



Cambridge Assessment
International Education

Teaching Pack

Prose – Language, structure and form:
1984 by George Orwell

Cambridge O Level
Literature in English 2010



In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

www.surveymonkey.co.uk/r/GL6ZNJB

Would you like to become a Cambridge consultant and help us develop support materials?

Please follow the link below to register your interest.

www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/

Copyright © UCLES 2020

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party, even for internal use within a Centre.

Contents

Introduction	4
Lesson plan – Language, structure and form: <i>1984</i> by George Orwell	5
Teacher notes	8
Lesson resources	10
Worksheet 1: Passage from <i>1984</i> by George Orwell (Chapter 6)	11
Worksheet 2: PEEAL table (teacher's example)	12
Worksheet 3: PEEAL table	13
Worksheet 4: PEEAL writer's pie	14
Worksheet 5: PEEAL help sheet	15

Icons used in this pack:	
	Lesson plan
	Teacher notes
	Lesson resources

Introduction

This *Teaching Pack* focuses on supporting learners to explore writers' techniques and choices of language, structure and form in passage-based questions.

The lesson presented here is designed for learners that are reading and studying *1984* by George Orwell. It would be useful if the text has been read by your learners before this lesson so that they are familiar with the content of the poem, and can focus on the application of their skills.

The lesson is designed for learners that already understand what PEEAL (Point / Evidence / Explain / Analyse / Link) is as a means of answering literature questions. Ideally, they should have been introduced to and have used the PEEAL help sheet (**Worksheet 5**) before this lesson. If learners have not used the PEEAL writer's pie, this could be introduced in the starter activity as a success criterion before learners begin writing a PEEAL response,

Learners will already have an understanding of how writers create and develop a sense of tension and isolation.

In this *Teaching Pack* we have suggested resources and online links you may like to use as well as some worksheets and teacher notes to print off and use in the classroom with your learners.

Lesson plan – Language, structure and form: *1984* by George Orwell



Resources

- **Worksheet 1:** Passage from *1984* by George Orwell (Chapter 6)
- **Worksheet 2:** PEEAL table (teacher's example)
- **Worksheet 3:** PEEAL table (photocopy A3 size)
- **Worksheet 4:** PEEAL writer's pie
- **Worksheet 5:** PEEAL help sheet
- **Teacher notes**

Learning objectives

By the end of the lesson:

- **all** learners should be able to: Consider some of the effects created by the writer's use of language devices and narrative style in the passage
- **most** learners should be able to: Explore a range of effects created by the writer's use of language devices and narrative style in the passage and link their ideas to the essay question
- **some** learners will be able to: Analyse a wide range of effects created by the writer's use of language devices and narrative style and link their ideas to the essay question in an insightful way.

Timings	Activity
 10 min	Starter/Introduction Task: Why do people keep diaries? Who are they written for? When do you normally write them? What types of things are normally written in diaries? How can they help us? Extension activity: Why can it be dangerous to keep diaries? List as many reasons as you can think of. Mini-plenary (whole class discussion): Summarise ideas to the above questions and draw the conversation to why Winston writes his diary in Chapter 6 (See Teacher notes below for ideas). Why does Winston write his diary entry in Chapter 6? Draw upon the learners' ideas about the extension activity. Discuss some of their ideas, and relate it to why Winston writes his diary entry in Chapter 6. Discuss why it is a massive risk for him to do this.
 25 min	Main lesson Hand out a copy of the passage (Worksheet 1) to each learner. Read it aloud with the class after introducing the essay question: How does Orwell create a strong sense of tension and isolation in the following passage? <i>From Chapter 6 'But the rest of the story had to be written down. He wrote ... ' to '... The urge to shout filthy words at the top of his voice was as strong as ever.'</i> Task: In pairs, learners take notes on their ideas about what they have observed about how the passage is narrated, along with anything else they notice about the structure of the text. Then ask learners to relate their ideas to how Orwell's structure helps to create tension. Extension activity: Why is the reader made to feel sorry for Winston here? Mini-plenary (whole-class discussion led by teacher): • What do you notice about the narrative style here? • How does it help to create tension? See Teacher notes below for an analysis of the structure and form of the passage to help direct concise feedback to learners. Discuss some responses from the extension activity: Why is the reader made to feel sorry for Winston at this point in the novel? After all, he is doing something that we may consider disgusting and illegal. Draw out how lonely he is and in need of human contact. Emphasise his isolation and desperation brought on by the rules and order of his society. Also,

