

LESSON OBJECTIVES

- ❖ Learn about cloning.
- ❖ Describe what you would do if you had a clone.

First, hand out all of the student sheets (from Step 1 to Step 3). Don't hand out the story sheets yet.

[Step 1: Knowledge] (15 min)

1. Divide the board into one column per row of students, and give a piece of chalk to the front student in each row. Each student must write one animal on the board, then pass the chalk to the next student in the row, continuing until time runs out. Finish with a countdown from 5, then count each row's total, correcting their spelling as you go.
2. Notify the students of the two tasks on the worksheet. Students fill in the blanks and write the names of cloned animals as you read the story twice. The first time, read slowly and clearly, giving the students time to write. The second time, read at a faster pace.
3. Students check their answers with their neighbors. Then get the answers from the class.
4. Hand out the story sheets and practice reading.

[Step 2: Comprehension] (15 min)

1. Students work in pairs to fill in the crossword without looking at the story sheet. Over time, allow struggling students to look at the story sheet if necessary.
2. Get the answers and the secret word ('English').

[Step 3: Application] (20 min)

1. Students each write what they would do if they had a clone, then share their ideas with their neighbors. Then have everyone stand up and share their idea with a partner, after which they exchange sheets. Now they go find another partner, read the idea they received, and exchange sheets again. When time's up, have the students try to find the original writer of their current sheet by reading it aloud.
2. Finish by asking selected students what they would do if they had a clone.

Cloning

What would it be like if there were
もし~がいれば,どんなふうでしょうか?
 two, three, four, or more of you walking around?

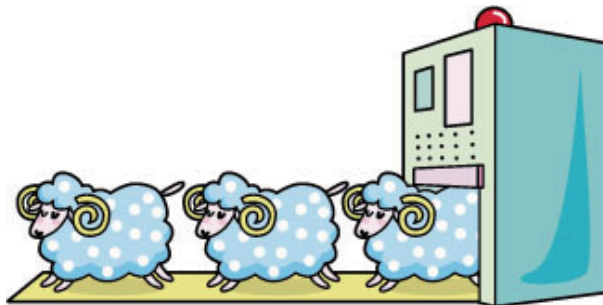
A copy of a living creature is known as a 'clone.'
生物 クローン
 The first clone was a frog, created in 1952.

Scientists have now cloned many different types of animals,
~のクローンを作った
including sheep, cows, pigs, mice, cats, and rabbits.
~などの

But cloned animals often die when they are very young.
 In 1996, 'Dolly the Sheep' made headlines around the world
大ニュースになった
 because she was the first animal cloned from an adult.

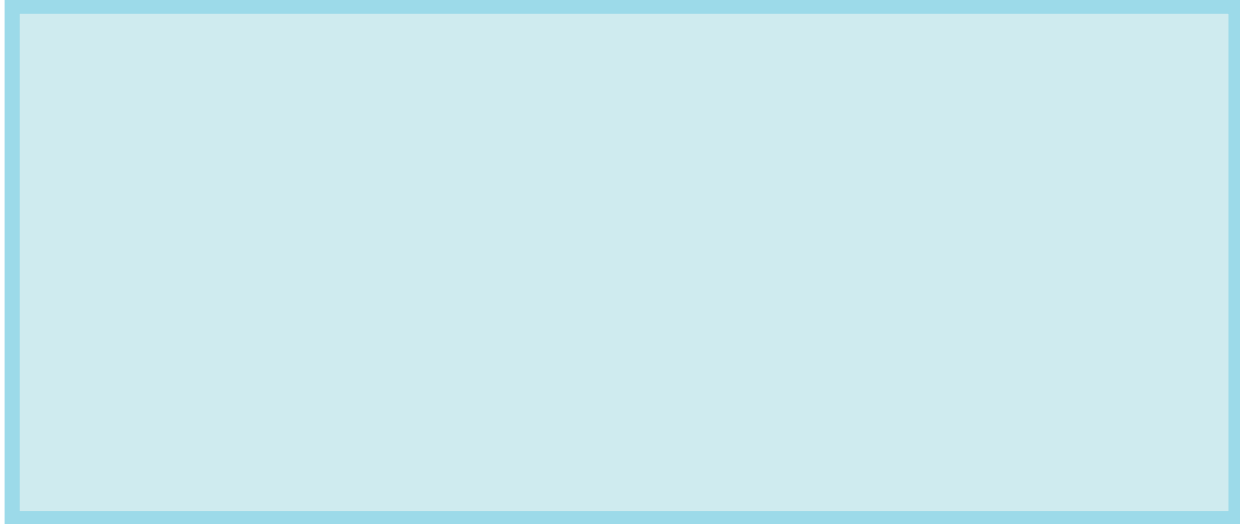
Sheep usually live 12 to 15 years,
 but Dolly died when she was just six years old.

