

教 案

授课章节	Lesson Two (Book 2) Marrakech		
本(章)节 授课方式	课堂讲授 (√) 实践课 (√)	教学时数	10 学时
授 课 要 点	本 (章) 节 教 学 目 标	<p>On completion of this lesson, students will be able</p> <ol style="list-style-type: none"> 1. To know about the city Marrakech as well as Morocco 2. To be clear about the structure of the text and the way to organize an expository essay 3. To grasp some useful writing skills 	
	教 学 重 点 和 难 点	<ol style="list-style-type: none"> 1. Finding out the central idea of the text. 2. The contrast between women and donkeys. 3. The writer's attitude toward colonialism 4. The mode of literature of this article. 	
思 考 题 或 作 业	<ol style="list-style-type: none"> 1. Orwell shows the poverty of the natives in at least five ways. Identify them. 2. Translate Para. 20-21. 3. Find information about Jews from the library or internet. 4. Read after class (about colonialism and imperialism) “An Outpost of Progress” “The shooting of an elephant” “Animal Farm” 		
<h2 style="margin: 0;">教学内容与组织安排</h2>			

PART ONE GENERAL INTRODUCTION TO THE TEACHING PLAN

I. Time Allotment

- | | |
|---|--------------|
| 1. Preview-checking; Reviewing of exposition | 1class hour |
| 2. Background Introduction | 1class hour |
| 2. Text Appreciation; Detailed Discussion of the Text | 7class hours |
| 3. Evaluation and Translation | 1class hours |

II. Strategies and Activities

1. Dictation is used to check the preview of the new words.
2. Students presentation is needed to explain their learning plan, including the keys points, the difficult points, the puzzling points, and the worthily discussed statements, etc.
3. Questions are largely used to help, to check, and to judge students' understanding of the text.
4. PPT and video are applied to assist illustration.
5. Class discussion is necessary for a better understanding of the text.
6. Students are required to find more cultural information from the library and the internet.

III. Requirement

1. Before the class students are expected to thoroughly read the text and try to grasp the main idea of this article, to read the notes and questions for comprehension, to remember the new words and to try to conclude the main idea of each paragraph.
2. Try to divide the text into several parts and each group is required to analyze one part.
3. Take notes in class and try to learn actively under the guidance of the teacher.
4. Do the assignment earnestly and punctually.

IV. Evaluation

Quiz will be arranged to check whether or not students can achieve the teaching aim on completion of this lesson.

PART TWO TEACHING PLAN OF THE TEXT

I. Preview-checking

A. Dictation

wail chant hack oblong hummocky undifferentiated gazelle nibble navy
medieval ghetto infest clamour conspicuous erode lucerne frail harrow
furrow mummy hobble register infuriate gall clatter squash garrison

B. Students' presentation on general understanding of the text.

1. **What is the thesis of the article (the point the writer wants to make)?**
2. **What's the main idea of each paragraph?**
3. **How many scenes are describes in this article?**
4. **What is the mode of literature of this article?**

C. Reviewing of exposition.

Definition: expounding or explaining

Exposition: mainly deals with processes and relationships

Exposition vs. Description

Description: mainly deals with appearances and feelings (What is it like?)

Exposition: How it is made, how it is used, how it may change

Exposition vs. Narration

Narration: mainly deals with events and experiences (w' s)

Exposition: mainly discusses its cause and effect, its nature, and its significance in history.

Exposition vs. Argumentation

Exposition: to inform, to make known something and explains it to make the reader understand

Argumentation: to convince, to try to make the reader agree with its point of view and support it, to persuade him to change his mind or behavior, and to approve a policy or a course of action that it proposes.

☆**Argumentation is actually exposition with the additional purpose of convincing or persuading.**

Expository essays

※ In a paragraph a point is often made in one or two sentences;
in an essay it may take one or two paragraphs to make a point clear.
An essay has a point.

Methods for expository essays

- (1) Illustration
- (2) Division and Classification
- (3) Comparison and Contrast
- (4) Cause and Effect
- (5) Definition

This article is using Illustration ---- using examples to illustrate the central idea.

II. Background information.

A. Morocco

The kingdom of Morocco is known as Maghrib el Aksa in Arabic, which means “land of the furthest west”. Located in North Africa, on the Mediterranean Sea and the Atlantic Ocean, Morocco is the farthest west of all the Arab countries. Rabat is the capital. The estimated population in 1973 was 15,600,000.