Timings	Activity
	emphasise how he is alone confessing this ‘crime’ to his own diary. List these things on the board in note form so the learners can refer to them later. Pairwork task: 1. Learners select a total of two quotations that create a sense of tension from the passage. Ask them to select their two quotations from paragraphs 3 and 4. 2. Learners select a total of two quotations that create a sense of isolation from the passage. Ask them to select their two quotations from paragraphs 1, 5 and 7.
	Plenary Hand out a copy of the PEEAL table (Worksheet 3) to each learner. Task: Each learner in a pair selects one quotation that creates tension and suspense from the passage, and another quotation that creates a sense of isolation (from the quotations that they have just selected in the last task). Then each learner uses their quotations to complete the PEEAL table. They will not have time to finish this table in class, but most learners should be able to complete at least one explanation and one analysis. Homework: Complete the PEEAL table (including the section which asks learners to write a paragraph about how the structure and form of the passage helps to create tension and isolation). Starter of next lesson: Learners will begin the next lesson by exchanging their writing and peer assessing each other by using the PEEAL writer’s pie (Worksheet 4). The teacher will then take in the writing from every learner and give feedback by agreeing with or altering the pie and targets that each pupil has been given by his or her peer.

Teacher notes



Explore writers' techniques and choices of language, structure and form in passage-based questions. (Prose)

Key words

Key words you could highlight during the lesson, or teach before the lesson:

Language devices – How the writer has used vocabulary choices and imagery to influence the reader's thinking towards characters, events, settings and the sense of atmosphere being developed.

Structure and form – How the passage has been narrated and laid out. For example, it could be narrated in the first or third person, it could contain a flashback or it could contain a dual narrative to achieve a particular effect.

Effect – How the reader is made to feel towards the characters, events, settings and atmosphere by the writer's use of language, structure and form.

Why Winston writes his diary (Book 1, Chapter 6)

Winston has become obsessed with the 'brunette' (Julia). He is deeply attracted to her but knows the feelings he is having for her are forbidden by the Party. Therefore, his desire for companionship and human intimacy put him at risk. He would be in great danger if his longings and desires were discovered as they are individualistic and thus against the Party.

However, he cannot control himself as he wants someone to share his life with him. He longs for love. Therefore, he turns to his diary to recount the brief moments of intimacy and human connection that he has experienced in his life. We learn about his 15-month marriage with Katherine and how they shared no intimacy or affection. Instead, she saw the marriage as being a duty of the Party to procreate and make the next generation of comrades. We also learn that in his desperation Winston visited a prostitute in 1981 as he was so desperate for human connection. He is clearly disgusted by his behaviour and aware of his own desperation and loneliness. In addition, he tries his best to contain his growing anger and resentment at the party.

Consequently, he writes his confession in his diary because he knows it happened and wants it to feel real, as nothing in his life feels normal or real anymore. He knows he is putting himself at great risk by writing these things down, but due to his anger at the Party and their rules, he does not care. It is a private act of rebellion. An act he will regret.

