

# *1984*

## A UNIT PLAN

Based on the book written by George Orwell

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## A FEW NOTES ABOUT THE AUTHOR GEORGE ORWELL

ORWELL, George (1903-1950) George Orwell's real name was Eric Arthur Blair. He was born in 1903 in Motihari, Bengal, India. His father worked in India for the British government. In 1904 Orwell and his mother and sister moved to England. He lived there until 1922. Orwell began writing when he was about five years old. His first poem was published when he was eleven years old. Some of his writings were published in college magazines.

From 1922-1927 he worked in Burma as an administrator for the Indian Imperial Police. However, he disapproved of the way the British government was running things, so he resigned. He moved to Paris, and then to London. In 1928 he began writing professionally with some degree of success.

In 1933 he began using the pen name "George Orwell." In 1933 he wrote about his experiences in Paris and London in a book called *Down and Out in Paris and London*. At the same time, Orwell taught at a private school in Middlesex, England. In 1934 his second book, *Burmese Days*, was published. He was teaching at a private school at the same time. During this time he contracted pneumonia, which recurred frequently for the rest of his life.

Orwell married in 1936. Soon after that he went to Spain to write newspaper articles during the Spanish Civil War. Orwell supported the cause of the United Workers Marxist Party and fought with them. His experiences in Spain convinced him that he was opposed to communism and in favor of English socialism.

Orwell was a sergeant in the Home Guard in England during World War II. He was also a broadcast journalist for the British Broadcasting Company (BBC). He disagreed with much of the information from England that he was supposed to broadcast to India and Southeast Asia. He left the job, and from 1943 until 1945 he was the literary editor for the *Observer and Tribune*. He published *Animal Farm* in 1944. His wife died shortly before the publication.

In 1949 he published *1984*, which was highly successful. He married again in 1949, but died of tuberculosis in 1950.

*Animal Farm* and *1984* are considered two of the most important literary works of the twentieth century.



## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, listening and speaking skills through exercises and activities related to *1984* by George Orwell. It includes 20 lessons, supported by extra resource materials.

The **introductory lesson** introduces students to *1984*. Following the introductory activity, students are given an explanation of how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately 30 pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple-choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II gives students dictionary definitions of the words and has them match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete extra discussion questions, there is a **vocabulary review** lesson which pulls together all of the separate vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the reading of the book, two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel. These questions are done as a **group activity**. Using the information they have acquired so far through

individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the book with the entire class; thus, the entire class gets exposed to many different ideas regarding the themes and events of the book.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to **inform**. Students will write a diary entry about the real events in one day of their or a persona's life. They will model this entry after the diary entry of the main character, Winston Smith. The second writing assignment is to **persuade**. Students will write from the point of view of Winston Smith and try to convince the proles to rebel. The third writing assignment is to express a personal opinion. Students will write a letter to George Orwell telling him how they think the world today is doing in relation to the themes in *1984*.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *1984*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions. During one class period, students make **oral presentations** about the nonfiction pieces they have read. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: all multiple choice-matching-true/false or with a mixture of matching, short answer, and composition. As a convenience, two different tests for each format have been included.

There are additional **support materials** included with this unit. The **unit and vocabulary resource materials sections** include suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.



## UNIT PLAN ADAPTATIONS

### Block Schedule

Depending on the length of your class periods, and the frequency with which the class meets, you may wish to choose one of the following options:

- Complete two of the daily lessons in one class period.
- Have students complete all reading and writing activities in class.
- Assign all reading to be completed out of class, and concentrate on the worksheets and discussions in class.
- Use some of the Unit and Vocabulary Resource activities during every class.

### Gifted & Talented / Advanced Classes

- Emphasize the projects and the extra discussion questions.
- Have students complete all of the writing activities.
- Assign the reading to be completed out of class and focus on the discussions in class.
- Encourage students to develop their own questions.

### ESL / ELD

- Assign a partner to help the student read the text aloud.
- Tape record the text and have the student listen and follow along in the text.
- Give the student the study guide worksheets to use as they read.
- Provide pictures and demonstrations to explain difficult vocabulary words and concepts.
- Create a summary of each chapter that includes the main points in a text that is written at a lower, more accessible reading level.

## UNIT OBJECTIVES *1984*

1. Through reading *1984* students will analyze characters and their situations to better understand the themes of the novel.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will practice reading aloud and silently to improve their skills in each area.
4. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with it.
5. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *1984*.
6. Students will practice writing through a variety of writing assignments.
7. The writing assignments in this are geared to several purposes:
  - a. To check the students' reading comprehension
  - b. To make students think about the ideas presented by the novel
  - c. To make students put those ideas into perspective
  - d. To encourage critical and logical thinking
  - e. To provide the opportunity to practice good grammar and improve students' use of the English language.
8. Students will read aloud, report, and participate in large and small group discussions to improve their public speaking and personal interaction skills.

READING ASSIGNMENT SHEET  
*1984*

<b>Date Assigned</b>	<b>Reading Assignment Chapters</b>	<b>Completion Date</b>
	One: I, II, III	
	One: IV, V, VI	
	One: VII; VIII	
	Two: I, II, III, IV	
	Two: V, VI, VII, VIII	
	Two: IX, X	
	Three: I, II	
	Three: III, IV, V, VI	
	Appendix, Afterword	

WRITING ASSIGNMENT LOG  
*1984*

<b>Date to be Assigned</b>	<b>Assignment</b>	<b>Completion Date</b>
	Writing Assignment 1	
	Writing Assignment 2	
	Writing Assignment 3	
	Non-fiction Assignment	

# UNIT OUTLINE – 1984

<b>1</b> Introduction  Distribute Unit Materials  PV One: I, II, III	<b>2</b>  Read One: I, II, III  Study?? One: I, II, III	<b>3</b>  Nonfiction Assignment  PVR One: IV, V, VI	<b>4</b>  Study?? One: IV, V, VI  Mini-lesson: Foreshadowing	<b>5</b>  PVR & Study ?? One: VII, VIII  Oral Reading Evaluation
<b>6</b>  Quiz One: I-VIII  PVR Two: I, II, III, IV	<b>7</b>  Study?? Two: I, II, III, IV  Writing Assignment #1	<b>8</b>  PVR Two: V-VIII  Mini-lesson: Simile	<b>9</b>  Study??? Two: V-VIII  Writing Conferences	<b>10</b>  PVR & Study?? Two: IX. X
<b>11</b>  Quiz Two: I-X	<b>12</b>  Writing Assignment #2  PV Three: I, II	<b>13</b>  R Three: I, II  Mini-lesson: Prefixes	<b>14</b>  Study ?? Three: I, II  PVR Three: III-VI	<b>15</b>  Study?? Three: III-VI  PVR Appendix, Afterword
<b>16</b>  Study?? Appendix, Afterword Writing Assignment #3	<b>17</b>  Extra Discussion Questions	<b>18</b>  Vocabulary Review  Unit Review	<b>19</b>  Test	<b>20</b>  Nonfiction Assignment

**Key: P = Preview Study Questions V = Vocabulary Work R = Read**

## STUDY GUIDE QUESTIONS



## SHORT ANSWER STUDY GUIDE QUESTIONS 1984

### One: I, II, III

1. Who is the main character? Describe the main character.
2. What is the setting of the novel? Give the country and the city.
3. What are the three slogans of the Party? Write them the way they are shown in the novel.
4. What does the caption on the posters say?
5. Name each of the Ministries and explain its function. Also include the Newspeak name for each ministry.
6. What date does the main character record?
7. Describe the two people the main character sees just before the Two Minutes Hate. Tell what he thinks of each of these people.
8. Explain the importance of Emmanuel Goldstein. Also describe the way his image looks.
9. Explain the importance of Big Brother. Also describe the way his image looks.
10. What crime does the main character commit? How does he do this? What is the punishment?
11. What is the telescreen and how is it used?
12. Describe thoughtcrime and give an example.

### One: IV, V, VI

1. What happens to the rewritten news articles after Winston puts them into the pneumatic tube? Why is this significant?
2. Winston thinks that what he is doing is not forgery. What does he think it is?
3. What is Winston's greatest pleasure in his life, and why is it so?
4. Describe the aim of Newspeak and how it works.
5. What is Syme's observation about Winston's appreciation of Newspeak?
6. Winston is at lunch when the message on the telescreen relates the good news about increases in production, including that the chocolate ration has been raised to twenty grams a week. What is Winston thinking as he hears this message?
7. What is facecrime? Give an example.
8. Who is looking at Winston during lunch? How does this affect him?
9. What is the aim of the Party with regard to male-female relationships and sex?
10. What is the Party's policy on marriage, divorce, and children?

### One: VII, VIII

1. Where does Winston think hope lies? Why?
2. What is the Party belief about the proles?
3. Describe the one time that Winston held real evidence of an act of falsification.
4. What bothers Winston the most, along with the sense of nightmare?
5. What bothers Winston more than the thought that he might be a lunatic?
6. What is the heresy of heresies? Why is that terrifying to Winston?
7. For whom does Winston realize he is writing his diary? Why?
8. What is the final, most essential command of the Party?

## Short Answer Study Guide Questions *1984*

### One: VII, VIII, continued

9. What does Winston write in his diary?
10. Describe what happens when Winston goes to the antique shop, and who he sees when he comes out.

