



Advanced English Unit 2 Marrakech

By

George Orwell

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Teaching Aims

- 1) To acquaint students with Colonialism.
- 2) To help students to appreciate the author's unique way of expository writing.

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I. Background Knowledge

- Marrakech
- French Colonies
- George Orwell

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.





1,director: Michael Curtiz
cast of character: Humphrey Bogart / Ingrid Bergman / Paul Henreid / Claude Rains

2,Plot Summary for Casablanca

3, Lyrics to "As Time Goes By"
from Casablanca

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

The history of Marrakech



- ***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

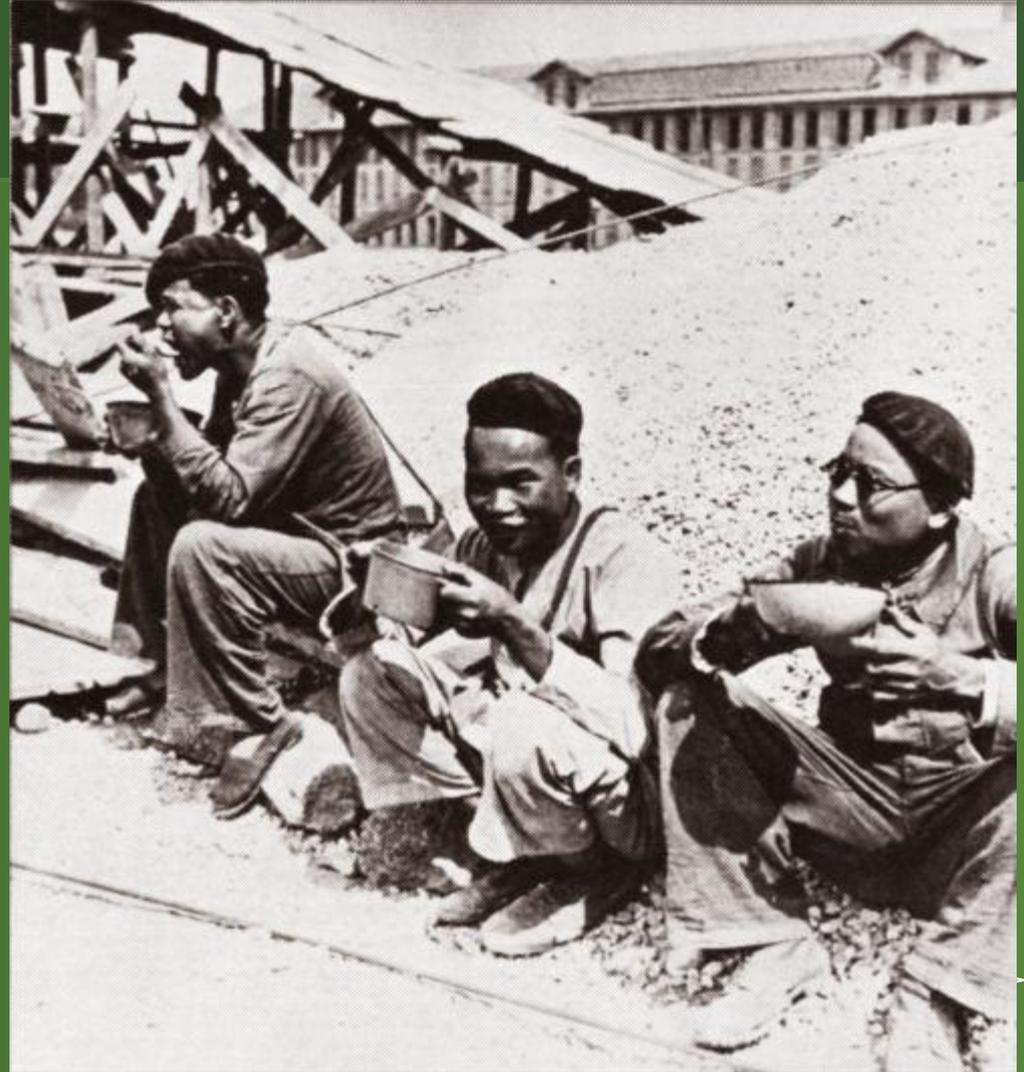
North Africa : Algeria, Morocco • Benin, Burkina布基纳 ,
Senegal塞内加尔, Togo多哥, Cameroon

