UNIT 4

Silk

PART I

Theme Introduction

silk scarf	silk hangover	silk glove	silk fan	silk Qipao

Task ❶ **Look at the following pictures and decide which are silk products. Try to find the appropriate words from the table to match the pictures.**

※ This part is to let students think about what products silk can be used to make so as to intrigue them.

※ Before class, students are required to collect information about the silk produtcs.

※ In class, students are free to share the information in small groups.

※ Some volunteers are asked to report their discussion.

※ The teacher can list in a table those names and their accomplishment mentioned by the students on the blackboard.

※ It is recommended that students should make notes about what they learned from others.

(silk fan)

(silk hangover)

(silk Qipao)

Task ❷ **listen to the story about silk, and try to fill in the blanks with missing information. You can use the same words in the word box.**

About 4,000 years ago, the Chinese discovered the secret of *cocoon*. No one knows *exactly* how and when this important *discovery* was made. One story says that a young *princess* was drinking tea in her garden and watching silkworms *spin* cocoons. By chance one *dropped* into her tea

and the hot tea made it soft. When the girl tried to take the cocoon out of her tea, it became *separated* and she *pulled* out a long silk thread. Then the Chinese learned to *weave* the silk thread into cloth. For 2,000 years they were the only people who knew how to make silk. Silk was so *expensive* that it was called "the cloth of kings".

PART II

Listening Task

Word Bank

cocoon /kə'kuːn/ *n.*	茧
spin /spɪn/ *v.*	作（茧）；结（网）
sericulture /'serɪˌkʌltʃə/ *n.*	养蚕业
lustrous /'lʌstrəs/ *adj.*	有光泽的
larva /'lɑːvə/ *n.*	幼虫（larvae的复数）
chrysalis /'krɪsəlɪs/ *n.*	蛹
moth /mɒθ/ *n.*	蛾
souvenir /'suːvənɪə/ *n.*	纪念品
anchorman /'æŋkəmæn/ *n.*	（电视或广播电台新闻节目的）男主持人
enzyme /'enzaɪm/ *n.*	酶
pupa /'pjuːpə/ *n.*	蛹
unravel /ʌn'rævəl/ *v.*	解开
mulberry /'mʌlbərɪ/ *n.*	桑树
proteolytic /ˌprəʊtɪə'lɪtɪk/ *adj.*	蛋白水解的
pilgrim /'pɪlgrɪm/ *n.*	香客，朝圣者

Task ❶ **Short Conversations**

You will hear eight short conversations about silk. A question will follow each conversation. Listen carefully and choose the best answer from the four possible choices.

1. W: Before the 20th century, sericulture and silk production were the main occupations of rural women in China. Raising silkworms and weaving silk fabrics were done by women.

   M: You are right. At that time, because of the division of labor, what men did was hunting.

   Q: Which of the following is not true?

   A. Raising silkworms was one of the main occupations of women in the past.

   B. Women were good at raising silkworms.

   C. Weaving silk fabrics was done by women.

   D. Hunting was done by men.

2. W: Silk is the most suitable material to make dress, because it is light, soft, durable and lustrous. Do you have any idea about where it's from?

   M: When silkworms slowly grow up, they spin and bear cocoons, from which we get silk thread. Actually silkworms are the producers of silk.

   Q: What does the man know about silk?

   A. Silkworms can produce silk.

   B. Silk is producers of silkworms.

   C. Silk has nothing to do with cocoons.

   D. Silk is the most suitable material to make dress.

3. W: I heard that silkworms would die after they cocooned themselves. Their lifetime is so short. Do you think their lives are meaningful?

   M: Although their lifetime is so short, they just live for this moment. When they break the cocoons, they become moths, which is the most beautiful phase in their lives.

   Q: What does the man think about silkworms' lives?

   A. He thinks their lives are meaningful.

   B. He thinks their lives are beautiful.

   C. He thinks their lifetime is short.

D. He thinks they would die after they cocooned themselves.

4. W: Today our teacher showed us pictures about the lifetime of silkworms. Do you know how many phases do they live?

M: Yeah. I happened to read the book yesterday. It's said that they experience four phases: eggs, larva, adult chrysalis and silkworm moth.

