

1984

Worksheet – Part 1 and Part 2

PART 1 – Read the extract and then do the activities below.

The next morning the telescreen woke him at quarter past seven. He was still very tired, his right ankle was bad and his back hurt too, but he had to get up and do his daily exercises.

‘Thirty to forty group, get ready!’ said the fit, young sports teacher on the telescreen. ‘OK...move your arms...up, down, up, down...Good!’ Winston tried to follow the teacher and smile while he did the exercises. (It was always a good idea to smile at the telescreen.)

‘Now do this...one, two, three, four! Come on, Comrades!...Right, touch your toes, like this!’ Winston moved his hands towards his toes, but he didn’t reach them.

‘Number 6079, Winston Smith!’ shouted the woman on the telescreen. ‘You’re not trying hard enough! you can do better than that, Comrade!’ She was looking right at him. For a moment, the smile on Winston’s face disappeared, and he hoped she didn’t notice¹. He reached for his toes again, and a terrible pain went through his back. But this time, he touched them.

‘That’s better!’ she told Winston. Then she was shouting at another Party member somewhere else in Oceania.

An hour later, Winston walked into the huge, white building where he worked. Thousands of people worked at the Ministry of Truth, producing things like propaganda films and posters, and rewriting old records.

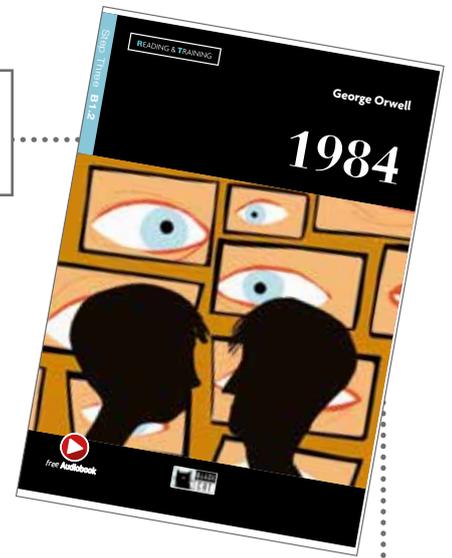
¹ **notice** : suddenly see someone or something



level
B1.2

LESSON PLAN

4/6



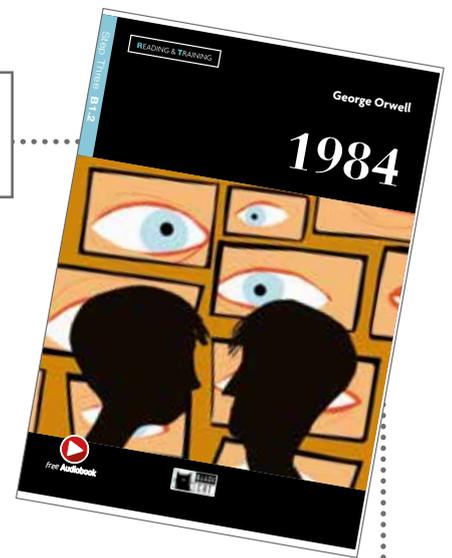
1 Choose the correct answer—a, b or c.

1. Who woke up Winston Smith in the morning?
 - a. the alarm clock
 - b. his next-door neighbour
 - c. the telescreen
2. What parts of his body hurt badly?
 - a. his head and his neck
 - b. his right ankle and his back
 - c. his left ankle and his toes
3. What did the sports teacher tell the Comrades to do?
 - a. touch their toes
 - b. pay attention
 - c. smile happily
4. What did the Ministry of Truth look like?
 - a. It was a small, grey building.
 - b. It was a huge, white building.
 - c. It was a tall, dark building with thousands of windows.



level
B1.2

LESSON PLAN 5/6



PART 2

THEME: Our great Freedoms: Speech, Thought and the Press

The lives of the people in Oceania are dangerously limited because most of their freedoms have been eliminated.

Winston Smith is constantly being watched by Big Brother and other Party leaders. He is never free from their control.

Winston works at the Ministry of Truth where propaganda films and posters are produced, and where historical records are rewritten—where facts are changed and are replaced by lies and fake news.

This is the message that George Orwell is giving his readers: totalitarian governments deprive¹ people of their **basic human rights**: the right to speak freely, the right to think freely and the right to have a free press. In some countries today, people are still deprived of certain human rights; particularly the right to speak and think freely. And, in these countries, the press is controlled by the government; therefore, the people are never able to get the true news—there is censorship² and sometimes journalists are killed.

Work in small groups and then share your opinions with the class.

1. If you were deprived of one of the human rights mentioned in this theme, what would be your reaction?
2. Why are these fundamental human rights so very important to human beings?
3. How can you and others **guard** and **protect** these rights?

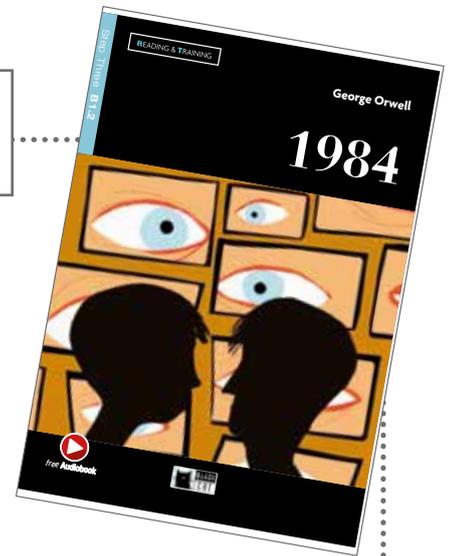
1 **deprive** : to take something away from a person

2 **censorship** : when someone of authority controls the media and personal letters, and cuts out any information that is considered secret.



level
B1.2

LESSON PLAN 6/6



BONUS THEME : The United Nations Agenda 2030 – Goal 16: Peace, Justice and Strong Institutions

In Oceania justice and strong, honest institutions do not exist. Justice and strong institutions are a very important goal to achieve by the year 2030, because this goal is the symbol of a basic human right that everyone should enjoy.

Discuss these questions with your classmates.

1. What does the word justice mean to you?
2. Is justice administered satisfactorily in your country? How could it improve?

