



四川外国语学院成都学院

教 案

XX ~ XX 学年第 1 学期

系	英语外事管理系
教研室(组)	大四高英
课程名称	高级英语
授课年级	四年级
授课教师	
职 称	

四川外国语学院成都学院教务处制

XX 年 X 至 X 月

教 案 (首 页)

课程名称	高级英语	授课 专业	英语	班 级	
授课方式	课堂讲授 (<input checked="" type="checkbox"/>) 实践课 (<input type="checkbox"/>)		考核方式	考试 (<input checked="" type="checkbox"/>) 考查 (<input type="checkbox"/>)	
课程类别	必修课	公共必修课 (<input type="checkbox"/>) 专业必修课 (<input checked="" type="checkbox"/>)			
	选修课	公共选修课 (<input type="checkbox"/>) 专业限选课 (<input type="checkbox"/>) 专业任选课 (<input type="checkbox"/>)			
课程总学时	4*20		周学时	4 课时	
学时分配	课堂讲授		学时；	实践课 学时	
教 学 目 标	<p>通过听说读写四种技能的综合训练，提高学生听觉能力，即席发言、连贯表达、辩论、演讲的技巧与能力，使学生掌握阅读技巧，提高阅读速度、扩大词汇量、培养词义辨析能力；提高归纳、总结主题与写作能力，使学生具有较熟练的交际能力。尤其是阅读理解、语法修辞与写作能力的课程。课程通过阅读和分析内容广泛的材料，包括涉及政治、经济、社会、语言、文学、教育、哲学等方面的名家作品，扩大学生知识面，加深学生对社会和人生的理解，培养学生对名篇的分析和欣赏能力、逻辑思维与独立思考的能力，巩固和提高学生英语语言技能。</p>				
使用教材	教材名称	《高级英语》第二册（修订本）			
	编（著）者	张汉熙 主编、 王礼立 编			
	出版社及出版时间	外语教学与研究出版社 1995			
指定参考书	<p>《高级英语教师用书》，张汉熙， 外语教学与研究出版社，1995 《高级英语学习指南》，张鑫友， 湖北人民出版社，2003 《高级英语精读精解》，姚兰，西南交通大学出版社，2004 《高级英语理解与应用辅导》，姚念赓、胡英坤，东北财经大学出版社，1998</p>				

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 2: Marrakech by <i>George Orwell</i>		
本(章)节 授课方式	课堂讲授 () 实践课 ()	教学时数	
授 课 要 点	本 (章) 节 教 学 目 标	<p>General introduction to the passage</p>	
	教 学 重 点 和 难 点	<p>Acquaint students with the writer and his writing style Acquaint students with the true nature of imperialism, colonialism, Jews Make sure that students understand the following points:</p>	
思 考 题 或 作 业	<p>课外阅读: (about colonialism and imperialism) "An Outpost of Progress" "The shooting of an elephant" "A Passage to India"</p>		

教学内容与组织安排

Outline

- I. General introduction to the passage
- II. Check students' homework in summer vacation
- III. recommend websites
- IV. Analyze some passages for Proof-reading

Step 1, General introduction to the passage.

Tell students the purposes of learning this passage and difficulties we are going to cope with while studying it.

I. Additional Background Knowledge

1. George Orwell
2. Morocco
3. Marrakech
4. The Jewish people

II. Introduction to the Passage

1. Type of literature: a piece of exposition

2. The purpose of a piece of exposition:

-- to inform or explain

3. Ways of developing the thesis of a piece of exposition:

--comparison, contrast, analogy, identification, illustration, analysis, definition, etc.

4. The central thought or thesis

III. Effective Writing Skills:

1. making effective use of specific verbs

2. Using the methods of contrast, illustration, comparison, etc.
3. Clever choice of words and scenes and tenses: Comparing it with The Middle Eastern Bazaar in Book 1.

IV. Rhetorical Devices:

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

V. Special Difficulties

1. Making sentences more compact by proper subordination, such as subordinate clauses, appositives, prepositional or verbal phrases.

2. Discriminating groups of synonyms:

--wail, cry, weep, sob, whimper, moan

--glisten, glitter, flash, shimmer, sparkle

3. Paraphrasing some sentences

4. Identifying figures of speech

VI. Questions

1. Orwell shows the poverty of the natives in at least five ways. Identify them.
2. Could paragraphs 4-7 just as well come after 8-15 as before? Why or why not?
3. Does this essay give readers a new insight into imperialism?
4. Comment on Orwell's lucid 易懂, 明晰的 style and fine attention to significant descriptive details.

