成文章大纲的书写。

（八）专家点评

附录：所设计的教材内容（word 文档）