### Two: I, II, III, IV

1. Describe what happens when the girl with the dark hair falls on the floor.
2. What does the note say?
3. How does Winston feel about the message on the note?
4. Describe their next meeting.
5. Describe their meeting in Victory Square.
6. What emotions does Winston feel at first when the girl put her arms around him?  
What emotion didn't he feel?
7. What is the girl's name?
8. Winston asks the girl what attracted her to him. What is her answer?
9. What does the girl tell Winston about her attitude toward the party?
10. Summarize Julia's explanation of the meaning of the Party's sexual puritanism.
11. According to Winston, how has the Party used the instinct of parenthood?
12. What does Winston do the next time he visits the little shop? Why?
13. What does Julia bring to their meeting?
14. How does Winston react when he sees the rat?

### Two: V, VI, VII, VIII

1. Who has vanished?
2. How has Winston changed since he started coming to the little room with Julia?
3. What do Winston and Julia realize about their relationship?
4. What does Winston realize from talking to Julia about things he remembers?
5. Describe the meeting between Winston and O'Brien.
6. What does Winston think this meeting means?
7. What does Winston tell Julia the real betrayal will be when they are caught?
8. How does Winston say they can beat the Party?
9. Describe the meeting between O'Brien, Julia, and Winston at O'Brien's apartment.
10. What does O'Brien know that surprises Winston?

### Two: IX, X

1. Why is Winston working such long hours?
2. According to The Book, what is the aim of modern warfare (in accordance with the principles of doublethink)?
3. According to The Book, what is really going on with the war, and why?
4. While Winston is reading Chapter 1 of The Book, he stops for a minute. Why does he stop reading?



## Short Answer Study Guide Questions 1984

### Two: IX, X, continued

5. How is the current government different than any previous governments? What invention enables it to be like this?
6. Explain the organization of the Party.
7. Explain the concept of *doublethink*.
8. What is the one thing that Winston and Julia know they will never do together?
9. While Winston and Julia are in the room, he says, "We are the dead," and Julia repeats the phrase. What happens next?
10. What does Winston discover about Mr. Charrington?

### Three: I, II

1. Where is Winston as this section of the novel opens?
2. What is Winston Smith's number?
3. Who is brought into the cell with Winston and why does he think he is there?
4. Who is brought into the cell next and why? Who denounced him? How does he feel about the arrest?
5. What is the number of the room where the guards take some of the prisoners? How do many of them react to this?
6. Who comes into the room next? What does Winston discover about this person?
7. Describe what is happening to Winston in Three: II, and who is doing this.
8. What does O'Brien tell Winston about Big Brother, the Party, and the Brotherhood?
9. What is the last question that Winston asks O'Brien in Three: II? What is O'Brien's answer?
10. Does Winston betray Julia in either of these chapters?

### Three: III, IV, V, VI

1. According to O'Brien, what are the three stages of Winston's reintegration?
2. What does Winston find out about the Book?
3. Winston learns why the Party seeks power. What is the reason?
4. How has Winston changed physically during his imprisonment? What does he do after he sees himself in the mirror?
5. What is Winston's answer when O'Brien asks, "Can you think of a single degradation that has not happened to you?" How does O'Brien respond?
6. While Winston is exercising himself in *Crimestop*, he calls out, "Julia! Julia! Julia, my love! Julia!" What does this show about him? What happens to him as a result? Include his conversation in the room with O'Brien.
7. According to O'Brien, what is in Room 101 in general? What is this for Winston in particular?
8. Describe the scene with the cage. Tell what is in the cage. Tell the outcome of the scene.
9. Describe what happens when Winston and Julia meet after they have been released. Include the verse that Winston hears.
10. What is Winston thinking at the end of the novel?

## Short Answer Study Guide Questions *1984*

### Appendix, Afterword

1. What is Newspeak and what is its purpose?
2. Explain what is in the A vocabulary of Newspeak.
3. What two things about the grammar of Newspeak are peculiar?
4. Explain what is in the B vocabulary of Newspeak. Give examples.
5. What aspect of the B vocabulary outweighs almost all others?
6. Explain what is in the C vocabulary of Newspeak. Who uses this part of the language? For what is there no word? Why?
7. According to the Afterword, what are the mood and warning expressed in the novel *1984*?
8. With what real concept from the era around 1961 does Orwell connect the dictatorial society in *1984*?
9. In the Afterword, what point about *doublethink* is made?
10. According to the Afterword, what warning is Orwell giving anyone who reads *1984*?

## SHORT ANSWER STUDY GUIDE QUESTIONS WITH ANSWERS *1984*

### One: I, II, III

1. Who is the main character? Briefly describe the main character.

The main character is Winston Smith. He is about thirty-nine years old.

2. What is the setting of the novel? Give the country and the city.

The novel is set in and around London, which is the main city of Airstrip One, a province of the country of Oceania.

3. What are the three slogans of the Party? Write them the way they are shown in the novel.

WAR IS PEACE

FREEDOM IS SLAVERY

IGNORANCE IS STRENGTH

4. What does the caption on the posters say?

BIG BROTHER IS WATCHING YOU.

5. Name each of the Ministries explain and its function. Also include the Newspeak name for each ministry.

The Ministry of Truth, or Minitrue, is concerned with news, entertainment, education, and the fine arts. The Ministry of Peace, or Minipax, is concerned with war. The Ministry of Love, or Miniluv, maintains law and order. The Ministry of Plenty, or Miniplenty is responsible for economic affairs.

6. What date does the main character record?

April 4<sup>th</sup>, 1984

7. Describe the two people the main character sees just before the Two Minutes Hate.

Tell what he thinks of each of these people.

He sees a girl of about age 27 who works in the Fiction Department. She looks like the ideal young Party member. Winston feels uneasy and hostile whenever he sees her. The other character is a man named O'Brien. He is a member of the Inner Party and does some kind of very important work, although Winston does not know exactly what it is. Winston is attracted to O'Brien. He thinks O'Brien is someone he could talk to.

8. Explain the importance of Emmanuel Goldstein. Also describe the way his image looks.

Emmanuel Goldstein is the Enemy of the People. He had been a leading member of the Party but then turned traitor. All crimes against the Party are attributed to his teaching. His image is shown on the telescreen and on posters to create hatred among Party members. He looks Jewish with fuzzy white hair and a goatee beard. His nose is long and thin. He wears glasses. He supposedly commands an army of conspirators called The Brotherhood.

## Short Answer Study Guide Questions With Answers 1984

### One: I, II, III, continued

9. Explain the importance of Big Brother. Also describe the way his image looks.  
Big Brother is the leader of the Party. He has black hair, a black mustache, and looks calm and powerful.
10. What crime does the main character commit? How does he do this? What is the punishment?  
Smith commits Thoughtcrime when he opens the diary and when he writes "DOWN WITH BIG BROTHER" in it. The punishment is vaporization.
11. What is the telescreen and how is it used?  
The telescreen is a large screen that sends and receives images and sounds at the same time. Telescreens are in all workplaces and homes. The Thought Police regularly monitor them.
12. Describe thoughtcrime and give an example.  
Thoughtcrime is thinking anything against the Party. Orwell describes it as "the essential crime that contained all others in itself." Thoughtcrime could not be concealed forever. Eventually the Thought Police would get whoever committed thoughtcrime. Winston committed an act of thoughtcrime when he wrote in his diary.

### One: IV, V, VI

1. What happens to the rewritten news articles after Winston puts them into the pneumatic tube?  
Why is this significant?  
An edition of the *Times* is reprinted to include the revisions. Then the original edition is destroyed. In this way, the past is always kept up to date with the present. All predictions made by the Party are always correct.
2. Winston thinks that what he is doing is not forgery. What does he think it is?  
Winston thinks it is the substitution of one piece of nonsense for another. The material has no connection with the real world.
3. What is Winston's greatest pleasure in his life, and why is it so?  
His greatest pleasure is his work. He thinks he is good at the type of rewriting that he has to do.
4. Describe the aim of Newspeak and how it works.  
The main aim of Newspeak is to narrow the range of thought. Newspeak is the only language that destroys words instead of adding new ones. The vocabulary continually gets smaller. When the Eleventh Edition of the Newspeak Dictionary is finished, every needed concept will be expressed by exactly one word. All meanings will be rigidly defined. It will become impossible to commit Thoughtcrime.

## Short Answer Study Guide Questions With Answers 1984

### One: IV, V, VI, continued

5. What is Syme's observation about Winston's appreciation of Newspeak?

Syme says that Winston does not really appreciate Newspeak, even though his written articles are good enough. Syme thinks Winston still thinks in and prefers Oldspeak.

6. Winston is at lunch when the message on the telescreen relates the good news about increases in production, including that the chocolate ration has been raised to twenty grams a week. What is Winston thinking as he hears this message?

Winston remembers that the previous day the chocolate ration had been decreased to twenty grams. He wonders how all the people manage to believe the lie. He wonders if he is the only person with a memory. Winston wonders if life has always been the way it is now, and why he feels that some things are intolerable. He thinks he must have an ancestral memory that things had once been different.

7. What is facecrime? Give an example.

Facecrime is having the wrong look on one's face. One's features are always to be under control. To show surprise or disbelief when a war victory is announced is a facecrime.

8. Who is looking at Winston during lunch? How does this affect him?

The girl with the dark hair is looking at him. Winston is afraid that she is a spy, if not a member of the Thought Police.

9. What is the aim of the Party with regard to male-female relationships and sex?

The Party wants to prevent men and women from forming relationships and loyalties that it might not be able to control. It wants to remove all pleasure from the sexual act.