Q: What is it in the third phase?

A. Eggs. B. Silkworm moth.

C. Chrysalis. D. Larva.

5. W: Silk made China famous worldwide at a very early date through the "Silk Road". Have you heard the ancient trade route?

M: Yes. The route connected China with Asia and Europe from the days of the Han Dynasty.

Q: What made China famous according to the woman?

A. The "Silk Road". B. Asia.

C. Silk. D. The Han Dynasty.

6. W: Honey, this cheongsam is very beautiful. It feels soft. Let me try this on. How do I look?

M: It looks elegant on you. Let's take it.

Q: Where does the conversation most probably take place?

A. In a bank. *B. In a clothes shop.*

C. In a restaurant. D. In a post office.

7. M: Jane, I'm going to have a business trip to China and I heard that you'd been there for almost 10 years. I'd like to buy some souvenirs. Do you have any suggestions?

W: The smooth silk product is certainly the best choice. Before buying them, it is always wise to learn the common sense of the silk product including the function, identification and maintenance.

Q: What's the woman's suggestion?

A. He'd better buy the silk product.

B. She suggests that he could buy some souvenirs.

C. Silk product is smooth.

D. The best choice is to learn the common sense of the silk product.

8. W: I heard that in the US, teachers may sometimes introduce insect life cycle to their students by raising silkworms in the classroom as a science project.

M: It's a very good way to teach. I think it is much easier for students to understand knowledge in life.

Q: What's the man's opinion?

A. He thinks writing a life cycle of worms is easier and interesting.

B. He thinks students should raise silkworms.

C. He thinks teachers should use a very good way to teach.

D. He thinks the way the U.S. teachers are using is good.

Task ❷ Interview

You will hear an interview about Qipao. Five questions will be asked following this interview. Listen carefully and choose the best answer from the four possible choices.

M: Good morning, everyone. I am the anchorman. First, let's welcome Chinese clothes designer, Madam Wu.

W: Good morning.

M: I've noticed that you're wearing a beautiful QiPao. You know, it's related with today's topic. Could I ask whether it is made of silk?

W: Yeah. Qipao is usually made of silk, because silk is very soft and smooth, and it makes one feel cool in summer.

M: I heard in early China, only the emperor and nobility wore silk clothes.

W: Yeah. Silk was very expensive and it's the symbol of social status. Ordinary people couldn't afford to wear silk though everyone wished to.

M: How lucky we are! It's not luxury any more. For 2000 years, the Chinese people were the only people who knew how to make silk.

How was silk-making technology introduced to other countries?

W: At that time, everyone wanted to learn how to make silk, but the Chinese guarded the secret. But unfortunately, two monks stole the secret. They spent several years in China and found a way to take silkworm eggs out of China.

M: Maybe those eggs were the ancestors of silkworms in other countries.

Questions:

1: What are the possible relationship between the man and the woman?

A. Interviewer and interviewee. B. Manager and customer.

C. Journalist and newsmaker. *D. Host and guest.*

2: What is the woman's job?

A. Saleswoman. *B. Clothes designer.*

C. Silk designer. D. Silk expert.

3: In early China, who could afford to wear silk?

A. Emperors. B. Women.

C. Officials. D. Ordinary people.

4: According to the woman, why did only the emperor and nobility wear silk clothes?

A. Because others couldn't afford it.

B. Because others disliked it.

C. Because the king didn't allow ordinary people to wear.

D. Because others thought it's too colorful.

5: How did the silk-making technology spread to other countries?

A. The Chinese people wanted to share the technology.

B. Everyone wanted to learn how to make silk at that time.

C. Two monks stole the secret of making silk .

D. Many people took the silk eggs out of China.

PART III

Speaking Task

http://en.wikipedia.org/wiki/Bombyx_mori

Task ❶ **Discuss with your classmates on the following phenomenon.**

If a pupa is allowed to survive after spinning its cocoon and finish the pupal phase of its life-cycle, it releases proteolytic enzymes to make a hole in the cocoon so it can emerge as an adult moth.The enzymes are destructive to the silk and can cause the silk fibers to break down, which seriously reduces the value of the silk threads. To prevent this, silkworm cocoons are boiled before pupas become moths. The heat kills the pupas and the water makes the cocoons easier to unravel. As the process of harvesting the silk from the cocoon kills the pupas, sericulture has been criticized by animal welfare and rights activists.