Brief history: Morocco was inhabited in the stone age by cave dwellers, who left many traces of their presence. About 2000 B.C. it was settled by Berber tribes, who have formed the basis of the population ever since. The Arabs invaded Morocco in the 7th century, bringing with them Islam. From the end of the 17th century until the early 19th century Morocco was almost entirely free from foreign influence. But in 1912, a Franco-Spanish agreement divided Morocco into 4 administrative zones—French Morocco, nine-tenths of the country, a protectorate with Rabat as capital; a Spanish protectorate, which included Spanish Morocco, with its capital at Tetuain; a Southern Protectorate of Morocco, administered as part of the Spanish Sahara; and the international zone at Tangier.

Morocco gained independence in 1956 and became a constitutional monarchy (1957). Morocco is a member of the United Nations, the League of Arab States, and the Organization of African Unity.

B. Marrakech

location: lies in west central Morocco, at the Northern foot of the high Atlas(阿特拉斯山), 130 miles south of Casablanca, the chief seaport.



Position : The city renowned for leather goods, is one of the principal commercial centers of Morocco. (in Arabic: “land of the furthest west”)

History: *Marrakech*, called also the red town, because of the red wall surround the old town.

Founded (1062) and was capital two times.

Now :Rabat 拉巴特

Occupied by French in 1912.

Purposes of colonization

- a) a desire for material gain
- b) desire to spread religion
- c) a desire to expand territory



Light blue : The First French Empire

Dark blue: The Second French Empire

The First French Empire(16th C---18th C)

North America :Canada,, America , Haiti ;

South America: Brazil, Senegal, Mauritius

South Asia : India (part of)

The Second French Empire(1830---1945)

North America : Saint Pierre and Miquelon, Caribbean

South America: French Guyana

North Africa : Algeria, Morocco • Benin, Burkina 布基纳, Senegal 塞内加尔, Togo 多哥, Cameroon

Middle East : Lebanon, Turkey, Syria

Asia: Cambodia, Laos, India

People in French Colonies

During the Second World War, the French colonies were out of his control. Most of them were occupied by other countries, such as Britain, Japan, America and German. After the Second World War, independent movement spread globally. The colonized countries were independent, which ended the French Empire.

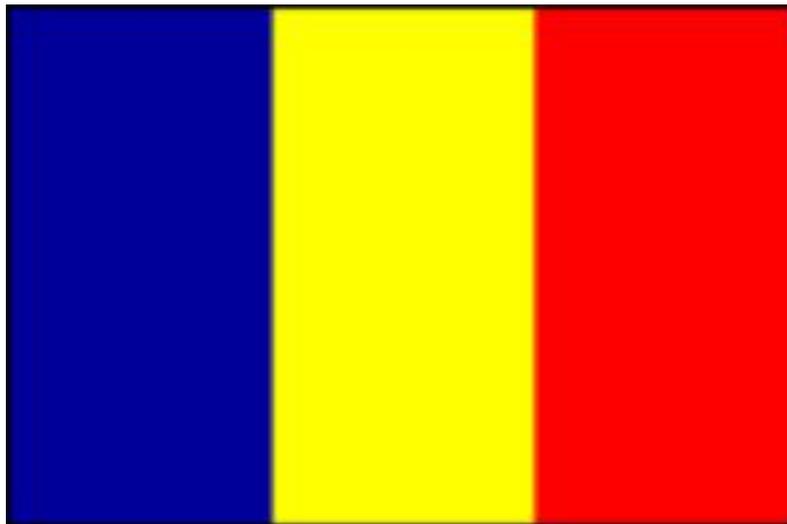
In 1960, 17 African countries are independent ,13 of which were the French colonies .

The Effect of Colonization

(1) One long term effect of colonization is a change in the culture of a colonized area or people group.

(2) Another long term effect on colonized countries comes through religion. Believing "The Lord is high above all nations..." (Psalm 113:4), the nations having the Lord sought to expand His reign "even to the remotest part of the earth"

Many former French colonies adopted the simple vertical stripes of the French tricolor when they designed their own flags. In 1959 Chad chose blue for the sky, yellow for the sun, and red for progress and unity.



C. About the author

George Orwell: Orwell's works are concerned with the sociopolitical conditions of his times, through merciless exposition of the poverty, misery and degradation 落魄 of the native people in the colonies, he denounces the evils of colonialism or imperialism and

manage to show his outrage at it.