Middle East : Lebanon, Turkey, Syria

Asia: Cambodia, Laos, India,



People in French Colonies

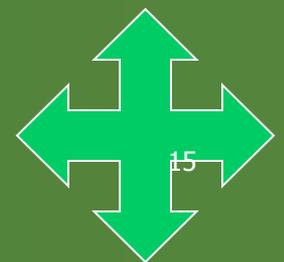




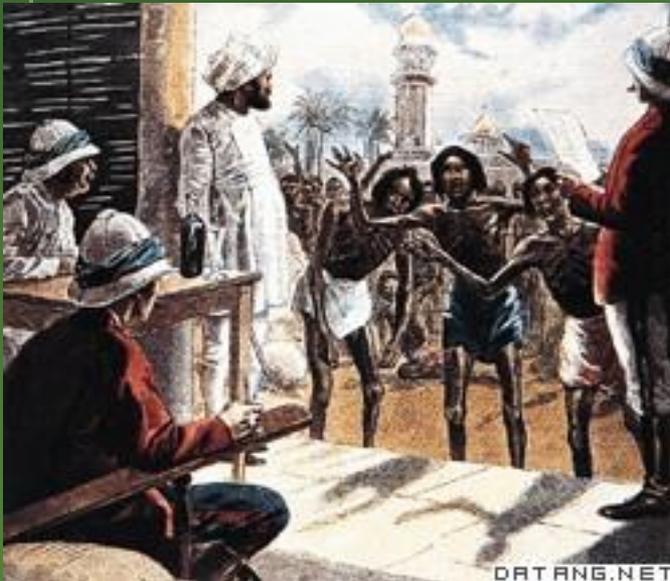
During the Second World War, the French colonies were out of his control.

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 ,

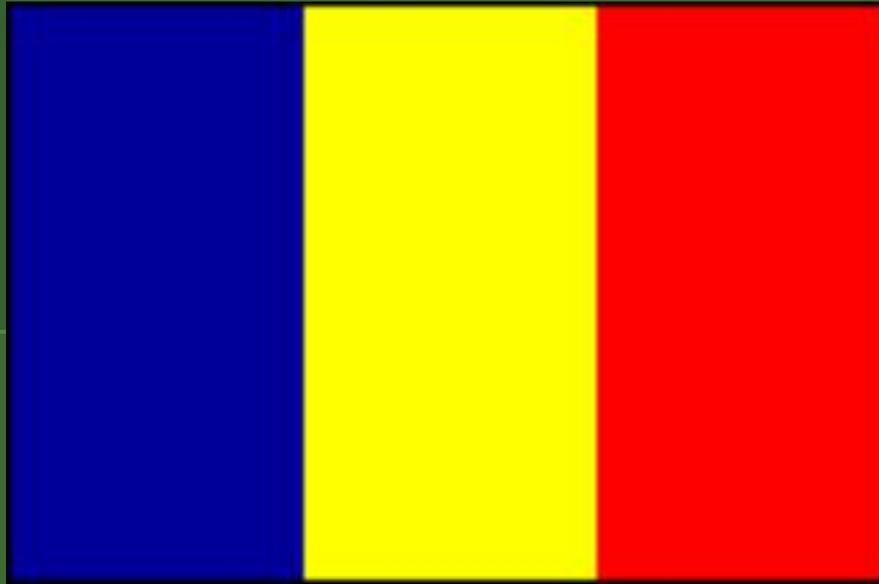


The Effect of Colonization

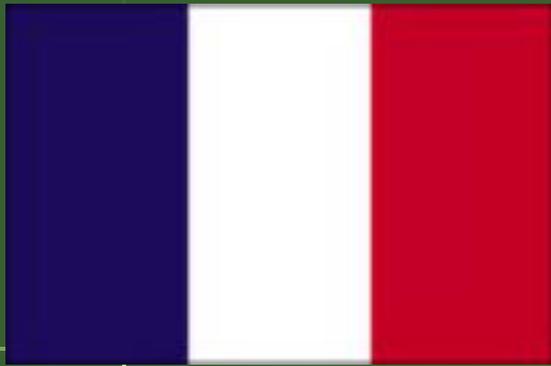
1) One long term effect of colonization is a change in the culture of a colonized area or people group.

