

level  
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## LESSON PLAN 3/6



### 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 notice<sup>1</sup>. 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.

<sup>1</sup> **notice** : suddenly see someone or something



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# 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.



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## 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 deprive<sup>1</sup> 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 censorship<sup>2</sup> 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.



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## 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?



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# LESSON PLAN

## 1/6



## 1984

### Aim:

- to develop reading skills and expand vocabulary
- to predict the continuation of a story
- to identify a literary genre
- to encourage the pleasure of reading

### Expansive Reading Theme: **Our great Freedoms: Speech, Thought and the Press**

This cross-curricular feature allows students to explore the historical background, cultural connections and other topics of the dossiers or the text.

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### Time:

60 minutes

### Materials:

1. front cover illustration of the graded reader **1984**
2. worksheet – parts 1 and 2

## INTRODUCTION

This lesson plan introduces George Orwell's dystopian masterpiece, **1984**, published in 1949. The short extract chosen will draw students into the plot, encourage them to ask questions, develop their vocabulary, delve into the complex characters of the story and predict what could happen next. With the feature 'The Expansive Reading Theme' students will enjoy exploring the topics of the dossiers and the text, with their cross-curricular approach. All of this with the aim of increasing their pleasure in reading a world-famous novel.

## BACKGROUND NOTES ON THE STORY

In the year 1984, the people of Oceania can't do, say or think what they want. They must obey and follow Big Brother, the Party leader. The Party always says that 'Everything's great in Oceania!', but the protagonist, Winston Smith, doesn't really agree. He begins to question his life, and this can be dangerous for him.

## DISCUSSION AND PREDICTION

At this point there are some questions that need to be answered.

1. Where is Oceania located?
2. Why can't the people of Oceania do, say or think whatever they want?
3. How do the people of Oceania feel about Big Brother and the Party?
4. When does Winston Smith begin to question his life and why?
5. What will happen to Winston Smith?



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## LESSON PLAN 2/6



### PROCEDURE Before the lesson

- make a copy of the worksheet, Part 1 and 2 (one for each student)
- tell your students you're going to be speaking about a book called 1984.
- read the background notes on the story to the class

### PART ONE

#### Step One (10 minutes)

Ask the students to comment on their first impressions and ask them these questions.  
What genre do you think it is?  
Have you read any other book by George Orwell?  
Show the students the cover illustration and ask them these questions.

Why are there so many eyes on the telescreens?

Why are the two people all black, without any features?

#### Step Two (30 minutes)

- Give students the worksheet, Part 1, and explain that the text comes from Chapter 2, The Ministry of Truth.
- Ask them to read the extract. You could read it out loud to make it more dramatic.
- Ask students to read it alone or in pairs for a more detailed understanding.
- Ask them to do Activity 1, Comprehension. Then ask them to work in pairs to check their answers. (KEY: 1 c, 2 b, 3 a, 4 b.)
- Ask students to comment with opinions, Predictions, feelings and observations.

### PART 2: THEME (20 minutes)

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

- Tell your students that the purpose of this theme is to make them part of 'cross-curricular learning'; to connect what happened in the past to what is happening in today's world. Their comments and opinions are the backbone of this kind of learning.
- Ask them read Part 2 and do the activity.
- Then there is a short, bonus theme that emphasizes the main ideas of the book in relation to the United Nations Agenda 2030— Goal 16: Peace, Justice and Strong Institutions.
- If there is no time in class, this activity can be done as homework.