Teaching Steps

1. Before listening to the model dialogue, let students know why pupas are killed by people.
2. Then listen to the model dialogue one time, and ask several questions based on it. It is helpful to train the students' ability to understand the main idea and grasp important details of listening in this way.
3. Students are asked to form two camps to debate whether it's right to kill pupas.
4. Bring the students' attention to the Language Focus and tell them that they can use the sentences and structures that are useful in speaking.
5. Go around the classroom to supervise the students' discussion. If necessary, give help to the students, especially the weaker ones.
6. Select one or two groups to make short presentation of their

discussion in class.

Model Dialogue

A: It's hard to imagine that we have to kill pupas in order to get long silk threads. I think it's really cruel.

B: To some extent, you're right. But if we want to get high quality silk, we have no choice.

A: I don't agree on this. We need to protect them. You know, life should be protected and no one has the right to kill lives.

B: It sounds reasonable, but if what you said is wholly true, could you explain why we eat chicken, ducks and vegetables? You see, they all have lives.

A: They are different. Chicken, ducks and vegetables have been food since ancient times.

B: You drive it home. That is also the way we get silk for thousands of years.

A: O.K. You really convinced me.

Task ❷ Oral Activity

After listenting to the dialogue, what's your opinion on whether it's right to kill pupas? Now, you are going to have a debate in small groups, and then present your opinions to the whole class. Use the structures and expressions above in your conversations when appropriate.

※ Divide the whole class into several groups with 5 to 6 students in each group.

※ In each group, choose one student be the leader of the group

※ The leader divide his group into two parts and should push each member in the group to state his or her opinon.

※ While discussion, the leader take notes about the main points.

※ Select one or two groups to present their pros and cons in class.

Language Focus

1. I totally disagree because I'm an animal lover.
2. I like silkworms since I was a child and they made my childhood colorful.
3. Killing is a cruel behavior. I don't feel happy when I see life disappear.
4. People should know that killing pupas is to kill lives. We need to give pupas the chances to become moths.
5. It is not right to kill lives, because every life has the right to live.
6. I think it's OK to do so because we can't find a better way to get long silk thread yet.
7. If we want to get high quality silk thread, we have no choice.
8. If it's not cruel to kill pigs and cows, it's also not cruel to kill pupas.
9. It is a natural way. People have done so for a long time.
10. They sacrifice their lives to give silk to people. It is their destiny.

PART IV

Leisure Time

Silk is very popular in the western countries. It is originated from China. You're going to enjoy the story — A Fairytale of Goddess of Silk.

00:00 — 00:30

2000 years ago, in ancient Rome, the great Julius Cesar became intoxicated with a kind of fabric covered (with) an intricated patterns. The fabric was, of course, silk. Before long all the nobles in the Rome empire fell in love with the beautiful new fabric, which they learned came from China, a country faraway in the east.

00:43-02:17

To the Europeans of ancient times, China was a country of mystery. They had heard that the people of the country far off in the east collected kind of wool from leaves of a certain kind of tree. And they wove the

wool into fabric with colorful , embroidered patterns.

For several centuries to come, Chinese silk weaving techniques remained a secret to Europeans. While in China, the silkworm responsible for producing the fine, magical thread was worshiped by country people as the goddess of silk.

4000 years ago, the Yellow emperor, the legendary ruler, regarded as the ancestor of the Chinese nation, led the people of his tribe to unify the country. Legend has it that after gathering the chieftains of various tribes to celebrate his success, a beautiful girl came down from Heaven with a bundle of natural golden silk and that the Yellow emperor had women weave the silk into yarn. The resulting fabric , a softest cloud and even more beautiful was used to make his crown and clothes. The story is known as the goddess of silk presents silk to the Yellow emperor.