Orwell is famous for his terse lucid 简洁易懂的 prose style and good at the appropriate use of simple but forceful words to describe objectively the scenes before his eyes.

George Orwell is the pseudonym of Eric Arthur Blair(1903-50), British novelist and essayist, born at Motihari 摩坦赫利 , Bengal, India. His father, Richard Walmesley Blair, was a minor customs official in the opium department of the Indian Civil Service.

When Orwell was 4 years old, his family returned to England where he remained until 1922. When Orwell was 8 years old, he was sent to a private preparatory school in Sussex. After attending Wellington and Eton, he failed to win a university scholarship then he served with the Indian Imperial Police in Burma.

His experience in Burma is described in his first novel “*Burmese Days*”(1934)缅甸风云.

On his return to Europe in 1927 he lived in a poor financial condition , first in Paris and then in London, a period which is the basis of his book “*Down and Out in Paris and London*”(1933)巴黎和伦敦的落魄生活. And in this book he assumed the name “George Orwell” by which he would become world famous

During the1930s Orwell had adopted the views of a socialist and traveled to Spain to report on their civil war.

He took the side of the Republican (United Workers Marxist Party militia 统一公党市民军) and fought alongside them, which earned him a wound in the neck. It was this war that made him hate communism in favor of the English brand of socialism.

Orwell wrote a book on Spain, “*Homage to Catalonia*”(向加泰罗尼亚致敬), which was published in 1938.

During the second World War rejected for military service on account of tuberculosis and a wound, Orwell served as a sergeant in the Home Guard and also worked as a journalist for the BBC, Observer and Tribune, where he was literary editor from 1943 to 1945.

It was toward the end of the war that he wrote “*Animal Farm*”, and when it was over he moved to Scotland.

It was “*Animal Farm*”(动物庄园) a satirical fantasy attacking communism as practiced in Soviet Union that finally made Orwell prosperous.

His other world -wide success “*Nineteen Eighty-Four*”(1984)is an elaborate satire on modern politics, a prophetic novel describing the dehumanization of man in a mechanistic, totalitarian world.

Orwell wrote many literary essays as well, his volumes of essays include :

Dickens(1946)狄更斯

Dali and Others(1946)达里

Shooting an Elephant(1950)射象

Collected Essays(1968)随笔

Journalism(1968) 新闻文章

Letters of George Orwell(1968)书信集

Eileen O'Shaugnessy, Orwell's wife died in 1945 and in 1949 he remarried to a woman named Sonia Browell. Orwell's second marriage was short-lived, as he died from tuberculosis in London on January 21st, 1950. And he was just 46 years old.

III. Text Appreciation; Detailed Discussion of the Text

A. Analysis of the text

1. Preparation questions:

(1) What kind of writing is the text?

Expository writing

(2) Which sentence expresses the theme of the text? (or : Which is the thesis statement?)

All colonial empires are in reality founded upon this fact (para.3)

(3) What is the theme of the text?

The author denounces the evils of colonialism. He mercilessly exposes poverty, misery and degradation of the native people in the colonies. These people are not considered nor are they treated as human beings.

(4) How many scenes has the writer described to expose the evils of colonialism? What are they?

2. General knowledge of the textual arrangement

---a piece of exposition or expository writing. To inform or explain

(1) make a statement of the central thought or the purpose (thesis)

(2) develop and support the thesis in a variety of ways such as: comparison, contrast, analogy, identification, illustration, analysis, definition.

(3) Organize and develop the writer's thought objectively

3. The organization of the essay.

(1) What is the thesis of the article (the point the writer wants to make)?

--All colonial empires are in reality founded upon this fact

(This central thought is stated by the author in the middle of paragraph 3)

Orwell denounces the evils of colonialism (imperialism). He mercilessly exposes the poverty, misery and degradation of the native people in the colonies. These people are not considered nor are they treated as human beings.

(2) How does the write expose the evils of colonialism?

--The central thought is supported by six independent examples or illustrations of the people's poverty and suffering.

Scene 1. The burial of the poor inhabitants (para 1—2)

Scene 2. The begging of bread of an employee (para 4—7)

Scene 3. The miserable lives of the Jews in the ghettos (para 8—15)

Scene 4. Cultivation of the poor soil (para 16—18)

Scene 5. Miserable life of women (para 19—21)

Scene 6. Negroes' attitude towards the white (para 22—26)

(ask students to summarize each scene)

4. The skills.

(1) What are the skills the author uses to achieve his purpose?