10. What is the Party's policy on marriage, divorce, and children?

The Party approves all marriages. If the couple seem physically attracted to one another, the Party does not allow the marriage to take place. The only reason for sexual intercourse is to create a child. Divorce is not allowed. Separation is encouraged if there are no children.

### One: VII, VIII

1. Where does Winston think hope lies? Why?

He thinks hope lies in the proles. Since the proles make up eighty-five percent of the population of Oceania, they could come together to destroy the Party. He does not think the Party can be overthrown from within.

## Short Answer Study Guide Questions With Answers 1984

### One: VII, VIII, continued

2. What is the Party belief about the proles?

The Party sees the proles as natural inferiors who must be kept in subjection. They should not have strong political feelings. They do not need to be indoctrinated in Party ideology. They only need enough patriotism to make them accept whatever the Party offers.

3. Describe the one time that Winston held real evidence of an act of falsification.

Once when he was in the Chestnut Tree Café, Winston saw three men who had been arrested, confessed, and reinstated in the Party. A little while later they were arrested. They confessed again and were killed. About five years later Winston found a newspaper article with photo of the men at a Party function. The date of the article was the same as the date the men said they were in Eurasia betraying the Party. Winston realized the confessions had to be false. He destroyed the newspaper article.

4. What bothers Winston the most, along with the sense of nightmare?

He is bothered because he does not clearly understand why the falsifications take place. He wonders if he is a lunatic.

5. What bothers Winston more than the thought that he might be a lunatic?

The thought that he might be wrong bothers him more.

6. What is the heresy of heresies? Why is that terrifying to Winston?

The heresy of heresies is common sense. It is terrifying to Winston that the Party might be right in its ideas.

7. For whom does Winston realize he is writing his diary? Why?

He is writing for O'Brien because he thinks O'Brien is on his side.

8. What is the final, most essential command of the Party?

The Party tells people to reject the evidence of their eyes and ears.

9. What does Winston write in his diary?

He writes: *Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.*

10. Describe what happens when Winston goes to the antique shop, and who he sees when he comes out.

He buys an old paperweight that has a piece of coral in it. Then Mr. Charrington shows him the room above the shop. Winston realizes there is no telescreen. Mr. Charrington tells Winston the part of an old nursery rhyme. When he leaves the shop he sees the girl from the Fiction Department. He thinks she is following him.

## Short Answer Study Guide Questions With Answers 1984

### Two: I, II, III, IV

1. Describe what happens when the girl with the dark hair falls on the floor.  
Her arm is in a sling. She falls near Winston, and he helps her up. While he is helping her up she slips a note in Winston's hand.
2. What does the note say?  
*I love you.*
3. How does Winston feel about the message on the note?  
He is stunned and finds it hard to concentrate on his work for part of the day. He feels a desire to stay alive. That night in the dark he thinks about ways to meet with the girl. Then he becomes afraid that he might lose her.
4. Describe their next meeting.  
It takes place at lunchtime in the canteen a week later. Winston sits at her table and they are able to arrange a meeting in Victory Square for that night.
5. Describe their meeting in Victory Square.  
They stand next to each other and watch a parade of prisoners go by. They do not look at each other. The girl gives Winston directions for a place to meet the following Sunday. They manage to hold hands for about ten seconds.
6. What emotions does Winston feel at first when the girl put her arms around him?  
What emotion didn't he feel?  
He feels incredulity and pride. He does not feel any physical desire.
7. What is the girl's name?  
Julia.
8. Winston asks the girl what attracted her to him. What is her answer?  
She says there is something in his face that shows he does not belong. She knew right away that Winston was against the Party.
9. What does the girl tell Winston about her attitude toward the party?  
She hates the Party. She says the Party wants to stop people from having fun, so she breaks the rules whenever she can. She has no interest in Party doctrine. However, she always acts interested in the Party and participates in many activities.

## Short Answer Study Guide Questions With Answers 1984

### Two: I, II, III, IV, continued

10. Summarize Julia's explanation of the meaning of the Party's sexual puritanism.  
Doing without sex created a kind of hysteria in the people. When people are able to have sexual relationships they use up energy and are happy. Then they are not interested in the Party. So keeping sex away from the people enables the Party to create fear and hatred.
11. According to Winston, how has the Party used the instinct of parenthood?  
Parents are still encouraged to be fond of their children. However, the children are taught to spy on their parents, creating an arm of the Thought Police in every home.
12. What does Winston do the next time he visits the little shop? Why?  
He rents the room above the shop. He plans to use it for a private place for him and Julia.
13. What does Julia bring to their meeting?  
She brings luxuries that only the Inner Party members have: real coffee, sugar, and milk. She also brings and puts on makeup and perfume that she got from a prole store.
14. How does Winston react when he sees the rat?  
He gets pale and tells Julia he does not like rats. He thinks of a recurring nightmare that he has.

### Two: V, VI, VII, VIII

1. Who has vanished?  
Syme
2. How has Winston changed since he started coming to the little room with Julia?  
He has gained weight, he is not coughing, and his varicose ulcer has gone down. He does not drink gin. He does not have any urge to make faces at the telescreen or curse.
3. What do Winston and Julia realize about their relationship?  
They know it cannot last.
4. What does Winston realize from talking to Julia about things he remembers?  
He realizes that it is easy to look like one was supporting the Party when one has no idea what was really going on.
5. Describe the meeting between Winston and O'Brien.  
They meet in a hallway in the Ministry. O'Brien compliments Winston on his writing. He mentions Syme's work but not his name. This reference seems to Winston to be a signal or code word that he and O'Brien are accomplices in thoughtcrime. O'Brien offers to loan Winston a copy of the Eleventh Edition of the Newspeak dictionary and gives Winston his address in full view of a telescreen.



## Short Answer Study Guide Questions With Answers 1984

### Two: V, VI, VII, VIII, continued

6. What does Winston think this meeting means?

He thinks the meeting means that the conspiracy against The Party is real and he has reached it. He also thinks it will mean his death.

7. What does Winston tell Julia the real betrayal will be when they are caught?

He says the real betrayal will be if they can be made to stop loving each other.

8. How does Winston say they can beat the Party?

He says if they can feel inside that staying human is worthwhile they will have beaten the Party.

9. Describe the meeting between O'Brien, Julia, and Winston at O'Brien's apartment.

Winston asks if Goldstein and the Brotherhood are real. O'Brien tells them it is, and that he is part of it. They say they want to join. O'Brien says they won't see any changes in their lifetime. He tells Winston how he will receive a copy of Goldstein's book.

10. What does O'Brien know that surprises Winston?

O'Brien knows the last line of the rhyme that Mr. Charrington had started telling him.

### Two: IX, X

1. Why is Winston working such long hours?

The enemy has changed from Eurasia to Eastasia, so all of the literature has to be rewritten.

2. According to The Book, what is the aim of modern warfare (in accordance with the principles of doublethink)?

The aim of modern war is to use up products but not raise the standard of living.

3. According to The Book, what is really going on with the war, and why?

The superstates are not really fighting with each other. The powers of each superstate are really warring against their own people to keep the structure of the society intact.

4. While Winston is reading Chapter 1 of The Book, he stops for a minute. Why does he stop reading?

He stopped reading to appreciate the fact that he was reading in comfort and safety, without feeling nervous, and with no telescreen watching him.

## Short Answer Study Guide Questions With Answers 1984

### Two: IX, X, continued

5. How is the current government different than any previous governments? What invention enables it to be like this?

The current government is able to watch all the citizens all the time because of the invention of the two-way telescreen. Previous governments were not able to watch the citizens all of the time.

6. Explain the organization of the Party.

Big Brother is at the top, followed by members of the Inner Party. The Outer Party comes next, followed by the proles.

7. Explain the concept of *doublethink*.

Doublethink is the ability to have two opposite or contradictory thoughts at the same time, and accept both of them. People who practice *doublethink* are able to tell lies and believe them or forget about facts that they don't need. They deny objective reality while they are aware of that same reality.

8. What is the one thing that Winston and Julia know they will never do together?

They will never have a child together.

9. While Winston and Julia are in the room, he says, "We are the dead," and Julia repeats the phrase. What happens next?

They heard another voice say, "We are the dead." The voice was coming from behind the picture, as there was a hidden telescreen. The Thought Police came into the room and captured them.

10. What does Winston discover about Mr. Charrington?

He is a member of the Thought Police.

### Three: I, II

1. Where is Winston as this section of the novel opens?

He is in the Ministry of Love.

2. What is Winston Smith's number?

6079

3. Who is brought into the cell with Winston and why does he think he is there?

Ampleforth is brought in. He thinks it was because he let the word "God" stay at the end of a sentence of a poem he was rewriting.

## Short Answer Study Guide Questions With Answers 1984

### Three: I, II, continued

4. Who is brought into the cell next and why? Who denounced him? How does he feel about the arrest?

Parsons is brought in for committing thoughtcrime. His daughter had denounced him for saying, "Down with Big Brother." He tells Winston he must have been guilty and was glad the Thought Police had stopped him before it went any further.

5. What is the number of the room where the guards take some of the prisoners? How do many of them react to this?

They are taken to Room 101. Many of them react with fear.

6. Who comes into the room next? What does Winston discover about this person? O'Brien comes in and Winston discovers that O'Brien is a Party member, not a member of the Brotherhood, and has betrayed him.