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.



COLOURS of French national flag

Blue is the color of Saint Martin.
symbolizes the **care and duty** the rich
had to help the poor.

Freedom,
equality,
charity

White is 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.

Add: General knowledge

country

National flags

anthems

France: drapeau tricolore

/ Marseillaise

Britain: The Union Jack

/God save the queen

America: The stars and strips

/the star-spangled banner

Australia : small union Jack

/ Advance *Australia* Fair

Canada: flag of Maple

/ O Canada

New Zealand : small union Jack

/ God Defend *New Zealand*



14 July , birthday of the queen, 4 July,

26 January ,

1 July,

6 February,

National days and their origins:

Australia: **26 January**

commemorates the beginning of settlement in Australia, when Governor Arthur Phillip landed at Sydney Cove on 26 January 1788.

Canada: **1 July**

With the passing of the British North America Act in 1867, Canada became a Dominion in the British Commonwealth

New Zealand : **6 February** Waitangi Day

commemorates signing of the Treaty of Waitangi
1840“怀唐伊条约”



Canada: world's second-largest country.

Now: ten provinces and three territories together make up the country as a whole

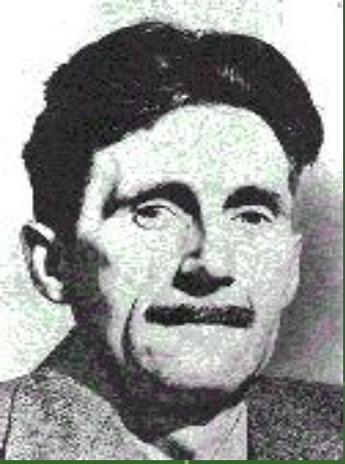
Beginning: Quebec, Ontario, New Brunswick 新布伦瑞克
Nova Scotia 新斯科舍

1. Where is it's capital?
Ottawa
2. Which city is the biggest one?
Toronto
3. Which is the biggest province?
Quebec,
One fifth land of the country
80% French descendants



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.

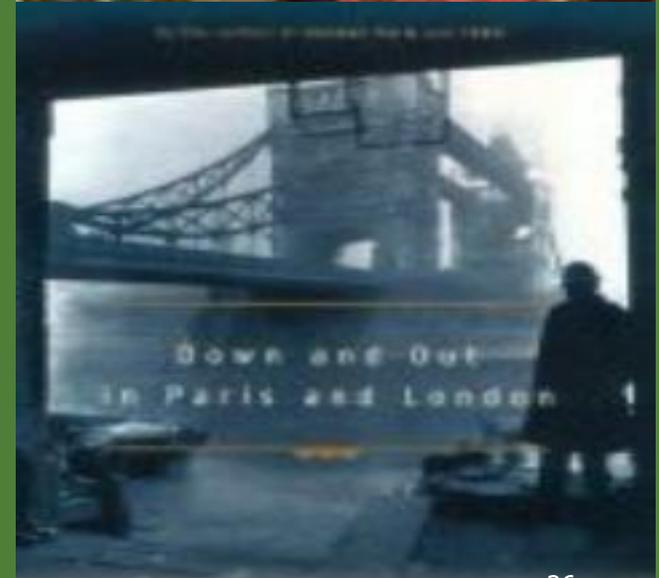
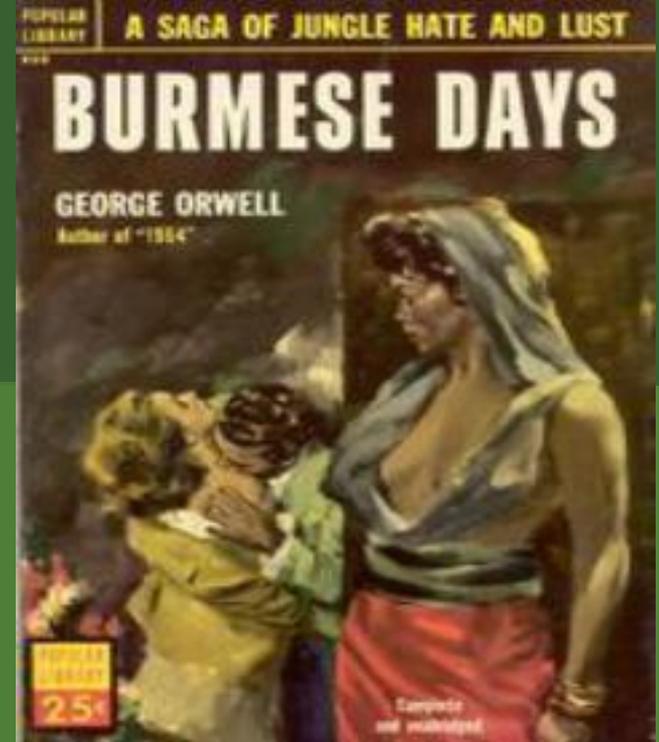