Step 2, Check students' homework in summer vocation

Ask some of them to show the class their understanding of the texture structure and present

their outline of the passage.

Ask them to share their feeling after reading the passage.

Which scene do they think is the most impressive and why?

Step 3, recommend websites

To Obtain More Information, Please consult the following websites:

1. Biography // George Orwell // www.k-1.com/Orwell
<http://www.k-1.com/Orwell/index.cgi/about/biography.html>
2. Marrakech, Morocco: The other Morocco
<http://lexicorient.com/morocco/marrakech.htm>
3. <http://i-cias.com/e.o/marrkech.htm>
<http://i-cias.com/e.o/marrkech.htm>
4. **Reading, Translation, and Rhetoric**
http://ancienthistory.about.com/od/reading/index_r.htm
5. <http://quotidiana.com/>

Step4, Analyze some passages for Proof-reading

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 2: Marrakech by <i>George Orwell</i>		
本(章)节 授课方式	课堂讲授 () 实践课 ()	教学时数	
授 课 要 点	本 (章) 节 教 学 目 标	<p>General knowledge of the author</p> <p>General knowledge of colonialism, Morocco</p> <p>General knowledge of the textual arrangement</p>	
	教 学 重 点 和 难 点	<p>Acquaint students with the writer and his writing style</p> <p>Acquaint students with the true nature of imperialism, colonialism, Jews</p> <p>Make sure that students understand the following points:</p>	
思 考 题 或 作 业	<p>Exercises: IV, VI, VII, VIII, X, XI, XII, XIII</p>		

教学内容与组织安排

Outline

- I. Background knowledge for the passage
 - 1. General knowledge of the author
 - 2. General knowledge of colonialism, Morocco, Jews
- II. Homework

Step 1, background knowledge for the passage

Ask student to show their PPT and introduce the following points, teacher will make some complements and comments on their performance.

1. General knowledge of the author

George Orwell (1903—1950)

- pseudonym of Eric Blair
- born in India where his father was a British civil servant
- educated in a private boarding school where he first became conscious of the difference between his own background and the wealthy background of many of his schoolmates
- (1922-1925) joined the “imperial Police in Burma” 缅甸 (part of British Commonwealth and Empire) where he obtained a sense of guilt about British colonialism and a feeling that he must make some kind of personal expiation for it)
- went to Paris where he learned the life of the poor at first hand
- he wrote of what he knew at first hand to be true and was contemptuous of the ideologies.
- regarded himself as a man of the uncommitted and independent left.
- took part in the Republican side in the Spanish Civil War, wrote a book “Homage to Catalonia (1936) which strongly criticized the Communist part in the Civil War and showed from his own experience how the Communist Party in Spain was out to destroy Anarchists, Trotskyist, and any others on the Republican side who were suspected of not toeing the Starlinist line.
- Orwell never wavered in his belief that while profound social change was necessary and desirable in capitalist countries of the west, the so-called socialism established in Soviet Russian was a perversion of socialism and in wicked tyranny.
- his other works “Animal Farm”(1954) “1984”. In Animal Farm he wrote an animal fable showing how such a perversion 误用 of socialism could develop, while in Nineteen Eighty-Four, he wrote a savagely powerful novel depicting a totalitarian future in England where the government uses the language of socialism to cover a tyranny that systematically destroys the human spirit. In that dark vision of hell on earth, language has become one of the principal instruments of oppression. The Ministry of Truth is there concerned with the transmission of untruth, and the white face of its pyramidal structure proclaims in “Newspeak” the three slogans of the Party> “WAR IA PEACE/FREEDOM IS SLAVERY/IGNORANCE IS STRENGTH.”
- It was Orwell’s independent innocence of eye that made him both a permanent misfit

politically and a brilliantly original writer. He was an outstanding journalist. People say he predicts the future of socialism accurately.

--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.

2. General knowledge of colonialism, Morocco, Jews

1). *Colony*

Definition

1. a. emigrants or their descendants in a distant territory but remain subject to or closely associated with the parent country.
b. A territory thus settled.
2. A region politically controlled by a distant country; a dependency.
3. A group of people who have been institutionalized in a relatively remote area

Purposes of colonization

a) a desire for material gain

b) desire to spread religion

c) a desire to expand territory

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"

-- A colony is a settlement in a new territory made by people from another country. Or it is a country or territory that has been developed by people from another country and is still fully or partly controlled from the *mother-country*. People who found a colony are called *colonists*(殖民者). The country the colonists come from is called *the mother country*.