7. Describe what is happening to Winston in Three: II, and who is doing this.

Winston is being tortured by O'Brien. O'Brien says Winston is insane and he (O'Brien) will cure Winston.

8. What does O'Brien tell Winston about Big Brother, the Party, and the Brotherhood?

Big Brother and the Party both exist. Winston will never know if the Brotherhood exists.

9. What is the last question that Winston asks O'Brien in chapter II? What is O'Brien's answer?

Winston asks, "What is Room 101. O'Brien answers that Winston already knows what is in Room 101, as everyone knows.

10. Does Winston betray Julia in either of these chapters?

O'Brien tells Winston that Julia has betrayed him, but the reader has no evidence of this yet.

### Three: III, IV, V, VI

1. According to O'Brien, what are the three stages of Winston's reintegration?

Learning, understanding, and acceptance.

2. What does Winston find out about the Book?

O'Brien wrote part of the Book.

3. Winston learns why the Party seeks power. What is the reason?

The Party wants power just to have power.

## Short Answer Study Guide Questions With Answers 1984

### Three: III, IV, V, VI, continued

4. How has Winston changed physically during his imprisonment? What does he do after he sees himself in the mirror?

He is now stooped over, very thin, and his skin looks gray. He is partly bald, covered with scars and wounds. After Winston looks in the mirror, he collapses on a small stool and cries.

5. What is Winston's answer when O'Brien asks, "Can you think of a single degradation that has not happened to you?" How does O'Brien respond?

Winston replies that he has not betrayed Julia. O'Brien agrees.

6. While Winston is exercising himself in *Crimestop*, he calls out, "Julia! Julia! Julia, my love! Julia!" What does this show about him? What happens to him as a result? Include his conversation in the room with O'Brien.

His cries show that he is obeying the Party but he still hates the Party. He realizes that he will have to undergo reeducation all over again. O'Brien comes into the room and asks how Winston feels about Big Brother. Winston replies that he hates Big Brother. O'Brien orders Winston to be taken to Room 101. He tells Winston he must learn to love Big Brother.

7. According to O'Brien, what is in Room 101 in general? What is this for Winston in particular?

The worst thing in the world is in Room 101. For Winston, this is rats.

8. Describe the scene with the cage. Tell what is in the cage. Tell the outcome of the scene.

The cage is a kind of face mask that has two rats in it. O'Brien tells Winston he will put the mask on Winston's face unless Winston does what is required of him. Winston asks what he is to do, but O'Brien does not answer. As the mask is closing on his face, Winston screams that O'Brien should put the mask on Julia instead. This is what O'Brien wanted; for Winston to betray Julia. The Party has succeeded .

9. Describe what happens when Winston and Julia meet after they have been released.

Include the verse that Winston hears.

They admit that they have betrayed each other and that they don't feel the same about each other any more. The voice that Winston hears is singing, "*Under the spreading chestnut tree/I sold you and you sold me.*"

10. What is Winston thinking at the end of the novel?

He realizes that he has won the victory over himself. He now loves Big Brother.

## Short Answer Study Guide Questions With Answers 1984

### Appendix, Afterword

1. What is Newspeak and what is its purpose?

Newspeak is the official language of Oceania. It has been created to meet the needs of Ingsoc. Newspeak provides a way to express the views of Ingsoc and to make all other types of thought impossible.

2. Explain what is in the A vocabulary of Newspeak.

The A vocabulary is the words needed for every day life, such as eating, drinking, working, getting dressed, and riding in vehicles. There are not as many words as there are in current-day English. Each word expresses a simple thought involving a concrete object or physical action.

3. What two things about the grammar of Newspeak are peculiar?

First, the parts of speech are almost completely interchangeable. Any word can be made negative by using the affix *un-*. Words can be strengthened by using the affixes *plus-* or *doubleplus-*. Affixes including *ante-*, *post-*, *up-*, and *down-*, can be used. Second, the language is very regular, with all inflections following the same rule.

4. Explain what is in the B vocabulary of Newspeak. Give examples.

The B vocabulary contains words that are used for political purposes. These words force a certain mental attitude on people. These words are all compound words. *Miniluv*, *Mintrue*, *Minipeaceful*, *Oldthinkers*, and *unbellyfeel* are some examples.

5. What aspect of the B vocabulary outweighs almost all others?

Euphony outweighs almost all other considerations. The use of the short, clipped words created monotonous speech. This is what the Party wants.

6. Explain what is in the C vocabulary of Newspeak. Who uses this part of the language? For what is there no word? Why?

The C vocabulary has scientific and technical words. Only scientific or technical workers use it, but they only know the words for their own specialty. There is no word for “science” because the meaning is covered by the word *Ingsoc*.

7. Describe *duckspeak*.

*Duckspeak* is the kind of speech that Newspeak aims to produce. It is a style of talking that sounds like the quacking of a duck, with the sounds coming from the larynx and as far removed as possible from thinking with the brain.

## Short Answer Study Guide Questions With Answers 1984

### Appendix, Afterword, continued

8. According to the Afterword, what are the mood and warning expressed in the novel 1984?

The mood is near despair over the future of man, and the warning is that “unless the course of history changes, men all over the world will lose their most human qualities, will become soulless automatons, and will not even be aware of it.

9. With what real concept from the era around 1961 does Orwell connect the dictatorial society in 1984?

He connects the society in 1984 with atomic war.

10. In the Afterword, what point about *doublethink* is made?

When *doublethink* is used successfully, the person thinks the opposite of the truth.

11. According to the Afterword, what warning is Orwell giving anyone who reads 1984?

Orwell is warning us that there is a danger in creating a society of automatons who have lost the ability to love, think critically, and be individuals. The worst result of this society is that *doublethink* has created a situation where the people don't even realize what they have lost.

## MULTIPLE CHOICE STUDY GUIDE/QUIZ QUESTIONS 1984

### One: I, II, III

1. True or False: The main character is Winston Smith. He is about thirty-nine years old.
  - A. True
  - B. False
2. What is the setting of the novel?
  - A. The novel is set in San Francisco, which is the main city of Sector 2, a division of the North American Alliance.
  - B. The novel is set in Paris, which is the capital city of the country of Eurasia.
  - C. The novel is set in London, which is the main city of Airstrip One, a province of the country of Oceania.
  - D. The novel is set in New York City, the capital of New America.
3. Which of the following is not one of the slogans of the Party?
  - A. WAR IS PEACE
  - B. LOVE IS HATE
  - C. IGNORANCE IS STRENGTH
  - D. FREEDOM IS SLAVERY
4. What does the caption on the posters say?
  - A. BIG BROTHER IS WATCHING YOU
  - B. DOWN WITH EASTASIA
  - C. EVERYTHING IS FOR THE PARTY
  - D. GIVE TO THE MOTHERLAND
5. For what is the Ministry of Plenty responsible?
  - A. entertainment, fine arts, and education
  - B. war and peace
  - C. diet and exercise
  - D. economic affairs
6. What are the Newspeak names for the ministries?
  - A. Ministunlie, Ministunwar, Ministunhate, Ministunmuch
  - B. Minipax, Minitrue, Miniluv, Miniplenty
  - C. The Truth Place, The War Place, The Love Place, The Things Place
  - D. MP, MT, ML, MM

Multiple Choice Study Guide/Quiz Questions *1984*

One: I, II, III, continued

7. What is the function of the Ministry of Love?
- A. to raise children
  - B. to arrange dates for single people
  - C. to maintain law and order
  - D. to teach understanding of other cultures
8. What date does the main character record?
- A. April 4<sup>th</sup>, 1984
  - B. June 15, 1984
  - C. January 1, 1984
  - D. May 30, 1984
9. True or False: When Winston sees the girl with dark hair, he is immediately attracted. He thinks she is someone with whom he can talk.
- B. True
  - C. False
10. What is the name of the Inner Party member that Winston sees?
- A. Chen
  - B. Lopez
  - C. Kowalski
  - D. O'Brien
11. Who is Emmanuel Goldstein?
- A. He is the Enemy of the People.
  - B. He is a famous movie star.
  - C. He is the president of the Ministry of Truth.
  - D. He is the ruler of Eastasia.
12. Which of the following features is **not** part of Goldstein's image?
- A. Jewish-looking
  - D. curly red hair
  - C. a goatee beard
  - D. long, thin nose
13. Who is Big Brother?
- A. He is Winston's older adopted brother.
  - B. He is the king of Eurasia.
  - C. Big Brother is the leader of the Party.
  - D. He is the oldest living person in the world.



Multiple Choice Study Guide/Quiz Questions *1984*

One: I, II, III continued

14. What crime does the main character commit he opens the diary and when he writes “DOWN WITH BIG BROTHER” in it?
- A. writecrime
  - B. pencrime
  - C. bookcrime
  - D. thoughtcrime
15. Identify this device: They send and receive images and sounds at the same time. They are in most homes and workplaces. The Thought Police regularly monitor the
- A. talklooks
  - B. photocops
  - C. spycams
  - D. telescreens

Multiple Choice Study Guide/Quiz Questions 1984

One: IV, V, VI

1. What happens to the original edition of *The Times* after Winston rewrites an article?
  - A. It is preserved in plastic.
  - B. It is transferred to an electronic file.
  - C. It is used for packing material.
  - D. It is destroyed.
2. Winston thinks that what he is does is not forgery. What does he think it is?
  - A. It is the substitution of one piece of nonsense for another.
  - B. It is a great service to the Party.
  - C. It is creative nonfiction.
  - D. It is using technology for the greater good.
3. What is Winston's greatest pleasure in his life?
  - A. playing ping-pong
  - B. cigarettes
  - C. his work
  - D. doing exercises
4. What is the aim of Newspeak?
  - A. to add new words to the language
  - B. to narrow the range of thought
  - C. to increase people's intelligence
  - D. to have a language that no one in Eastasia or Eurasia can understand
5. True or False: Syme says that Winston does not really appreciate Newspeak, even though his written articles are good enough.
  - A. True
  - B. False
6. Winston is at lunch when the message on the telescreen relates the good news about increases in production, including that the chocolate ration has been raised to twenty grams a week. What is Winston thinking as he hears this message?
  - A. He is delighted that he will have more chocolate.
  - B. He is proud because it is the first telescreen message he has ever written.
  - C. He is worried that he won't have enough money to pay for the chocolate.
  - D. He wonders how all the people manage to believe the lie.