Generally speaking, Orwell describes objectively the suffering and misery of the colonial people in Marrakech, yet he manages to show that he is outraged at the spectacle of misery. He succeeds in imparting this feeling to his readers:

- A) through the clever choice of the scenes he describes
- B) through the appropriate use of words
- C) through the tone in which he describes these scenes
- D) by contrasting the indignation at the cruel handling of the donkey with the unconcern towards the fate of the human beings.

(Later when we come UNIT 7, we can give students a striking contrast between subjective writing with objective writing)

Objectives: To give a detailed analysis of the 6 scenes, including the author's descriptive skills, choice of words, tones, and difficult words and expressions)

Para 1-3

1. Why did the author repeatedly mention the flies?

To imply the poverty of the city and the unsanitary conditions

2. Why women were not allowed to attend the funeral?

Because Muslims must respect women. And so women must be kept in the house, where they would be safe. When they went out, they wore veils to cover their faces. This is disciplined by Muslim laws and later it was used as an excuse to discriminate against women. Thus women are passive members of the society.

3. What did "taxi" and "camels" stand for?

The juxtaposition of modern and traditional images.

4. What's your impression on the bury?

Simple, poor, unceremonious

5. What is the fact that all colonial empires are in reality founded upon?

People in the colonies are not treated as human beings.]

6. Why did author compare the people in Marrakech to some bees or coral insects?

Brown in color, huge in number, insignificant in value, humble in life

Para 4-7

1. What do you think of the gazelles?

Delicious, nice, innocent, obedient, sensitive, vulnerable

2. Was the Arab navy used to begging? How do you know it?

No. "sidled slowly" and "said shyly". Because of his status, he has a special way of begging, different from the clamoring way of other Arabs.

3. Did he have a strong desire for the piece of bread?

Yes. He used request instead of a question sentence to ask for it.

4. Did he cherish it?

Yes, he stowed it gratefully in some secret place under his rags.

5. What did the last sentence in para 4 imply?

Orwell is good at using simple statement to convey a deeper meaning. Even an employed

laborer goes starving, so you can imagine for yourself the plight of the poorer people

Para 8-15

1. What do you think of the medieval ghettos?

They were like the Jewish quarters in Marrakech: overcrowded, thousands of people living in a narrow street, houses completely windowless, and the whole area dirty and unhygienic with a little river of urine running through the street.

2. How about the Jews' housing conditions, working conditions, living conditions and the social status in Marrakech?

Bad, hard, poor and low

2. Why did the Jews live in self-contained communities?

They were confined to special areas which were called ghettos because of the prejudice on them, so they must produce almost everything they needed by themselves.

3. Why did the author say "A good job Hitler wasn't here"?

Because if he had come here, the Jews would have been exterminated as they were in Poland and other European countries.

Para 16-18

1. What kind of people is partly invisible? Why does he stress this point?

All people who work with their hands are partly invisible. He stresses this point to show his theme—All colonial empires are in fact founded upon the fact that the people in colonies are not treated as human beings—people from mother-countries completely ignore them and their bitterness.

2. Why is it difficult for a man to take in the working people hoeing at their patches?

A, they are in the same color as the earth

B, they are a great deal less interesting to look at for the Europeans, who are attracted by the landscape and did not have any interest in them.

3. Why the starved countries of Asia and Africa are accepted as tourist resorts?

The foreigners do not see the hard-working people. They can only see the natural scenery of the tropical areas. So the poverty and bitterness of the locals would not ruin their spirit of enjoying the landscape.

Para 19-21

1. What's the response of the old woman when Orwell gave her a five-sou piece, and why?

She answered with a shrill wail, almost a scream. Because of partly gratitude but mainly surprise.

2. Was the woman quite used to her status in the society?

Yes. She thought Orwell was violating a law of nature that he took notice of her.

3. What are the similarities between old women and donkeys?

Donkey: small/overloaded/ willing creature/when died, tipped into ditch, thrown to dogs/ feel engaged at the cruel treatment of it

Woman: tiny/vast of load, a beast of burden/ take their fate as granted / buried simply, dumped into a hole, no name, no graveyard.../ nobody feels sympathetic for them

Conclusion: the life of these old women is even worse than that of these donkeys.

4. What's the purpose of the author to mention the donkey's fate?

To arouse the sympathy and anger of the readers and to expose the crimes of those imperial

countries.