- When Orwell was 4 years old, his family returned to **England** where he remained until 1922. When Orwell was 8 years old, he was sent to a **private preparatory school** in Sussex. After attending Wellington and Eton, he failed to win a university scholarship then he served with the Indian Imperial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

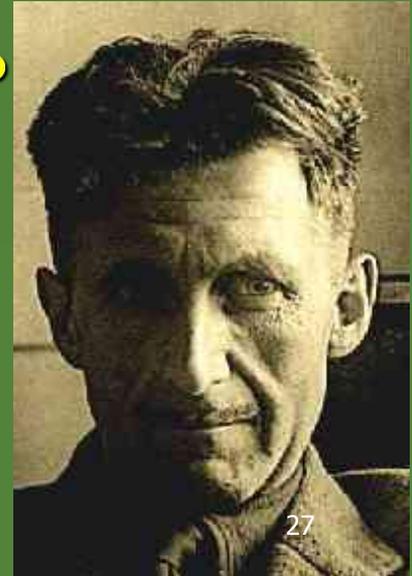


In the 1930s

- 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

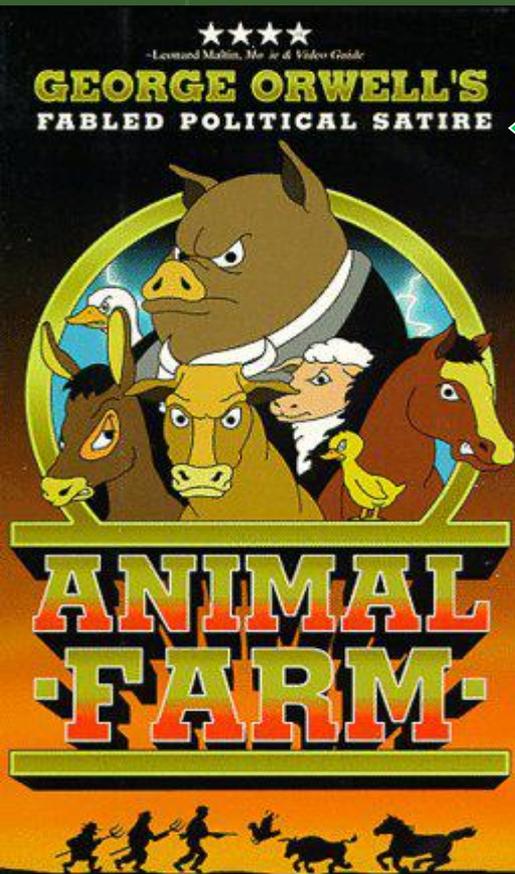


- During the 1930s Orwell had adopted the views of a socialist and traveled to Spain to report on their civil war.
- He took the side of the **Republican (United Workers Marxist Party militia 统一公党市民军)** and fought alongside them, which earned him a wound in the neck. It was this war that made him hate 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.