Scientists haven't cloned humans yet, but someday they might.
人間 ~かもしれない
What would you do if you had a copy of yourself?
~がいたら,あなたは どうしますか?



i STEP 1 : KNOWLEDGE

1. What animals have been cloned? Listen to the story and write down as many as you can.



2. Listen to the story and fill in the blanks.

(a) Cloned animals often _____ when they are very _____.

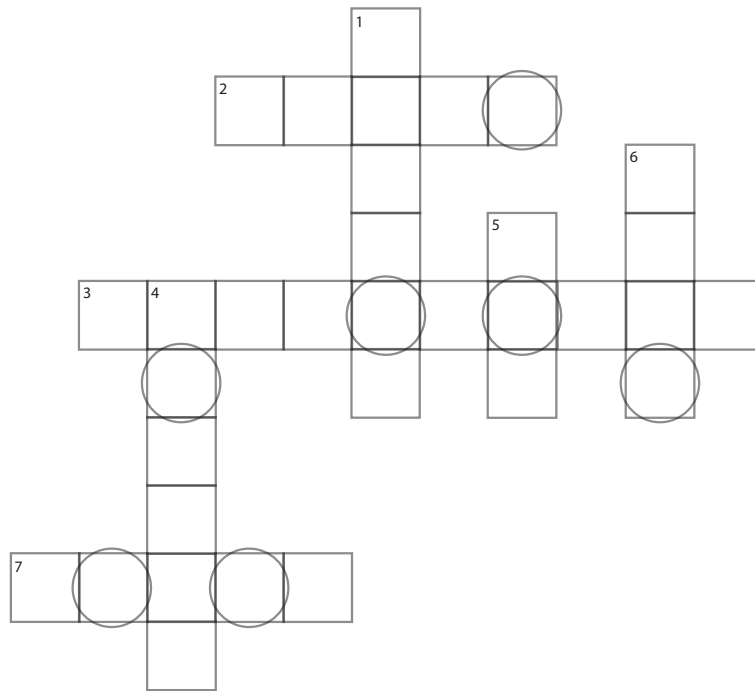
(b) 'Dolly the Sheep' made headlines around the world because she was _____
_____ animal cloned from an _____.

(c) Dolly _____ when she was just _____ years old.

3. Check your answers with the student beside you.

STEP 2 : COMPREHENSION

1. In pairs, complete the crossword without looking at the story sheet.



Across

- 2. Many cloned animals die when they are still _____.
- 3. _____ have cloned many different types of animals.
- 7. 'Dolly the _____'

Down

- 1. Scientists have not cloned _____ yet.
- 4. _____ are copies of living creatures.
- 5. Dolly died when she was _____ years old.
- 6. Scientists have cloned sheep, cows, pigs, mice, _____, and rabbits.

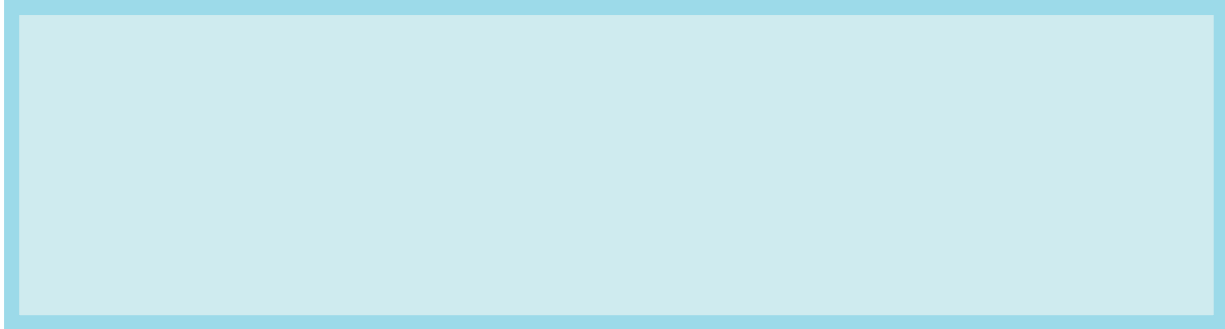
2. Now use the circled (O) letters to make a secret word:

--	--	--	--	--	--	--	--

i STEP 3: APPLICATION

1. If you had a clone of yourself, what would you do? Think of two things.

If I had a clone...



Examples

If I had a clone...

'...I would make him/her clean my room.'

'...I would make him/her do my homework.'

'...we would do magic tricks together.'

'...we would play soccer every day, and he/she would be the keeper.'

2. Now share your ideas with the student beside you.

3. Stand up and explain your ideas to a friend. Then exchange sheets and find a new partner!