Teacher notes, continued



Notes on the structure and form of the passage

The narration of this passage is interesting as it contains the voice of the omnipotent narrator, and Winston's own voice through the diary entries. The switch between these two voices is effective:

- The diary entries help to emphasise Winston's desperation and disgust at what he has done. The entries are brutally honest and unapologetic. They shock the reader but make us feel sorry for him rather than appalled at his behaviour.
- The halting, short entries of the diary entries help show his nervousness in what he is doing (i.e. writing down these thoughts), and show how difficult it is for him to confront these thoughts and admit to what he has done – admit to his own desperation.
- The narrator helps to remind us of the tension of this moment and of Winston's actions when he visited the woman. He took a great risk to be with her. In turn, this emphasises his isolation as he is so desperate for human intimacy, and some kind of shadow of love, that he is willing to risk his life to have it.
- The narrator emphasises how he is undertaking this act of writing his diary as one of defiance to the Party. Again, this helps to create tension and suspense regarding what will come of this moment of private rebellion.
- The narrator conveys a deep sense of isolation in his descriptions of what Winston did and what he is doing as he writes in his diary.

The narrator cannot only see everything that's going on, but also know what everyone's thinking.

Lesson resources



Worksheet 1: Passage from *1984* by George Orwell (Chapter 6)

Worksheet 2: PEEAL table (teacher's example)

Worksheet 3: PEEAL table

Worksheet 4: PEEAL writer's pie

Worksheet 5: PEEAL help sheet

Worksheet 1: Passage from *1984* by George Orwell (Chapter 6)



How does Orwell create a strong sense of tension and isolation in the following passage from the end of Chapter 6?

1. But the rest of the story had got to be written down. He wrote:
2. *I turned up the lamp. When I saw her in the light –*
3. After the darkness the feeble light of the paraffin lamp had seemed very bright. For the first time he could see the woman properly. He had taken a step towards her and then halted, full of lust and terror. He was painfully conscious of the risk he had taken in coming here. It was perfectly possible that the patrols would catch him on the way out: for that matter they might be waiting outside the door at this moment. If he went away without even doing what he had come here to do –!
4. It had got to be written down, it had got to be confessed. What he had suddenly seen in the lamplight was that the woman was old. The paint was plastered so thick on her face that it looked as though it might crack like a cardboard mask. There were streaks of white in her hair; but the truly dreadful detail was that her mouth had fallen a little open, revealing nothing except a cavernous blackness. She had no teeth at all.
5. He wrote hurriedly, in scrabbling handwriting:
6. *When I saw her in the light she was quite an old woman, fifty years old at least. But I went ahead and did it just the same.*
7. He pressed his fingers against his eyelids again. He had written it down at last, but it made no difference. The therapy had not worked. The urge to shout filthy words at the top of his voice was as strong as ever.

Worksheet 2: PEEAL table (teacher's example)



Complete the following table using the quotations from the passage that you have decided upon.

Point	Evidence	Explanation	Analysis	Link
The passage begins with a very lonely and secluded feeling.	'But the rest of the story had got to be written down.'	This emphasises how isolated Winston is from the people around him and from any form of close friendship as he cannot talk to anyone about what he did. Also, the fact that he sought comfort with this woman was because of the unbearable absence of love and companionship he feels in his life. A sense of tension is created here too as such behaviour, and the confessing of it, is illegal.	The phrase 'had got to be written down' conveys Winston's inner conflict and his desperation to acknowledge that this event took place. He is ashamed about it, but the confession of this act will help him feel more human in a society where he is made to feel more and more emotionless and hollow. 'had' emphasises his determination to break the law to accomplish this.	Consequently, writing this in his diary and committing such an act both create tension and a sense of isolation.
Even though she was an old woman he did not care as he was so desperate for human connection.	'But I went ahead and did it just the same.'	This creates a deep sense of isolation as Winston has been so alienated from himself, and normal human relationships, that he longs for any form of love. It makes him seem like a very desperate and vulnerable character. The fact that we read his own words here is profound as we understand the depth of the risk he took and the shame he bears as a result.	The phrase 'I went ahead' carries a self-loathing tone. It creates a sense of isolation as he is accepting his true, broken self. He realises that he was compelled to be with the woman as the Party has not allowed him to enjoy his life and have relationships that he knows to be normal and important. This simple sentence also creates tension as it emphasises his guilt if his diary were to fall into Party hands.	As a result, reading Winston's own shameful but desperate words in his diary conveys a deep sense of isolation and tension.