Multiple Choice Study Guide/Quiz Questions *1984*

One: IV, V, VI, continued

7. What is the name of the crime one commits by having the wrong look on one's face and not controlling one's features?
  - A. lookcrime
  - B. smilecrime
  - C. facecrime
  - D. featurecrime
  
8. What does Winston think when the girl with the dark hair looks at him?
  - A. He thinks she wants his job.
  - B. He thinks she is a spy, if not a member of the Thought Police.
  - C. He thinks she is the most beautiful woman in the world.
  - D. He thinks she looks like his wife.
  
9. True or False: The Party encourages men and women to form lasting, loving relationships and loyalties with each other.
  - A. True
  - B. False
  
10. True or False: Divorce is not allowed.
  - A. True
  - B. False

Multiple Choice Study Guide/Quiz Questions *1984*

One: VII, VIII

1. How does Winston think the Party can be overthrown?
  - A. It can be overthrown from within.
  - B. The proles could come together to destroy it.
  - C. The soldiers in Eastasia can do it.
  - D. There is no way to overthrow the Party.
2. What is the Party belief about the proles?
  - A. They are natural inferiors who must be kept in subjection.
  - B. They need to be indoctrinated in Party ideology.
  - C. They are too patriotic for their own good.
  - D. They should all be sent to fight in the war.
3. Once Winston saw three men who had been arrested, confessed, and reinstated in the Party. A little while later they were arrested. They confessed again and were killed. What did Winston realize from this experience?
  - A. The men were part of the Brotherhood.
  - B. The men were never really killed.
  - C. The confessions were false.
  - D. He could not trust what he saw.
4. What bothers Winston the most, along with the sense of nightmare?
  - A. He misses his mother and sister, and wonders what happened to them.
  - B. He wonders what it would be like to live in Eastasia or Eurasia.
  - C. He is afraid that reality might be worse than the nightmares.
  - D. He does not clearly understand why the falsifications take place.
5. What bothers Winston more than the thought that he might be a lunatic?
  - A. The thought that he might be wrong.
  - B. The thought that there are many more lunatics like him.
  - C. The thought that he might be right after all.
  - D. The thought that he is the only lunatic left alive.
6. What is the heresy of heresies?
  - A. peace
  - B. love
  - C. common sense
  - D. prayer

Multiple Choice Study Guide/Quiz Questions 1984

One: VII, VIII, continued

7. True or False: Winston realizes that he is writing the diary for O'Brien because he thinks O'Brien is on his side.
- A. True
  - B. False
8. What is the final, most essential command of the Party?
- A. The Party tells people to stop caring about anyone.
  - B. The Party tells people to kill their enemies.
  - C. The Party tells people to vote to keep the Party in office forever.
  - D. The Party tells people to reject the evidence of their eyes and ears.
9. What does Winston write in his diary?
- A. *Be true to yourself and stand up for what you believe. Do not let anyone put you down.*
  - B. *Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.*
  - C. *Do the best you can. Trust that tomorrow will be better.*
  - D. *Even if this is discovered, I am still glad I wrote it.*
10. What does Winston discover about the room above the shop?
- A. It is air conditioned.
  - B. It smells like garbage.
  - C. There is no telescreen.
  - D. The furniture is all brand new.

Multiple Choice Study Guide/Quiz Questions 1984

Two: I, II, III, IV

1. Who falls on the floor near Winston?
  - A. Mrs. Parsons
  - B. O'Brien
  - C. The girl with the dark hair
  - D. Syme
2. What does the note say?
  - A. *Down with Big Brother.*
  - B. *I love you.*
  - C. *The end is near.*
  - D. *The Thought Police know about you.*
3. True or False: The message on the note gives Winston a desire to stay alive.
  - A. True
  - B. False
4. How do Winston and the girl arrange a meeting?
  - A. He calls her on the speakwrite.
  - B. A friend takes messages between them.
  - C. They use sign language.
  - D. They sit at the same lunch table and talk very quietly.
5. What do they manage to do for about ten seconds at their meeting in Victory Square?
  - A. They hold hands.
  - B. They hug.
  - C. They kiss.
  - D. They look into each other's eyes.
6. True or False: When the girl puts her arms around him, Winston feels a strong physical desire.
  - A. True
  - B. False
7. What is the girl's name?
  - A. Janeanne
  - B. Jacqueline
  - C. Julia
  - D. Jenny

Multiple Choice Study Guide/Quiz Questions *1984*

Two: I, II, III, IV, continued

8. Winston asks the girl what attracted her to him. What is her answer?
  - A. He looked very strong and intelligent.
  - B. Winston looks a lot like her father, who was killed by the Party.
  - C. He seems like a fun-loving person.
  - D. She knew right away that he was against the Party.
9. What does the girl tell Winston about her attitude toward the party? (Three choices only.)
  - A. She loves the Party.
  - B. She hates the Party.
  - C. She does not care one way or the other about the Party.
10. The girl thinks the Party keeps members away from sex to \_\_\_\_\_.
  - A. create fear and hatred
  - B. keep health risks down
  - C. make sure people get married
  - D. help men and women become better friends
11. What are children taught to do at school?
  - A. Translate from Oldspeak to Newspeak.
  - B. Respect their teachers.
  - C. Spy on their parents.
  - D. Write love letters to Big Brother.
12. What does Winston do the next time he visits the little shop?
  - A. He buys a silk dress for Julia.
  - B. He rents the room above the shop.
  - C. He talks to Mr. Charrington about the old days.
  - D. He hides his diary in a secret hole in one wall.
13. What Inner Party luxuries does Julia bring to their meeting?
  - A. real coffee, sugar, and milk
  - B. cotton sheets and pillows
  - C. cigarettes and wine
  - D. original editions of old books
14. What does Winston see in the room that upsets him?
  - A. a cockroach
  - B. a mosquito
  - C. a snake
  - D. a rat

Multiple Choice Study Guide/Quiz Questions *1984*

Two: V, VI, VII, VIII

1. What happened to Syme?
  - A. He was promoted to the Inner Party.
  - B. He died of food poisoning.
  - C. He got a bonus for his good work.
  - D. He vanished.
2. Winston has changed since he met Julia. Which one of the following statements about the changes is false?
  - A. He has gained weight.
  - B. He has stopped coughing.
  - C. He is drinking more gin.
  - D. He has an urge to make faces at the telescreen.
3. True or False: Winston and Julia believe their relationship will last a long time.
  - A. True
  - B. False
4. What does Winston realize from talking to Julia about things he remembers?
  - A. It is easy to look like one is supporting the Party when one has no idea what is really going on.
  - B. Most of his memories are of terrible things that happened to him.
  - C. He no longer wants to talk about the things and be reminded of them.
  - D. Sharing his memories with Julia makes him realize how lonely he has been.
5. What does Winston believe about O'Brien?
  - A. He is also in love with Julia.
  - B. He is Winston's accomplice in thoughtcrime.
  - C. He will find a way to let Julia and Winston get married.
  - D. He is influential enough to get Winston a better job.
6. Winston think this meeting will mean \_\_\_\_\_.
  - A. his death
  - B. the immediate overthrow of the Party
  - C. an end to the war
  - D. a promotion at work
7. Winston tells Julia the real betrayal will be if they can be made to \_\_\_\_\_.
  - A. steal from the Party
  - B. tell lies about O'Brien
  - C. get others to join the Brotherhood
  - D. stop loving each other



Multiple Choice Study Guide/Quiz Questions *1984*

Two: V, VI, VII, VIII, continued

8. Winston says they can beat the Party \_\_\_\_\_.  
A. when they have written the truth instead of revising history  
B. if they refuse to hide their true feelings  
C. if they can feel inside that staying human is worthwhile  
D. when they destroy all of the telescreens
9. During their meeting, O'Brien says Winston will receive \_\_\_\_\_.  
A. a lifetime supply of good wine  
B. a copy of Goldstein's book  
C. a new identity  
D. another message in five days
10. What does O'Brien know that surprises Winston?  
A. O'Brien knows the last line of the rhyme that Mr. Charrington had started telling him.  
B. O'Brien knows the birthday of Big Brother.  
C. O'Brien knows the real history of the wars with Eastasia and Eurasia.  
D. O'Brien knows what really happened to Winston's parents and sister.