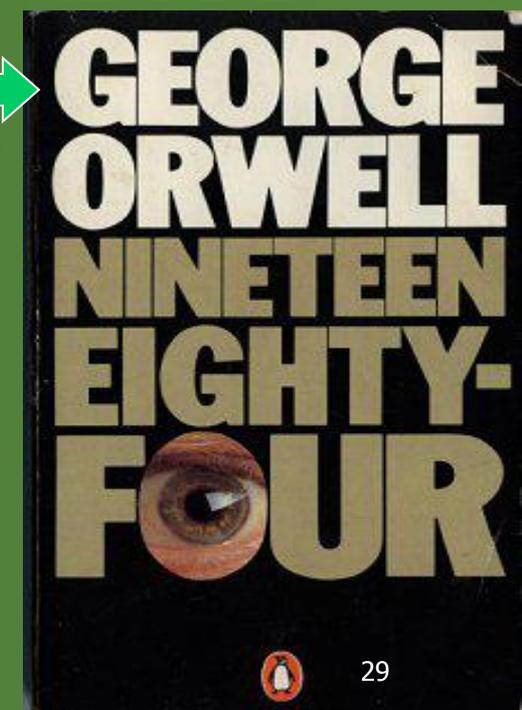
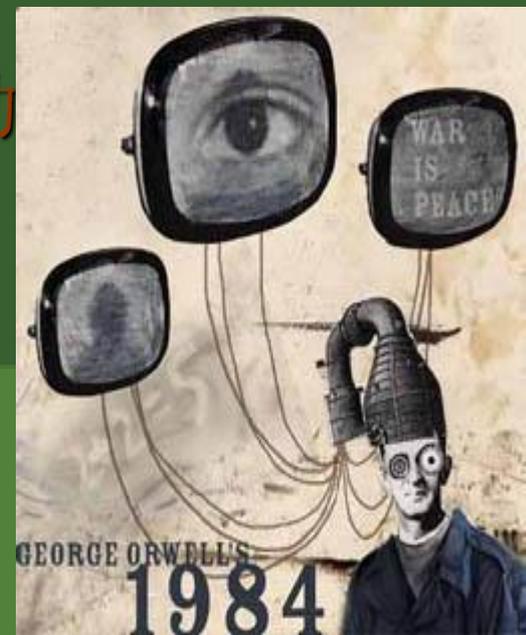


During World War Two:

- During the second World War rejected for military service on account of tuberculosis and a wound, Orwell served as a sergeant(军士) in the Home Guard (英国地方志愿军)and also worked as a journalist for the BBC, Observer and Tribune(论坛), 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.

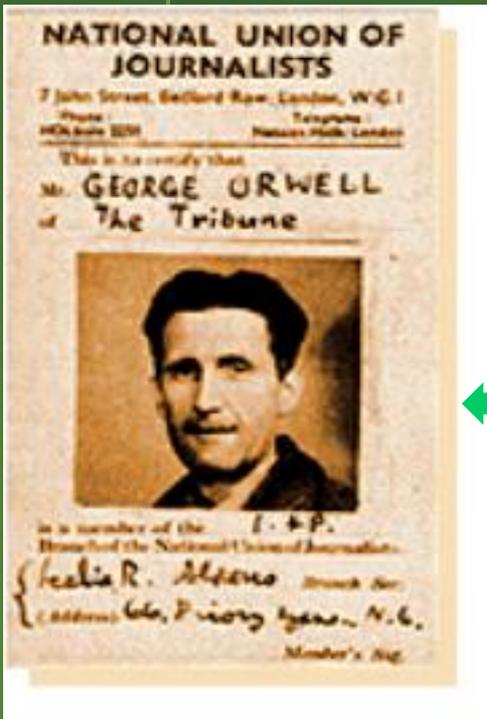


- It was "Animal Farm" (动物庄园) a satirical fantasy attacking communism as practiced in Soviet Union that finally made Orwell prosperous.
- His other world-wide success "Nineteen Eighty-Four" (1984) is an elaborate satire on modern politics, a prophetic novel describing the dehumanization of man in a mechanistic, totalitarian 极权主义的 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



II . Writing style and Structure of the Text

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?

Six Scenes to expose the evils of colonialism

Scene 1: The burial of the poor inhabitants (para 1-3)

The idea: Life is cheap. People are so poor that they can not afford proper burials.

Scene 2: The begging of bread of an employee (para 4-7)

The idea: Life is poor. People can't afford proper food.