--Colonies often speak the mother country's language. They are ruled by the same government. They sell their goods to merchants in the mother country.

-- Non-settlement colonies: a new kind of colony. The Europeans sent just enough soldiers, officials and businessmen to rule the people who already lived there. These non-settlement colonies were important as markets and as sources of raw materials for factories in the ruling countries.

Colonial : colonial culture; colonial rules

Colonialist: 殖民主义者

Colonialism: The practice by which a powerful country directly controls less powerful

countries and uses their resources to increase its own power and wealth
e.g. ..the bitter oppression of slavery and colonialism

It is very interesting to reflect why European colonialism ended

Colonize: go to live in a new country and take control of it.

e.g. Liberia was never colonized by European powers.

Colonizer, colonization.

e.g. the European colonization of America.

Classical works about colonial life:

A Passage to India by E. M. Foster, exploring the relations between the English and the Indians in India.

An Outpost of Progress , *Heart of Darkness* ---two short stories by Joseph Conrad

The Shooting of an Elephant — a short story by George Orwell

2). Morocco, Moroccan (ask students to draw a sketch of the city in Africa)

Location: North Africa

Capital : Rabat (435,000 people) 拉巴特

Area : 171,583 square miles

State religion: Islam; Most of the people of Morocco are Muslims

Languages: Arabic (official language), French and Spanish also spoken

Money: Dirham 迪拉姆, DH

--It has the broadest plains and tallest mountains in North Africa

--Most Moroccans live in the Atlantic coastal plains.

--Farming is the mainstay of Moroccan economy, although no more than 10% of Morocco is cultivated.

Crops: barley, wheat, corn, bean, peas, grapes

Fruits: orange, lemon, almond, date, plums

Mineral: phosphates, ores of iron, zinc, cobalt, lead

Plant: cork oak, evergreen oak

--The history of Morocco has been shaped by the original Berber people and the various foreign people who invaded the country: Germany, France, Spain,

--Became independent in 1956.

3) Marrakech (Marrakesh)

Location: lies in west central Morocco, at the Northern foot of the high Atlas, 130 miles south of Casablanca, the chief seaport.

Position: one of the principal commercial centers of Morocco. Renowned for leather goods.

History: founded (1062) and was capital two times. Occupied by French in 1912.

Step 2: Homework

Preview the passage

Proofreading exercises

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 2: Marrakech by <i>George Orwell</i>		
本(章)节 授课方式	课堂讲授 () 实践课 ()	教学时数	
授 课 要 点	本 (章) 节 教 学 目 标	to understand the essay (lexical, sentential, textual level) to discuss the relevant topics to appreciate expository writing	
	教 学 重 点 和 难 点	the six scenes that the author uses to expose the evils of colonialism the stylistic features of the essay the features of an expository essay	
思 考 题 或 作 业	Recite paragraphs: 3, 20		

教学内容与组织安排

Outline

- I. General knowledge of the textual arrangement
- II. General knowledge of the textual arrangement
- III. Detailed Analysis of the Passages

Step 1, Detailed Analysis of the Text Type

- 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?

Step 2, General knowledge of the textual arrangement

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

- a) make a statement of the central thought or the purpose (thesis)
 - b) develop and support the thesis in a variety of ways such as: comparison, contrast, analogy, identification, illustration, analysis, definition.
 - c) Organize and develop the writer's thought objectively
- 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 id supported by six independent examples or illustrations of the people's poverty ad 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 ghettoes (para8—15)

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

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

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

(ask students to summarize each scene)

3) 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)

Step 3, Detailed Analysis of the Passages

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 "taxis" 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
People feel enraged at the cruel treatment of it	no name , no graveyard
	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.

教 案

周 次	第 周, 第 次课	授课时间	年 月 日
授课章节	Unit 2: Marrakech by <i>George Orwell</i>		
本(章)节 授课方式	课堂讲授 () 实践课 ()	教学时数	
授 课 要 点	本 (章) 节 教 学 目 标	to appreciate expository writing	
	教 学 重 点 和 难 点	the stylistic features of the essay the features of an expository essay	
思 考 题 或 作 业	Written work: Write a short essay within 250 words Quiz		

Outline

- I. Topics for discussions
- II. Dictation
- III. Exercises
- IV. Test for Lesson Two

Step 1, Topics for discussions:

- 1) Among the six scenes, which one impresses you most? Why?
- 2) What can you infer about the author's political attitude from this essay?
- 3) Do you like Orwell's style? Give examples to support your views.