Worksheet 3: PEEAL table



1. Complete the following table using the quotations from the passage that you have decided upon.

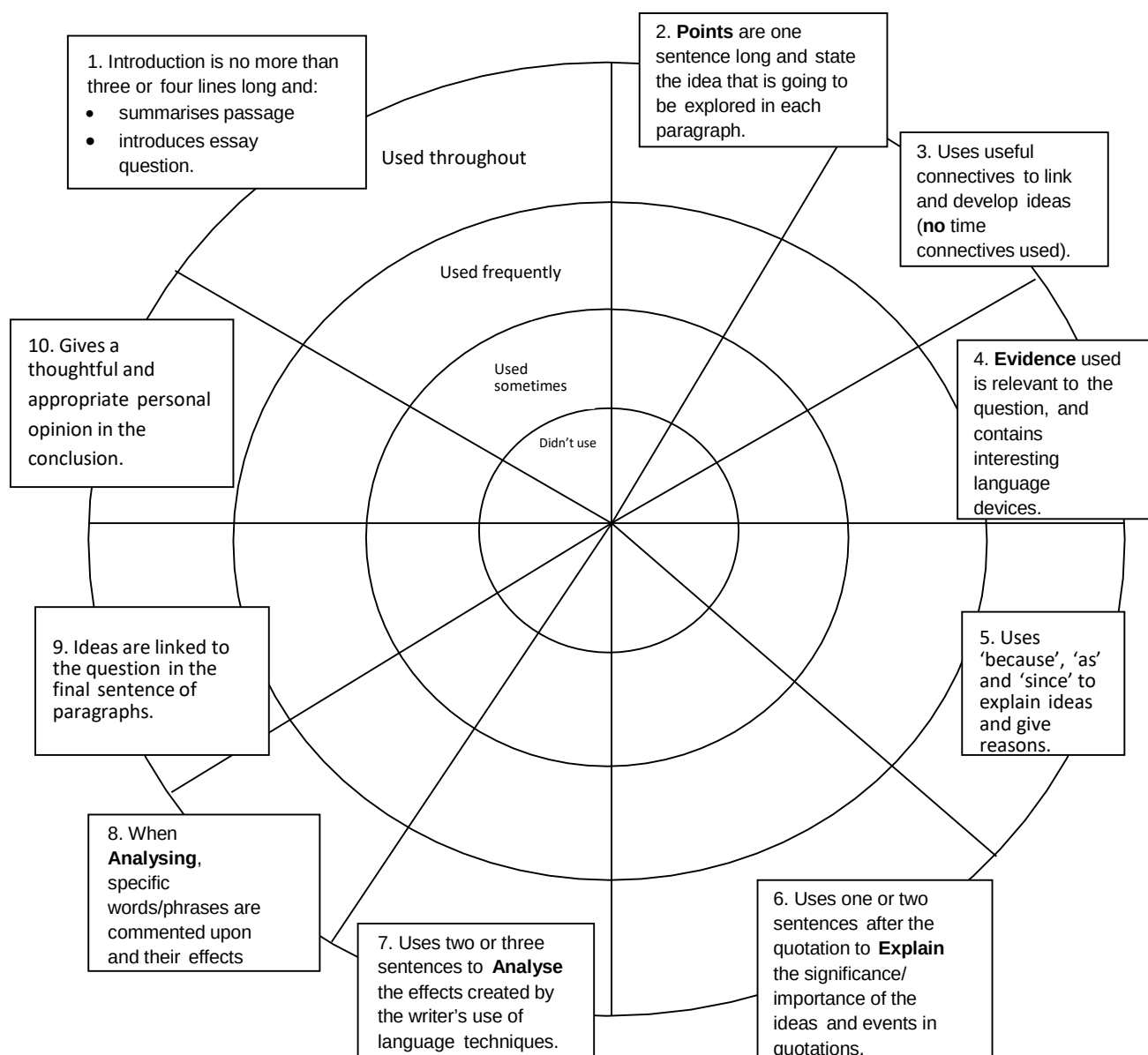
Point	Evidence	Explanation	Analysis	Link