Scene 3: Living condition of the Jews (para 8-15)

The idea: Jews live in great poverty and under prejudice.

Scene 4: Cultivation of soil (para 16-18)

The idea: Hard way of making a living.

Scene 5: Life of women (para 19-21)

The idea: Miserable of old women, no better than a donkey

Scene 6: the soldiers (para 22-26)

The idea: The negro's attitude towards the whites

III. Detailed Study of Each Part

Scene 1: The burial of the poor inhabitants (para 1-3)

Life is cheap. People are so poor that they can not afford proper burials.

Words and Expressions

wail: to cry out in mourning or lamentation 悲伤地哭号

The wind wailed through the trees

chant: a simple liturgical song in which a string of syllables or words is sung to each tone

bier: a platform or portable framework on which a coffin or corpse is placed

■ **hack:** to break up (land) with a hoe, mattock, etc.

■ **oblong:** adj. longer than broad; elongated

■ **oval office**

■ **hummocky:** adj. full of or looking like low, rounded hills 布满小丘的

■ **derelict:** adj. deserted by the owner; abandoned; forsaken

■ **prickly pear:** any of a genus of **cactus**

...the **taxis** and the **camels**...

*modern means of transportation alongside
the old and backward means of transportation*

*Review: Hiroshima – the “Liveliest” City in
Japan*

*1, Little girls and elderly ladies in **kimonos**
rubbed shoulders with teenagers and women in
western dress.*

*2, The rather arresting spectacle of little old
Japan adrift amid beige concrete skyscrapers is
the very symbol of the incessant struggle
between the **kimono** and the **miniskirt***

Add: women's social position in Islamic countries

- Should be protected
- Should stay in homes
- Excuse: passive members in society

Feminism

Social movement that seeks equal rights for women.

Widespread concern for women's rights dates from the Enlightenment(18th);

in the United Kingdom and the United States, women gained the right to vote in **1918** and **1920**, respectively.

Thatcher, Margaret Hilda :British PM(1979-1990),Conservative party, privatized some nationalized industries and social programs, including education, housing, and health care.

When the friends get to the burying-ground they **hack** an oblong hole a foot and two deep, **dump** the body in it and **fling** over it a little of the dried-up, lumpy earth, which is like the broken brick.

The list of action verbs are all single-syllabic, showing the quick speed and simple burying procedure

Are they really...? Do they ...? Or are they ... individual as bees or coral insects?

A list of rhetorical questions added force to author's denunciation

They rise out of the earth, they sweat and starve *for a few years*, and then they sink back into the nameless mounds of the graveyard and nobody notices that they are gone.

alliteration, showing the monotonous life. They are born. Then for a few years they work, toil and starve. Finally they die and are buried in graves without a name.

Mark Twain--*Mirror of America*

"... they vanish from a world where they were of no consequence; where they achieved nothing; where they were a mistake and a failure and a foolishness; where they have left no sign that they had existed--a world which will lament them a day and forget them forever."

Scene 2: The begging of bread of an employee
(para 4-7)

Life is poor. People can't afford proper food.

Words and Expressions

gazelle: n. any of various small, swift, graceful antelopes of Africa, the New East, and Asia, with spirally twisted, backward pointing horns and large, lustrous eyes. 瞪羚

hindquarter: n. either of two hind edges legs and loins of a carcass of veal, beef, lamb, etc. (pl.) the hind legs of a four-legged animal

nibble: to eat (food) with quick bites, taking only a small amount at a time, as a mouse does.

The fish were nibbling at the bait

butt: to strike or push with the head or horns; ran with the head

navvy: (BrE) an unskilled laborer, an on canals, roads

sidle: to move sideways, esp. in a shy, fearful or stealthily manner

stow: to pack or store away, esp. to pack in an orderly, compact manner

municipality: a city, town, etc. having its own incorporated government 自治市

Paragraphing & Interpreting

An Arab navvy working on the path nearby lowered his heavy hoe and **sidled** slowly towards us.

Although the laborer was hungry, he was not used to begging. Therefore he moved slowly and shyly.

I could eat some of that bread.

This is an indirect request and expresses a desire to eat. The word “could” suggests politeness and uncertainty.

