

UNIT 19 CLONING CYNDI

UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read a letter written by pet owner, Andy Barrett, to a famous scientist, Dr. Nakamura.
- Answer multiple-choice comprehension questions to show understanding of the story.
- 🗣️ Consider three alternative opinions about cloning and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn how to comment on an opinion.
- Extend the Topic by talking about the pros and cons of cloning.
- Read a Culture Corner extract about the history of cloning.
- Share ideas about the future of cloning.
- Listen to a follow-up video extract from Derek giving his views about cloning and life.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Richard's unit introduction.

The Issue

In this unit, a pet owner, Andy Barrett, wants to have his cat cloned. The cat is old and sick; Mr. Barrett is alone in the world, and does not want to lose her. The immediate issue is cloning Mr. Barrett's cat. But the larger issue is cloning general. Should it be allowed? Should it be banned completely? If cloning is allowed, what restrictions should be placed on it, if any?

Questions Raised

- Should cloning be allowed?
- Should cloning be banned, forbidden?
- If cloning is allowed, should restrictions be placed on what or who can be cloned? For example, should rich pet owners be allowed to have their pets cloned? Should humans be allowed to clone themselves or each other?
- Should cloning be allowed only to help humans find cures for deadly illnesses?

To Keep in Mind

- Your students may not know much about the details of cloning, but they most likely will be aware of the various animals that have been cloned. This unit will stimulate their thinking and help them begin to understand the moral and ethical issues involved in cloning.
- There might be rather large gaps in the information that your students have. Some may be very knowledgeable about the topic, while others may only be aware that certain animals have been cloned.

TEACHING GUIDE

Getting Ready

→ These three questions set the stage for the Situation. Read #1 as a class and ask for volunteers to answer the question. Once the class understands the meaning of *cloning*, have them work in pairs to answer the remaining questions. (Answer to #2: A sheep. "Dolly" was born on July 5th, 1996.)

🎧 **Teaching tip:** If you feel your students, in general, know relatively little about cloning, you might want to consider assigning the three questions for homework. You could instruct them to use the Internet to find answers to the first two questions. Then in class, have students in pairs or small groups share what they learned. Make sure they discuss the third question.

Situation

→ Read the short introduction. Instruct your students to listen to Andy Barrett read his letter to Dr. Nakamura and learn what Mr. Barrett wants Dr. Nakamura to do.

🎧 **Teaching tip:** After the students have listened to the CD the first time, you could go over the words and phrases in the Glossary at the bottom of page 82. This will help them understand these vocabulary items when they hear the CD a second time.

Check Your Understanding

Answer Key

1. a 2. b 3. b 4. b

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of Luis, Yeon-Suk, and Susan. Discussion should be done in pairs.

🎧 **Teaching tip:** First, have the students listen to the CD with their books closed. Then you might want to check to make sure students understand the meaning of *unnatural*. Finally, have the students listen to the CD as they follow along in their books and decide whether or not they agree with the opinions of Luis, Yeon-Suk, and Susan. If time permits, model an example from the Opinion Network with a student. Then have students practice asking and answering the Opinion Network phrases before giving their own opinions.

✍ **Culture Point:** Some cultures might not be concerned about cloning. In other cultures, such as America, some religions have strong views against cloning. They feel that creating life is something that only their god should do. This concept is reflected in Luis's opinion.

Extending the Topic: Cloning: for and against

→ Have students work individually while they read the arguments for and against cloning and check the points with which they agree. When students finish, place them in pairs (or threes) for the follow-up discussion.

Give students plenty of time to complete Section A. You could encourage them to add their own ideas and think of their reasons for agreeing or disagreeing. While discussing in Section B, students should include their reasons (see samples B and C).

Culture Corner

Have students work in pairs or groups of three. Students look at the photos of the cloned animals. Then write a few questions on the board for discussion. For example: Have you heard of any of these clones? Which ones? What do you think the next clone will be?

Sharing My Ideas: Cloning in the future (2040)

→ Choose

Go over the six choices with your students. Apart from the second choice, "The dangers of cloning," these topics are fairly lighthearted and students should be encouraged to have fun with them.