Step 2, Dictation.

- | | | | | |
|------------------------|------------------------|----------------------------|---------------------|------------|
| 1. wail a chant | 2. hack an oblong hole | 3. inhabitants | | |
| 4. undifferentiated | 5. derelict | 6. medieval ghettos | | |
| 7. fly-infested | 8. warp out of shape | 9. conspicuous | | |
| 10. frenzied rush | 11. grope in the air | 12. eroded soil | | |
| 13. desolate place | 14. conserve water | 15. mummified with age | | |
| 16. invisibility | 17. be infuriated | 18. plight of human beings | | |
| 19. slump under weight | 20. glisten with sweat | 21. contemptuous | | |
| 22. reverence | 23. sullen | 24. inquisitive | 25. scraps of paper | |
| 26. hummocky | 27. prickly pear | 28. bumpy | 29. hindquarter | |
| 30. nibble | 31. sidle | 32. stow | | |
| 33. municipality | 34. skull-cap | 35. booth | 36. prehistoric | |
| 37. clamour | 38. self-contained | 39. grove | 40. witchcraft | 41. hobble |
| 42. damnably | 43. bridle | 44. packsaddle | 45. halter | |
| 46. reach-me-down | 47. squash | 48. syphilis | 49. garrison | |
| 50 George Orwell | | | | |

Step 3, Exercises:

Homework: IV. Paraphrase, V. Translation VI, VIII

Written work: IX

Explain: VII, X, XI, XII

Step 4, Test for Lesson Two

Plot Summary for Casablanca

In World War II Casablanca, Rick Blaine, exiled American and former freedom fighter, runs the most popular nightclub in town. The cynical lone wolf Blaine comes into the possession of two valuable letters of transit. When Nazi Major Strasser arrives in Casablanca, the sycophantic police Captain Renault does what he can to please him, including detaining 拘留 Czech 捷克 underground leader Victor Laszlo. Much to Rick's surprise, Laszlo arrives

with Ilsa, Rick's one time love. Rick is very bitter towards Ilsa, who ran out on him in Paris, but when he learns she had good reason to, they plan to run off together again using the letters of transit. Well, that was their original plan....

During World War II, Europeans who were fleeing from the Germans, sought refuge in America. But to get there they would first have to go Casablanca and once they get there, they have to obtain exit visas which are not very easy to come by. Now the hottest spot in all of Casablanca is Rick's Cafe which is operated by Rick Blaine, an American expatriate, who for some reason can't return there, and he is also extremely cynical. Now it seems that two German couriers 情报员 were killed and the documents they were carrying were taken. Now one of Rick's regulars, Ugarte entrusts to him some letters of transit, which he intends to sell but before he does he is arrested for killing the couriers. Captain Renault, the Chief of Police, who is neutral in his political views, informs Rick that Victor Laszlo, the European Resistance leader, is in Casablanca and will do anything to get an exit visa but Renault has been "told" by Major Strasser of the Gestapo, to keep Laszlo in Casablanca. Laszlo goes to Rick's to meet Ugarte, because he was the one Ugarte was going to sell the letters to. But since Ugarte was arrested he has to find another way. Accompanying him is Ilsa Lund, who knew Rick when he was in Paris, and when they meet some of Rick's old wounds reopen. It is obvious that Rick's stone heart was because of her leaving him. And when they learn that Rick has the letters, he refuses to give them to him, because "he doesn't stick his neck out for anyone".

Rick Blaine, who owns a nightclub in Casablanca, discovers his old flame Ilsa is in town with her husband, Victor Laszlo. Laszlo is a Resistance leader, and with Germans on his tail, Ilsa knows Rick can help them get out of the country - but will he?

COLOURS of French national flag

Blue is the color of Saint Martin. He was a rich Gallo-Roman officer, who ripped his blue coat with his sword in order to give one-half of it to a poor begging in the snow. So blue symbolizes the care and duty the rich had to help the poor.

White symbolizes the Virgin Mary. Louis XIII consecrated the Kingdom of France to the Virgin Mary in the 17th century. White is also the Joan of Arc. Under her banner, the English

were driven out of the Kingdom of France in the 15th century. White became the color of the Royalty.

Red represents Saint Denis, the saint patron of Paris.

蓝色:代表(自由)圣马丁长袍的颜色.白色:代表(平等)纪念民族英雄圣女贞德.红色:代表(博爱)圣但尼军旗的颜色