5, Why is the old man even miserable than the donkey?

Anyone can be sorrow for the donkey, with its' galled back, but few people can notice the old woman under her load of sticks.

Scene 1. The burial of the poor inhabitants (para 1—3)

General impression: life is cheap/ in great poverty, people can't afford proper burials

Words and expressions:

dramatic opening: flies following dead bodies and restaurants, (food and corpse attract flies, indicating the unsanitary condition of the restaurants)

camels and taxis: juxtaposition of modern image and traditional image

wail a short chant:

to wail: to make long, loud, high-pitched cries which express sorrow or pain

e.g. The poor old woman wailed for her lost son.

A siren/ an alarm/ wind/ wails—long, loud high-pitched, piercing sounds

Chant (n. v)—a chant is a word or groups of words that is repeated over and over again.

The audience chanted “ we are with you”.

Muslims chanted and prayed in the temple.

...hack a hole, dump the body, fling ...

hack: break up with a hole

These few words are in parallel structure, indicating a list of actions. They are all one-syllabic words, implying the simple, quick rhythm. simple way of burying the dead)

A piece of rags, dried-up, lumpy earth,...like broken brick ---a rough and hard image

(comparison with Chinese culture: when someone is dead, we will make a good coffin, put on the best clothes for him/her, put some money in the coffin, making sure that the dead will be comfortable; find a good place to bury them, put down a gravestone, go to see the grave every *qin ming*, making sure that the grave looks fine, clean and tidy)

no gravestones, no name, on identifying mark of any kind

(elliptical and balanced)

People are not important at all. After death, nobody cares about them.

--not human beings, so many of them, undifferentiated brown stuff.

--rise, sweat and starve, sink... (alliteration, routine like, simple monotonous life)

Scene 2, the begging of bread of an employee (para 4—7)

--the importance of choosing this government employee, even this man begs, not to mention the living condition of the ordinary people.

--the manner of his begging: sidled slowly, shyly, stowed away, gratefully. For his status, he has a special way of begging, different from the clamoring way of those Arabs.

Words and expressions:

nibble: take small, cautious, or gentle bites 小口地吃

e.g. she was nibbling her food like a rabbit.

--bite, chew(vi. Vt)

e.g. *The mice nibbled a whole in the cake.*
He nibbled on the apple.

Scene 3. The miserable lives of the Jews in the ghettos (para8—15)

General Impression: great poverty

Words and expressions

- ghetto**: a part of a city in which a group of people live who are poor or not accepted as full citizens. It also implies that the people in it are restricted only to that area and are not permitted to live elsewhere.
- windowless: because the houses are too crowded between to allow space for windows.
- sore-eyed, clouds of flies, river of urine—indicating unsanitary condition
- The prehistoric lathe, warped leg, 6-year-old grandson, indicating the long-time. Generation after generation, maybe extending to the grandson. Hopeless future
- rumors about the Jews, showing the attitudes of the whites towards Jews, also the influence of Hitler's propaganda. (Hitler paid great attention to propaganda work, eg. Sound of Music.
- para 15. Analogy is used (a special type of comparison, calls on one or more similarities underlying two different things. An analogy often explains something unfamiliar by likening it to something familiar)
- Jews – accused of being rich and money-lenders, yet leading a poor life, massacred
Witches –accused of witchcraft, yet can not work magic to get themselves a decent meal burned to death.(poor)
The author bitterly denounces the ignorance of the people.

Scene 4. Cultivation of the poor soil (para16—18)

--para16—17 the tone of the author “bitter and ironical”

- the author is extremely bitter and ironical. Instead of openly blaming the white colonialists who don't pay the least attention to the people who suffer from poverty and hunger, he pretends that they have a sound reason to ignore such people. The people simply cannot be seen because they are of the color of the earth.
- the author is very cleverly revealing in these two paragraphs the real inner workings of the colonialists' mentality. Such people take their own presumed superiority so much for granted and it's so deep within them that they literally don't even see the wretched people and are so insensitive that they actually treat those countries as tourist resorts where they vacation and enjoy themselves oblivious to the suffering all around them.
- an orange grove or a job in Government service: profit gained from investment and job.
- camels, castles, palm trees... romantic places.
- wring: to squeeze tightly force something. out of
- tiny trickles, all this show the hard work.

Paragraph 18 describes the primitive way of farming here, showing the poverty as well as the hard-working people.