Multiple Choice Study Guide/Quiz Questions *1984*

Two: IX, X

1. Because the enemy has changed from Eurasia to Eastasia \_\_\_\_\_.
  - A. anyone who looks Eastasian is being killed
  - B. all of the literature has to be rewritten
  - C. there is a new shortage of chocolate
  - D. all the workers are given a holiday
2. According to The Book, what is the aim of modern warfare (in accordance with the principles of doublethink)?
  - A. To use up products but not raise the standard of living.
  - B. To kill everyone in the other countries.
  - C. To improve the lives of everyone in the country.
  - D. To make sure the men in power stay in power.
3. True or False: According to The Book, the superstates are not really fighting with each other. The powers of each superstate are really warring against their own people to keep the structure of the society intact.
  - A. True
  - B. False
4. While Winston is reading Chapter 1 of The Book, he stops for a minute. Why does he stop reading?
  - A. To put on his glasses.
  - B. To wake up Julia to read a passage to her.
  - C. To copy a passage from The Book into his diary.
  - D. To appreciate that he is reading in comfort and safety.
5. The current government is different than any previous government because it \_\_\_\_\_.
  - A. has more soldiers and weapons than any other army
  - B. has had the same president for fifty years
  - C. is able to watch all the citizens all the time on the two-way telescreen
  - D. does not reveal the names of the government officials to the people
6. Which of the following gives the organization of the Party in the correct order, fromtop to bottom?
  - A. the proles, the Outer Party, Big Brother, the Inner Party
  - B. Big Brother, the Inner Party, the Outer Party, the proles
  - C. the Inner Party, Big Brother, the proles, the Outer Party
  - D. the Outer Party, the proles, the Inner Party, Big Brother

Multiple Choice Study Guide/Quiz Questions 1984

Two: IX, X, continued

7. \_\_\_\_\_ is the ability to have two opposite or contradictory thoughts at the same time, and accept both of them. People who practice \_\_\_\_\_ are able to tell lies and believe them or forget about facts that they don't need. They deny objective reality while they are aware of that same reality.
- A. *unfactknow*
  - B. *mindmix*
  - C. *oppo-believe*
  - D. *doublethink*
8. What is the one thing that Winston and Julia know they will never do together?
- A. They will never be completely happy.
  - B. They will never argue with each other, in public or in private.
  - C. They will never have a child.
  - D. They will never tell anyone what they know about the Brotherhood.
9. While Winston and Julia are in the room, he says, "We are the dead," and Julia repeats the phrase. What happens next?
- A. They are captured by the Thought Police.
  - B. They fall asleep in each other's arms.
  - C. They agree not to meet at the room anymore.
  - D. They burn down the building.
10. What does Winston discover about Mr. Charrington?
- A. He and O'Brien are brothers.
  - B. He is a member of the Thought Police.
  - C. He is planning to organize the proles for an uprising.
  - D. He has been murdered.

Multiple Choice Study Guide/Quiz Questions *1984*

Three: I, II

1. Where is Winston as this section of the novel opens?
  - A. He is in O'Brien's apartment.
  - B. He is in the Ministry of Peace.
  - C. He is in his own apartment.
  - D. He is in the Ministry of Love.
2. What is Winston Smith's number?
  - A. 6079
  - B. 1984
  - C. 1776
  - D. 0221
3. True or False: Ampleforth thinks he was brought in because he took out the word "God" at the end of a sentence of a poem he was rewriting.
  - A. True
  - B. False
4. Who denounced Parsons?
  - A. Winston
  - B. Julia
  - C. his daughter
  - D. his wife
5. What is the number of the room where the guards take some of the prisoners?
  - A. 757
  - B. 101
  - C. 999
  - D. 000
6. Who has betrayed Winston?
  - A. O'Brien
  - B. Syme
  - C. Julia
  - D. Clements
7. What is happening to Winston in Three: II?
  - A. He is memorizing The Book.
  - B. A doctor is operating on the ulcer on his leg.
  - C. He is running away from London.
  - D. O'Brien is torturing him to cure his insanity.

Multiple Choice Study Guide/Quiz Questions *1984*

Three: I, II, continued

8. Which of the following statements does O'Brien tell Winston?
  - A. Winston will soon find out more about the Brotherhood.
  - B. Oceania is about to defeat both Eastasia and Eurasia.
  - C. Big Brother and the Party both exist.
  - D. Goldstein is also a prisoner in the Ministry of Love.
  
9. What is the last question that Winston asks O'Brien in Three: II?
  - A. "Is Julia still alive?"
  - B. "Why did you do this to me?"
  - C. "What is Room 101?"
  - D. "How long have I been here?"
  
10. O'Brien tells Winston that Julia has betrayed him. Does the reader have any evidence of this yet?
  - A. Yes
  - B. No

Multiple Choice Study Guide/Quiz Questions *1984*

Three: III, IV, V, VI

1. According to O'Brien, what are the three stages of Winston's reintegration?
  - A. obedience, education, and forgiveness
  - B. learning, understanding, and acceptance
  - C. memorizing, repeating, and believing
  - D. disbelief, exploration, and trust
2. What does Winston find out about the Book?
  - A. O'Brien wrote part of the Book.
  - B. The Book does not exist.
  - C. The Book has the only accurate record of history.
  - D. All copies of the Book have been destroyed.
3. Winston learns why the Party seeks power. What is the reason?
  - A. The Party wants power to dominate the world.
  - B. The Party wants power to help the people.
  - C. The Party wants power to make a lot of money.
  - D. The Party wants power just to have power.
4. Which of the following phrases does **not** describe a change in Winston's physical appearance since his imprisonment?
  - A. stooped over
  - B. very thin
  - C. red skin
  - D. partly bald
5. What is Winston's answer when O'Brien asks, "Can you think of a single degradation that has not happened to you?"
  - A. "I have not lost my sight."
  - B. "I have not betrayed Julia."
  - C. "I have not begged for mercy."
  - D. "I have not given up hope."
6. O'Brien orders Winston to be taken to Room 101. What has Winston called out that caused this to happen?
  - A. "Julia! Julia! Julia, my love! Julia!"
  - B. "Long live the Brotherhood!"
  - C. "I will never give up!"
  - D. "Two plus two will always be four."

Multiple Choice Study Guide/Quiz Questions 1984

Three: III, IV, V, VI, continued

7. The worst thing in the world is in Room 101. For Winston, what is this?
  - A. bees
  - B. cockroaches
  - C. dogs
  - D. rats
  
8. What is the outcome of the scene with the wire mask?
  - A. Winston betrays Julia.
  - B. Winston confesses to *thoughtcrime*.
  - C. Winston has a heart attack.
  - D. Winston again denounced Big Brother.
  
9. Winston and Julia meet after they have been released. How do they feel about each other now?
  - A. They still love each other.
  - B. They don't feel the same any more.
  
10. True or False: At the end of the novel, Winston realizes that he still hates Big Brother.
  - A. True
  - B. False

Multiple Choice Study Guide/Quiz Questions *1984*

Appendix, Afterword

1. Which sentence about *Newspeak* is true? \_\_\_\_\_.
  - A. Only members of the Inner Party learn to speak it.
  - B. It is a combination of English, French, Spanish, and German.
  - C. It makes all other types of thought impossible.
  - D. It was created by the same people who created *Oldspeak*.
2. What is in the A vocabulary of *Newspeak*?
  - A. medical words
  - B. words needed for every day life
  - C. words for war and conquest
  - D. words used to describe enemies
3. True or False: In *Newspeak* the parts of speech are almost completely interchangeable.
  - A. True
  - B. False
4. What is in the B vocabulary of *Newspeak*?
  - A. words that people are not allowed to use
  - B. words that describe the proles
  - C. words that describe people
  - D. words that are used for political purposes
5. What aspect of the B vocabulary outweighs almost all others?
  - A. correct spelling
  - B. use of vowels
  - C. euphony
  - D. number of syllables
6. For what is there no word in the C vocabulary?
  - A. "science"
  - B. "love"
  - C. "peace"
  - D. "intelligence"
7. According to the Afterword, mood is expressed in the novel *1984*?
  - A. happiness that the world is more organized
  - B. near despair over the future of man
  - C. fear that a war will end the world
  - D. acceptance that things will change over time



Multiple Choice Study Guide/Quiz Questions *1984*

Appendix, Afterword, continued

8. With what real concept from the era around 1961 does Orwell connect the dictatorial society in *1984*?
- A. global warming
  - B. terrorism
  - C. rising oil prices
  - D. atomic war
9. A person who thinks the opposite of the truth is practicing \_\_\_\_.
- A. *beliefcrime*
  - B. *liecrime*
  - C. *falsethink*
  - D. *doublethink*
10. According to the Afterword, Orwell is warning us that there is a danger in creating a society of automatons who have lost the ability to love, think critically, and \_\_\_\_.
- A. move to new places
  - B. work hard at their jobs
  - C. be individuals
  - D. hate

## ANSWER KEY - MULTIPLE CHOICE STUDY/QUIZ QUESTIONS

<u>One: I, II, III</u>	<u>One: IV, V, VI</u>	<u>One: VII, VIII</u>	<u>Two: I, II, III, IV</u>	<u>Two: V, VI, VII, VIII</u>
1. A True	1. D	1. B	1. C	1. D
2. C	2. A	2. A	2. B	2. C
3. B	3. C	3. C	3. A True	3. B False
4. A	4. B	4. D	4. D	4. A
5. D	5. A True	5. A	5. A	5. B
6. B	6. D	6. C	6. B	6. A
7. C	7. C	7. A True	7. C	7. D
8. A	8. B	8. D	8. D	8. C
9. B	9. B False	9. B	9. B	9. B
10. D	10. A True	10. C	10. A	10. A
11. A			11. C	
12. B			12. B	
13. C			13. A	
14. D			14. D	
15. D				
<u>Two: IX, X</u>	<u>Three: I, II</u>	<u>Three: III, IV, V, VI</u>	<u>Appendix Afterword</u>	
1. B	1. D	1. B	1. C	
2. A	2. A	2. A	2. B	
3. A True	3. B False	3. D	3. A True	
4. D	4. C	4. C	4. D	
5. C	5. B	5. B	5. C	
6. B	6. A	6. A	6. A	
7. D	7. D	7. D	7. B	
8. C	8. C	8. A	8. D	
9. A	9. C	9. B	9. D	
10. B	10. B No	10. B False	10. C	

# PREREADING VOCABULARY WORKSHEETS



## PREREADING VOCABULARY WORKSHEETS 1984

### One: I, II, III

#### Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the italicized words mean in the space provided.