→ Prepare and Rehearse

As they are preparing to present their topic, draw students' attention to the Language Hints. Students should give at least three examples in the body of the presentation. In addition, go over the Presentation Tip about keeping outlines simple.

Have students time themselves as they silently present their topics. The first time, they should talk for one minute. Give them time to add to their notes before practicing again. The second time, encourage them to try to give a two- or three-minute presentation.

Sample Presentation

I will talk about the dangers of cloning. Let me be clear: I am in favor of cloning, but with limitations or rules about cloning. Here is why I believe we need rules for cloning: There are already too many people in the world today. Just think if all of us could clone ourselves! More and more people with less and less food. In addition, housing is a problem. Another problem is oil. So I believe that we should not allow people to clone themselves. Another rule is to limit cloning to curing terrible diseases. This will help humans have better lives. In conclusion, I am in favor of cloning, but there are dangers. So we need to have rules about cloning.

→ Present

Have students work with a partner, or put them into groups. Be sure that students have read and understood the listener task. Encourage listeners to take notes during the presentations.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Have students evaluate the person speaking. Create a handout showing a checklist such as the one below, or write it on the board:

- | | |
|--|-----|
| 1 – The topic was clear. | Y N |
| 2 – The presenter gave examples in the body of the presentation. | Y N |
| 3 – The presenter summarized the main points in the conclusion. | Y N |
| 4 – The presentation was at least two minutes long. | Y N |
| 5 – The presenter answered questions from the audience at the end. | Y N |

When students are working in pairs, have each student evaluate the other. If a student presents in small groups or in front of the class, have each student grade him or her.

Bonus Activity

If there is time, consider doing the Bonus Activity. Set up the debate by dividing the class into two groups. If you are working with a large class, you may want to create multiple debate groups to ensure student participation. Give the groups time to prepare a list of reasons. Have the first group (For cloning) present their reasons. The opposing group (Against cloning) should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to argue back and forth a number of times until they are finished, or you can set a limit. At the end, ask students to decide which group had the better argument. You also have the option of assigning one judge per group.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Derek's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Derek

To me, it seems that if cloning is used in a certain way, for scientific reasons, for helping ailing patients, I can see the need for it. But, in this case, to resurrect a dead pet, that does cheapen the idea of what life means. Life is a cycle: You are born, you live, and you die. If you introduce cloning into such a situation, you would take away what the meaning of living is. And to do that is to take away an end. And when you take away an end, you lose the ability to understand and appreciate life. So, the main point behind cloning ought to be centered on improving the quality of life.

Video Script

Cloning, if it's used in a certain way and a certain manner, for scientific reasons, for helping ailing patients, in that manner, I can see the need for it. But to, in this case, resurrect a dead pet, that does cheapen the idea of what life means.

Life is a cycle. You are born, you live, and you die. To introduce cloning into such a situation would take away what the meaning of living is. And to do that is to take away an end. And to take away an end, you lose the ability to understand and appreciate life. Therefore, the main point behind cloning ought to be centered on improving the quality of life.

UNIT TEST

→ **Make copies of the Unit Test** for each student. Distribute the copies and allow about 15 minutes for the class to complete the Test. Correct the Test in class.

A. **Understanding the Situation:** The focus is on understanding Andy Barrett's request to Dr. Nakamura and his feelings for his cat. Students answer five multiple-choice questions.

B. **Vocabulary:** The focus is on understanding three words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. **Expressions:** The focus is on you check students' understanding of expressions or phrases from the Opinion Network section. Students answer two multiple-choice questions.

Answer Key

- A. 1. c 2. a 3. c 4. b 5. d
B. clone, loneliness, savings
C. 1. c 2. a

LINKS

If you would like the class to do additional research on cloning, here are some useful links:

For general information:

<http://en.wikipedia.org/wiki/Cloning>

<http://learn.genetics.utah.edu/units/cloning/>

Magazine articles:

www.time.com/time/newsfiles/cloning/