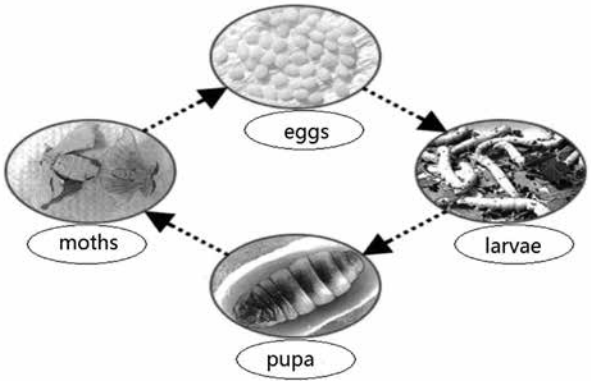
PART V

Additional Task

Task ❶ Oral Practice

pupa(s) moth(s) egg(s) larva(e)

Listen to the passage about the life cycles of silkworms and fill the circles with the words above. Then discuss with your partner on how the silkworm lives its whole life.



Have you observed the complete life cycle of silkworms from egg stage to larvae, pupa, moth and eggs? Eggs take about fourteen days to hatch into larvae. When newly-hatched silkworms crawl out from their shells, they eat continuously. They have a preference for white mulberry. After they have molted four times, their bodies become slightly yellow and the skin becomes tighter. The larvae will then enter the pupa phase of their life cycle and enclose themselves in a cocoon made up of raw silk. If the animal is allowed to survive after spinning its cocoon and through the pupa phase of its life cycle, it will release proteolytic enzymes to make a hole in the cocoon so that it can emerge as a moth. After it lays eggs, it dies. So it can be concluded that silkworm has a circulated life.

Task ❷ **Passage**

You will hear a passage. Five questions will be asked following this passage. Listen carefully and choose the best answer from the four possible choices.

The ancient Silk Road in northwest China has a history of more than two thousand years. Originally, the Chinese traded silk internally within the empire. Caravans from the empire's interior would carry silk to the western edges of the region. They were often attacked by the small Central Asian tribes who wanted to capture the traders' valuable commodities. In order to protect these caravans and assure the safety of the trade, the Han Government dispatched General Zhang Qian as an envoy to build good relationships with these tribes. Loulan, Guizi and Yutian were three important states in the Western Region at that time. They were all abandoned for uncertain reasons but travelers today can see ruins of these three once flourishing places. The Silk Road was definitely an important path for cultural, commercial and technological exchange between traders, merchants, pilgrim, missionaries even soldiers. The emergence of the Silk Road vigorously promoted the East-

West economy, cultural exchanges, and contributed to the rise of the Han Dynasty. Furthermore, that route was a key pathway of intercourse between East and West.

Questions:

1: How long a history does the ancient Silk Road have?

A. One thousand years. B. Two thousand years.

C. More than one thousand years. D. More than two thousand years.

2: Why were Chinese caravans often attacked by small Central Asian tribes?

A. Because small Central Asian tribes hated Chinese caravans.

B. Because small Central Asian tribes wanted to capture the traders' valuable commodities.

C. Because small Central Asian tribes liked silk very much.

D. Because they were hostile to small Central Asian.

3: In order to protect these caravans and assure the safety of the trade, what did the Han Government do?

A. The Han Government sent an army to fight these tribes.

B. The Han Government sent General Zhang Qian as an envoy to build good relationships with these tribes.

C. The Han Government asked these bribes not to do so.

D. The Han Government allied with Central Asian.

4: What can people see today about Loulan, Guizi and Yutian?

A. Flourishing places. B. Museums.

C. Abandoned Western Region. *D. Ruins*

5: According to the passage, which is not mentioned about the Silk Road?

A. The Silk Road contributed to the rise of the Han Dynasty.

B. The Silk Road greatly promoted peacefulness among countries.

C. The emergence of the Silk Road vigorously promoted the East-West economy and cultural exchanges.

D. The Silk Road was a key pathway of intercourse between East and West.