1. It was one of those pictures which are so *contrived* that the eyes follow you about when you move.

---

2. You had to live— did live, from habit that became instinct— in the assumption that every sound you made was overheard, and, except in darkness, every movement *scrutinized*.

---

3. The Ministry of Truth contained, it was said, three thousand rooms above ground level, and corresponding *ramifications* below.

---

4. It was always the women, and above all the young ones, who were the most *bigoted* adherents of the Party, the swallowers of slogans, the amateur spies and nosers-out of unorthodoxy.

---

5. It was always the women, and above all the young ones, who were the most bigoted adherents of the Party, the swallowers of slogans, the amateur spies and nosers-out of *unorthodoxy*.

---

6. There were also stories of a terrible book, a compendium of all the heresies, of which Goldstein was the author and which circulated *clandestinely* here and there.

---

7. It struck Goldstein's nose and bounced off; the voice continued *inexorably*.

---

Prereading Vocabulary Worksheets 1984

One: I, II, III, continued

8. Always the eyes watching you and the voice *enveloping* you.

---

9. Some nosing *zealot* in the ministry . . . might start wondering why he had been writing during the lunch interval, . . . and then drop a hint in the appropriate quarter.

---

10. The two of them must evidently have been swallowed up in one of the first great *purges* of the Fifties.

---

Part II: Determining the Meaning: Match the vocabulary words to their dictionary definitions.

- |                      |   |
|----------------------|---|
| ___ 1. contrived     | A. branches; subdivisions                             |
| ___ 2. scrutinized   | B. not holding generally accepted beliefs             |
| ___ 3. ramifications | C. surrounding  |
| ___ 4. bigoted       | D. planned; designed                                  |
| ___ 5. unorthodox    | E. relentless; unyielding                             |
| ___ 6. clandestinely | F. removal of undesired people from a nation or party |
| ___ 7. inexorably    | G. examined carefully                                 |
| ___ 8. enveloping    | H. done in a secret or underhanded manner             |
| ___ 9. zealot        | I. unreasonably attached to an opinion or belief      |
| ___ 10. purges       | J. a person who shows too much enthusiasm; a fanatic  |

NOTE: The following are terms used in England. The comparable terms as used in the United States are given. These words are not tested.

- *lift* = *elevator*
- *flat* = *apartment*
- *tube* = *subway*

Prereading Vocabulary Worksheets 1984

One: IV, V, VI

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the italicized words mean in the space provided.

1. In the walls of the cubicle there were three orifices.

---

2. Each contained a message of only one or two lines, in the abbreviated jargon- not actually Newspeak but consisting largely of Newspeak words-which was used in the Ministry for internal purposes.

---

3. This process of continuous alteration was applied not only to newspapers, but to books, . . . to every kind of literature or documentation which might conceivably hold any political or ideological significance.

---

4. And the ministry not only had to supply the multifarious needs of the Party, but also to repeat the whole operation at a lower level for the benefit of the proletariat.

---

5. Every concept that can ever be needed will be expressed by exactly *one* word, with its meaning rigidly defined and all its subsidiary meanings rubbed out and forgotten.

---

6. At the table on his left the man with the strident voice was still talking remorselessly away.

---

Prereading Vocabulary Worksheets 1984

One: IV, V, VI, continued

7. Why should one feel it to be intolerable unless one had some kind of ancestral memory that things had once been different?

---

8. In any case, to wear an improper expression on your face (to look incredulous when a victory was announced, for example) was itself a punishable offense.

---

9. Tacitly the Party was even inclined to encourage prostitution, as an outlet for instincts which could not be altogether suppressed.

---

10. They were all impregnable, as the Party intended that they should be.

---

Part II: Determining the Meaning: Match the vocabulary words to their dictionary definitions.

- |                            |   |
|----------------------------|---|
| ___ 1. orifices            | A. having a harsh sound                           |
| ___ 2. jargon              | B. the opinions of a person or political movement |
| ___ 3. ideological         | C. too much to be endured                         |
| ___ 4. proletariat; proles | D. understood without being openly said           |
| ___ 5. subsidiary          | E. not giving in to force or persuasion           |
| ___ 6. strident            | F. openings; holes                                |
| ___ 7. intolerable         | G. not ready to believe                           |
| ___ 8. incredulous         | H. the lowest economic or social class            |
| ___ 9. tacitly             | I. language of a special group                    |
| ___ 10. impregnable        | J. secondary                                      |



## Prereading Vocabulary Worksheets 1984

### One: VII, VIII

#### Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the italicized words mean in the space provided.

1. Before the Revolution they had been hideously oppressed by the capitalists, they had been starved and flogged . . .

---

2. A few agents of the Thought Police moved always among them, . . . but no attempt was made to indoctrinate them with the ideology of the Party. It was not desirable that the proles should have strong political feelings.

---

3. They had confessed to intelligence with the enemy, . . . intrigues against the leadership of Big Brother which had started long before the Revolution happened and acts of sabotage causing the death of hundreds of thousands of people.

---

4. After confessing to these things they had been pardoned, reinstated in the Party, and given posts which were in fact sinecures but which sounded important.

---

5. With the feeling that he was speaking to O'Brien, and also that he was setting forth an important axiom, he wrote: *Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.*

---

6. The words kept coming back to him, statement of a mystical truth and a palpable absurdity.

---

Prereading Vocabulary Worksheets 1984

One: VII, VIII, continued

7. Suddenly the whole street was in commotion. There were yells of warning from all sides.

---

8. A twinge of fear went through him. It had been a sufficiently rash act to buy the book in the beginning, and he had sworn never to come near the place again.

---

9. At the heart of it, magnified by the curved surface, there was a strange, pink, convoluted object that recalled a rose or a sea anemone.

---

10. When once you had succumbed to thoughtcrime it was certain that by a given date you would be dead.

---

Prereading Vocabulary Worksheets 1984

One: VII, VIII, continued

Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions.

- |                     |   |
|---------------------|---|
| ___ 1. capitalists  | A. very easy jobs that pay well               |
| ___ 2. indoctrinate | B. nonsense                                   |
| ___ 3. sabotage     | C. hasty and careless                         |
| ___ 4. sinecures    | D. teach a belief or principal                |
| ___ 5. axiom        | E. a statement taken to be true without proof |
| ___ 6. absurdity    | F. having folds or winding curves             |
| ___ 7. commotion    | G. damage or destruction done as an attack    |
| ___ 8. rash         | H. gave way; yielded                          |
| ___ 9. convoluted   | I. excited noise and activity                 |
| ___ 10. succumbed   | J. people who use money to carry on business  |

Prereading Vocabulary Worksheets 1984

Two: I, II, III, IV

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the italicized words mean in the space provided.

1. For several seconds he was too stunned even to throw the incriminating thing into the memory hole.

---

2. the irritating thing was that Winston could hardly hear what Parsons was saying, and was constantly having to ask for some fatuous remark to be repeated.

---

3. It was not safe to go near her until some more people had accumulated.

---

4. With a sort of military precision that astonished him, she outlined the route that he was to follow.

---

5. But for the moment they could not extricate themselves from the crowd.

---

6. She stood before him very upright, with a smile on her face that looked faintly ironical, as though she were wondering why he was so slow to act.

---

7. At the beginning he had no feeling except sheer incredulity.

---

Prereading Vocabulary Worksheets 1984

Two: I, II, III, IV

8. Winston watched it with a sort of vague reverence.

---

9. Perhaps the Party was rotten under the surface, its cult of strenuousness and self-denial simply a sham concealing iniquity.

---

10. Julia appeared to be quite used to this kind of conversation, which she called “talking by installments.”

---

Prereading Vocabulary Worksheets 1984

Two: I, II, III, IV, continued

Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions.

- |                      |   |
|----------------------|---|
| ___ 1. incriminating | A. parts of a series                        |
| ___ 2. fatuous       | B. lack of belief                           |
| ___ 3. accumulated   | C. foolish; silly                           |
| ___ 4. precision     | D. wickedness                               |
| ___ 5. extricate     | E. showing guilt                            |
| ___ 6. ironical      | F. set free; release                        |
| ___ 7. incredulity   | G. collected a little at a time             |
| ___ 8. vague         | H. not definite or precise                  |
| ___ 9. iniquity      | I. expressing one thing and meaning another |
| ___ 10. installments | J. accuracy; exactness                      |

Prereading Vocabulary Worksheets 1984

Two: V, VI, VII, VIII

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the italicized words mean in the space provided.