2. Complete a paragraph on how the way the passage has been structured and narrated helps to create tension and suspense. You can use the following sentence starters to help you:

- The way in which the passage is narrated and structure helps to create tension because
- The inclusion of a diary extract in the passage helps to createas.....
- The jump between first and third person narration also creates a sense of isolation because



Worksheet 4: PEEAL writer's pie



Grade this draft merits: _____ In order to improve, I need to:

1. _____

2. _____

Worksheet 5: PEEAL help sheet



Point Evidence Explain Analyse Link

Useful words to use when writing a PEEAL paragraph

Point:

When making your point, try to identify a technique that the writer has used, how the writer has made the reader or audience feel at some point in the passage or what the atmosphere is at some point in the passage.

- All of your points should be relevant to the question.
- The rest of your paragraph should explain and analyse the effects created by your quotation (evidence), and how your quotation (evidence) proves your point.

At the beginning of the passage, the atmosphere is _____ and _____

(Author's surname) creates a strong feeling of tension and suspense when _____

In addition, the reader is made to feel worried when _____

However, the audience feels a sense of hatred towards (a character) as _____

Evidence:

Ensure that you select interesting evidence that supports the point you have just made and helps you answer the essay question. Your evidence should also allow you to comment on a range of effects that are created by the writer's use of language and/or structure (e.g. stagecraft in a play, use of flashback / narrative style in a novel). Therefore, choose your evidence carefully!

Worksheet 5: PEEAL help sheet, continued



Explain:

When you explain, explain the significance of the events taking place in relation to the question. Also, explain any other interesting things that your evidence shows to do with character, relationships between characters, dramatic irony, foreshadowing and themes.

Always use the words 'because', 'as' and 'since' to develop your ideas fully.

This shows _____ because/as/since _____

This highlights that _____ because/as/since _____

This emphasises _____ because/as/since _____

This helps the reader to understand that _____
because/as/since _____

This helps the reader to understand that _____
because/as/since _____

This reinforces the idea that _____
because/as/since _____

The fact that _____
because/as/since _____



Worksheet 5: PEEAL help sheet, continued

Analyse:

When you analyse, analyse the effects that the writer's use of language and structure have on the reader. Pick out particular words and phrases and discuss how they make the reader feel and think towards characters, events, and themes.

Always use the words 'because', 'as' and 'since' to develop your ideas fully.

The words 'xxxx', 'xxxx' and 'xxxx' suggest that / make the reader feel / give the idea that / create a sense of _____
because/as/since _____.

The phrase 'xxxx xxxx' creates an ominous atmosphere because/as/since _____
_____.

The writer's use of the word 'xxxx' here implies that _____
because/as/since _____.

The phrase 'xxxx xxxx xxxx' gives the character a [e.g. hostile] tone as the strong alliterated [e.g. 'b'] sounds make him sound like he is [e.g. angry and spitting out his words].

The word/words/phrase gives a _____ and _____ impression/feeling/idea because _____.

The use of simile/metaphor/personification/alliteration conveys a _____ idea/feeling as _____.

Worksheet 5: PEEAL help sheet, continued



Link:

In the last sentence or two of your paragraph, clearly link the ideas you have discussed with the question. In other words, show how the ideas you have discussed in this paragraph answer the question.

Therefore, this clearly shows that _____.

As a result, this means that the writer has _____.

Consequently, this creates a sense of _____.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

Copyright © UCLES March 2020