What functions does language have?

phatic function

directive function

informative function

interrogative function

expressive function

evocative function

I took off a piece and he **stowed** it gratefully in some **secret** place under his rags.

The word "stow" and "secret" show that the navy looks at the piece of bread as something precious. He is afraid of losing it.

This man is an employee of the municipality.

This simple statement is very important. It serves to convey a deeper meaning. "Even an employed laborer goes starving, so you can imagine the plight of the poorer people."

Additional knowledge

Bilingualism 双语制

there is more than one official language for example Canada has English as a first language and French as a second language.

Pidgin 洋泾浜

a simplified language that develops as a means of communication between two or more groups that do not have a language in common. It is most commonly employed in situations such as trade.

Creole 克里奥语

a stable language that has originated from a pidgin language that has been nativized (that is, acquired by children).

Scene 3: Living condition of the Jews (para 8-15)

Jews live in great property and under prejudice.

Words and Expressions

ghetto: n. (in certain European cities) a section to which Jews were formerly restricted;

cluster: to gather or grow in a cluster or clusters

skull-cap: n. a light, closefitting, brimless cap, usually worn indoors.

infest: to overrun or inhabit in large numbers, usu. so as to be harmful or bothersome; swarm in or over. *Fly-infested* 大批滋生

warp: to become bent or twisted out of shape

frenzied: adj. full of uncontrolled excitement

clamour: v. n. (to) make a loud confused noise or shout; cry out

self-contained: adj. having within oneself or itself all that is necessary; self-sufficient, as a community

(para 11) Fruitsellers, potters, silversmiths, blacksmiths, butchers, leather-workers, tailors, water-carriers, **beggars**, porters –

There is a list of jobs here including that of begger.
whichever way you look... a good job Hitler wasn't here.

It was lucky for the Jews that Hilter had not come to this place. If he had, the Jews would have been exterminated as they were in Poland and other Europeans countries.

(para 15) In just the same way, a couple of hundred years ago, poor old women used to be burned for witchcraft when they could not even work enough magic to get themselves a square meal.

a square meal: a decent substantial meal

Analogy is used here. It means that these people's accusation of the Jews was as absurd and irrational as the accusation of the witchcraft.

Analogy: (类比) It is also a form of comparison, but unlike simile or metaphor which usually uses comparison on one point of resemblance, analogy draws a parallel between two unlike things that have several common qualities or points of resemblance.

Additional knowledge

Countries

America

Canada

New Zealand

Australia

native people

Indian

Eskimo/Indian

Maori

Aborigine

The **majority** of the current population in the UK are decedents of all the following tribes respectively EXCEPT

- A. the Anglos
- B. the Celts
- C. the Jutes ✓
- D. the Saxons

Scene 4: Cultivation of soil (para 16-18)

Hard way of making a living.

Words and Expressions

conspicuous: adj. attracting attention by being unexpected, unusual, outstanding

Chances are that : (oral) it is possible

Chances are that he has heard the news.

ones' eyes take in: see, look at

I was too busy taking in the beautiful furniture to notice who was in the room.

Her eyes were taking in nothing but the expensive hats.

It was amusing to see his surprise as he took in the new car.

Foreign Legionnaires: France organized a foreign legion shortly after the conquest of Algiers in 1830, enlisting recruits who were not French subjects. Its international character and the tradition of not revealing enlistees' backgrounds have helped to surround the Foreign Legion with an aura of mystery and romance

wring: v. to get or extract by force, threats, persistence, etc; extort

wring money from sb. 勒索某人

back-breaking: requiring great physical exertion; very tiring; nerve-racking

desolate: adj. uninhabited; deserted, forlorn

Scene 5: Life of women (para 19-21)

Miserable of old women, no better than a donkey **Words and Expressions**

file: a line of persons or things situated one behind another 纵队

mummify: v. to dry up (become a mummy)

register: v. record 记录, 登记

to register the birth of a baby' / to register the names of absent students

The court stenographer registered the trial proceedings.