About the invisibility, read to the students the first four paragraphs in “Invisible Man” by Ralph Ellison

Scene 5. Miserable life of women (para19—21)

Question: What is the purpose of the description of the donkey?

By describing the fate of donkey the author's purpose is to arouse the sympathy and anger of the readers for “people”,. People are also cruelly treated but they are not noticed, simply invisible

Appearance: mummified with age and the sun/

Tiny, shrink

Earth-colored bodies, bodies reduced to bones, leathery skin

Treatment: treated as a beast of burden

Response: used to the miserable existence and to not being taken notice of by anyone

--a file of women, every afternoon, indicating many women as routine.

The comparison between women with the donkeys

Donkey	Women
Small	tiny
Overloaded	vast of load, a beast of burden
A willing creature	taken their fate as granted
When dead, tipped into a Ditch, thrown to dogs	buried simply, dumped into a hole no name, no graveyard
People feel enraged at the cruel treatment of it	nobody feels sympathetic for them

(Suggestion: Read to students the first para of “The Invisible Man” by Ralph Ellison)

Scene 6. Negroes' attitude towards the white (para22—26)

Questions.

1) Why did the author choose the army?

--the author is talking of the army, an army is to protect the government. The Negroes are protecting the colonists who don't care about their lives, who come to exploit them.
What an irony!

2) Why did the author expect the usual look of 'hostile, contemptuous, sullen, inquisitive'?

--in the usual case, the people should hate the colonists who come to oppress them

3) Was the look of the young boy 'profound respect' shocking to you? What was the significance of that look?

--the author is showing the mentality of the colonized. It is ironical that this black boy, instead of hating the white colonists who make him suffer, has deep respect for him. That is the most bitter part of the story.

We can refer “LU XUN”, who was once very disappointed with the dumb Chinese people who went to the hanging of the Chinese by the Japanese, who finally gave up studying medicine to take up writing for he strongly believed that the best way to cure Chinese was their mentality instead of their bodily diseases.

4) In Para 26, the last sentence, what are the images of the cattle and white birds?

--the white birds which are free, flying in the opposite direction refer to the white colonists. The image is 'scraps of paper', which might imply that their ruling is not steady, or firm, can be easily destroyed.

--image of the stork: the white colonists, free bird

Negroes: hot, slumped, sweating, weighted down, boots like blocks of wood (hard, uncomfortable) ...very uncomfortable in their clothing

--“splendid bodies” indicating author's admiration for Negroes

--to scrub floors and catch syphilis

In fact, these two are not usual parallel. To scrub floors is their job; to catch syphilis is the inevitable fate, owing to the unsanitary condition, or the life style.

Words and expressions

Squash—v.t 压坏, 捏坏,

e.g She sat on my glasses and squashed them.

He squashed the insect with his finger.

--v.i

e.g. Soft fruits like bananas squash easily.

The straw hat squashes easily.

-v.t 使劲(挤)

e.g. She squashed into the crowd again.

Don't all try to squash into the lift together!

He squashed his clothes into a box.

You can squash five people into the back seat.

---n. 果汁

e.g. a glass of orange squash.

Every day, I drink of a glass of apple squash

Squashes are quite easy to make.

Play squash

--n. 挤着一大群人

e.g. Every Spring Festival, there is a terrible squash in the train.

A squash of 30 reporters are asking questions in the conference room.

Slump—vi having a drooping posture, fall or walk heavily

e.g Tired from his work, he slumped in a chair

The dying man slumped to the pavement

--fall in quality, price, business

e.g Her work slumped because of personal problems

Business has slumped

Sales have slumped last month

n.

e.g I could tell from his slump how tired he was.

The economy went into a severe slump

When there is a slump in a country it is difficult to do trade , and many people are out of work.

Glisten—vi. Shine from wet things (or seem to be wet things)

e.g. The streets glistened in the rain.

It was a hot July day and sweat glistened on Bob's forehead.

Snow glistens in the sunlight.

Her eyes glistened with tears.

B. Discussion

1. Could paragraphs 4-7 just as well come after 8-15 as before? Why or why not?
2. Does this essay give readers a new insight into imperialism? What's your opinion on imperialism?
3. Comment on Orwell's lucid style and fine attention to significant descriptive details.

C. Rhetorical devices used in the text

1. rhetorical questions
2. repetition
3. metaphor
4. simile
5. elliptical sentences
6. contrast

IV. Evaluation and Translation

A. Quiz

B. Translation: translate Para. 20-21.