damnably: adv. In a damnably manner

to be damnably treated 遭到虐待

packsaddle: a saddle designed to support the load carried by a pack animal 驮鞍

bridle: n. a head harness for guiding a horse; it consists of stall, bit and reins

halter: n. a rope, cord, strap, etc. usually with a a headstall, for trying or leading an animal, with or without a lead rope (缰绳) (马) 笼头

gut: (usu. Pl.) the bowels; entrails 内脏 *have the guts to do sth.* 有胆量做某事

plight: n. condition or state of affairs; esp. now, an awkward, sad, or dangerous situation

tip: v.t to pour sth. from one place or container into another

She wiped out the flour and tipped it into a bowl

The comparison of fate between the donkey and the women

Donkey

- no bigger than a St. Bernard dog
- Overloaded, working for weeks
- A willing creature

- When dead, tipped into a ditch, thrown to dogs
- People feel enraged at

Women

- tiny, mummified
- vast of load of wood
- accepted status as a beast of burden

- buried simply, dumped into a hole, no name, no graveyard
- nobody feels sympathetic for them, unnoticed

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

Scene 6: the soldiers (para 22-26)

The negro's attitude towards the whites

Words and Expressions

stork: n. any of a group of large, long-legged wading birds, having a long neck and bill, and related to herons 鹳

infantry: soldiers who fight on battle 步兵

clump: v. to cause to form the sounds of heavy footsteps

Grandpa clumped along in his boots.

clatter: n. A rapid succession of loud, sharp noises
急促的敲击声

reach-me-down: adj. colloq. Second-hand or ready made

sullen: showing resentment, sulky; glum 搵怒的, 闷闷不乐的

syphilis: n. an infectious venereal disease, caused by a spirochete and usu. transmitted by sexual intercourse or acquired congenitally 梅毒

charger: n. a horse ridden in battle or on parade 战马, 军马

garrison: n. troops stationed in a fort or fortified place 驻军

reverence: n. feeling or attitude of deep respect, love and awe, as for sth. sacred;

glitter: v. to shine with a sparkling light; glisten; sparkle; be bright

(para 26) And really it was like watching a flock of cattle to see the long column , ... like scraps of paper.

Watching the one-or-two miles long column of soldiers marching peacefully. Up the road was just like watching a flock of cattle. Cattle don't think, don't ask questions, but follow their masters blindly. These black soldiers were just like cattle.

Comment:

Soldiers are to serve the government. The Senegalese soldiers are supporting the colonial masters who are cruelly exploiting the country.

It sounds ironical. Yet the young man, instead of hating the white men, actually holds a deep respect for them. The whole situation gives a depressing future of the country.

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The text is a piece of objective exposition of the poverty, misery and degradation of the inhabitants in Marrakech. The ordinary local funeral, which treats the dead as animals, is merely one episode of the miserable lives of native people. However, this fact is the basis upon which all the imperialists build up their empires. The author illustrates the following facts to show the plight of the inhabitants. An Arab navvy, an employee of the municipality, *begs for a piece of bread* which is formerly the food of the gazelles. In the unsanitary ghettos which are crowded with Jews, people overwork in a wretched situation, but they cannot possibly afford *a piece of cigarette*. The brown laborers working in the barren fields in a backward way are partly invisible to the white colonists who are insensitive to the suffering all around them. The old women carrying firework are more invisible for *their skinny and distorted figures*. Ironically, oblivious to the miseries of the human beings, the white express more sympathy to the *damnable fate* of the donkeys. However, the colonized, such as one of the Senagalese soldiers, bear *blind deep respect* for the white masters. This provokes the white to reexamine themselves as well as their ways of treating the colonized people.

IV Stylistic features

- 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: concrete
 - c) through the tone in which he describes these scenes: objective, matter-of-factly, yet readers can see his anger beneath.
 - d) by contrasting the indignation at the cruel handling of the donkey with the unconcern towards the fate of the human beings.
 - e) figures of speech used: simile, metaphor, parallelism, repetition, rhetorical question, synecdoche, analogy, transferred epithet

V . Discussion and Homework

- Why did the writer choose these scenes?
- What do you think they represent?
- Do you think these scenes are effective to achieve the writer's purpose?
- What else would you add?
- What is the tone of the writer throughout the text?
- HOMEWORK:
- 1, Finish the exercises on textbook
- 2, dictate the new words and expressions

Thanks !