1. Julia's unit in the Fiction Department had been taken off the production of novels and was rushing out a series of atrocities pamphlets.

---

2. The whole population of the neighborhood turned out for a long, trailing funeral which went on for hours and was in effect an indignation meeting.

---

3. There were times when the fact of impending death seemed as palpable as the bed they lay on, and they would cling together with a sort of despairing sensuality . . .

---

4. There were times when the fact of impending death seemed as palpable as the bed they lay on, and they would cling together with a sort of despairing sensuality . . .

---

5. She did not feel the abyss opening beneath her feet at the thought of lies becoming truths.

---

6. She did everything that was needed. . . . always very slowly and with a curious lack of superfluous motion, like an artist's lay-figure moving of its own accord.

---

Prereading Vocabulary Worksheets 1984

Two: V, VI, VII, VIII, continued

7. The whole atmosphere of the huge block of flats, the richness and spaciousness of everything, . . . the white-jacketed servants hurrying to and fro-everything was intimidating.

---

8. His solid form towered over the pair of them, and the expression on his face was still undecipherable. He was waiting, somewhat sternly, for Winston to speak, but about what?

---

9. When he spoke of murder, suicide, venereal disease, amputated limbs, and altered faces, it was with a faint air of persiflage.

---

10. There is no possibility that any perceptible change will happen within our own lifetime.

---



Prereading Vocabulary Worksheets 1984

Two: V, VI, VII, VIII, continued

Part II: Determining the Meaning: Match the vocabulary words to their dictionary definitions.

- |                        |  |
|------------------------|--|
| ___ 1. atrocity        | A. about to happen                     |
| ___ 2. indignation     | B. lowest depth                        |
| ___ 3. impending       | C. observed; understood                |
| ___ 4. palpable        | D. anger combined with disapproval     |
| ___ 5. abyss           | E. easily seen or heard and recognized |
| ___ 6. superfluous     | F. extreme wickedness or cruelty       |
| ___ 7. intimidating    | G. not clear                           |
| ___ 8. undecipherable. | H. frightening                         |
| ___ 9. persiflage      | I. more than is needed                 |
| ___ 10. perceptible    | J. joking talk or writing              |

Prereading Vocabulary Worksheets 1984

Two: IX, X

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the italicized words mean in the space provided.

1. The Spies performed prodigies of activity in clambering over the rooftops and cutting the streamers that fluttered from the chimneys.

---

2. In the centers of civilization war means no more than a continuous shortage of consumption goods.

---

3. In the long run, a hierarchical society was only possible on a basis of poverty and ignorance.

---

4. In his capacity as an administrator, it is often necessary for a member of the Inner Party to know that this or that item of war news is untruthful, and he may often be aware that the entire war is spurious and is either not happening or is being waged for purposes quite other than the declared ones; . . . .

---

5. The empirical method of thought, on which all the scientific achievements of the past were founded, is opposed to the most fundamental principles of Ingsoc.

---

6. And even technological progress only happens when its products can in some way be used for the diminution of human liberty.

---

Prereading Vocabulary Worksheets *1984*

Two: IX, X, continued

7. This explains the fact that in some places the frontiers between the superstates are arbitrary.

---

8. The aims of these three groups are entirely irreconcilable.

---

9. Oceanic society rests ultimately on the belief that Big Brother is omnipotent and that the Party is infallible.

---

10. Oceanic society rests ultimately on the belief that Big Brother is omnipotent and that the Party is infallible.

---

Prereading Vocabulary Worksheets 1984

Two: IX, X, continued

Part II: Determining the Meaning: Match the vocabulary words to their dictionary definitions.

- |                       |   |
|-----------------------|---|
| ___ 1. prodigies      | A. things that are made to be used up           |
| ___ 2. consumption    | B. free from error                              |
| ___ 3. hierarchical   | C. reduction; decrease                          |
| ___ 4. spurious       | D. arranging things one above the other by rank |
| ___ 5. empirical      | E. based on experiment and observation          |
| ___ 6. diminution     | F. false; not genuine                           |
| ___ 7. arbitrary      | G. marvelous examples                           |
| ___ 8. irreconcilable | H. not going by a rule or law                   |
| ___ 9. omnipotent     | I. not able to agree                            |
| ___ 10. infallible    | J. having great power or influence              |

Prereading Vocabulary Worksheets 1984

Three: I, II

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the italicized words mean in the space provided.

1. He had sat silent against the wall, jostled by dirty bodies, too preoccupied by fear and the pain in his belly to take much interest in his surroundings, but still noticing the astonishing difference in demeanor between the Party prisoners and the others.

---

2. Winston roused himself a little from his lethargy.

---

3. They talked desultorily for some minutes, then, without apparent reason, a yell from the telescreen bade them be silent.

---

4. "Of course I'm guilty!" cried Parsons with a servile glance at the telescreen.

---

5. At last he stood up, waddled clumsily across the cell, dug down into the pocket of his overalls, and, with an abashed air, held out a grimy piece of bread to the skull-faced man.

---

6. It set out to eradicate heresy, and ended by perpetuating it.

---

7. You must stop imagining that posterity will vindicate you, Winston. Posterity will never hear of you.

---

Prereading Vocabulary Worksheets 1984

Three: I, II, continued

8. You must stop imagining that posterity will vindicate you, Winston. Posterity will never hear of you.

---

9. Winston was not hurt, only prostrated.

---

10. But there had been a moment— he did not know how long, thirty seconds, perhaps— of luminous certainty, when each new suggestion of O'Brien's had filed up a patch of emptiness and had become absolute truth, and when two and two could have been three as easily as five, if that were what was needed.

---

Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions.

- |                    |  |
|--------------------|--|
| ___ 1. demeanor    | A. lying down flat                     |
| ___ 2. lethargy    | B. embarrassed                         |
| ___ 3. desultorily | C. shining by its own light            |
| ___ 4. servile     | D. drowsy dullness or lack of activity |
| ___ 5. abashed     | E. behavior; manner                    |
| ___ 6. eradicate   | F. destroy; wipe out                   |
| ___ 7. posterity   | G. giving in because of fear           |
| ___ 8. vindicate   | H. jumping from one topic to another   |
| ___ 9. prostrated  | I. excuse; absolve                     |
| ___ 10. luminous   | J. future generations                  |

Prereading Vocabulary Worksheets 1984

Three: III, IV, V, VI

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the italicized words mean in the space provided.

1. A thousand times better than Winston, he knew what the world was really like, in what degradation the mass of human beings lived and by what lies and barbarities the Party kept them there.

---

2. We are different from all the oligarchies of the past in that we know what we are doing.

---

3. "I told you, Winston," he said, "that metaphysics is not your strong point."

---

4. Men are infinitely malleable.

---

5. But the truly frightening thing was the emaciation of his body.

---

6. Even when he was awake he was completely torpid.

---

7. He had capitulated; that was agreed.

---

8. Now he had retreated one step further: in the mind he had surrendered, but he had hoped to keep the inner heart inviolate.

---

Prereading Vocabulary Worksheets 1984

Three: III, IV, V, VI, continued

9. It was a moment of reconciliation, when the nagging hunger in his belly was forgotten and his earlier affection for her had temporarily revived.

---

10. He thought how ten minutes ago—yes, only ten minutes—there had still been equivocation in his heart as he wondered whether the news from the front would be of victory or defeat.

---

Part II: Determining the Meaning

Match the vocabulary words to their dictionary definitions.

- |                       |  |
|-----------------------|--|
| ___ 1. degradation    | A. dull, inactive                                  |
| ___ 2. oligarchies    | B. gave up   |
| ___ 3. metaphysics    | C. losing flesh; wasting away                      |
| ___ 4. malleable      | D. an attempt to explain reality and knowledge     |
| ___ 5. emaciation     | E. unbroken; uninjured                             |
| ___ 6. torpid         | F. able to be shaped or molded                     |
| ___ 7. capitulated    | G. bringing together again in friendship           |
| ___ 8. inviolate      | H. a worn or broken down condition                 |
| ___ 9. reconciliation | I. not making a commitment on a matter             |
| ___ 10. equivocation  | J. governments that are ruled by only a few people |



## Prereading Vocabulary Worksheets *1984*

### Appendix, Afterword

#### Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the italicized words mean in the space provided.

1. Newspeak was the official language of Oceania and had been devised to meet the ideological needs of Ingsoc, or English Socialism.

---

2. The leading articles in the Times were written in it, but this was a tour de force which could only be carried out by a specialist.

---

3. A word which was difficult to utter, or was liable to be incorrectly heard, was held to be ipso facto a bad word; occasionally therefore, for the sake of euphony, extra letters were inserted into a word or an archaic formation was retained.

---

4. There was no need to enumerate them separately, since they were all equally culpable, and in principle, all punishable by death.

---

5. No word in the B vocabulary was ideologically neutral. A great many were euphemisms.

---

6. Ideas inimical to Ingsoc could only be entertained in a vague wordless form, and could only be named in very broad terms which lumped together and condemned whole groups of heresies without defining them in doing so.

---

Prereading Vocabulary Worksheets *1984*

Appendix, Afterword, continued

7. It assumes that he develops his powers of reason and love fully, and thus is enabled to grasp the world, being one with his fellow man and nature, at the same time preserving his individuality and his integrity.

---

8. The moral callousness of the First World War was only the beginning.

---

9. The position which Orwell attributes here to the power elite . . . is an extreme form of pragmatism in which truth become subordinated to the Party.

---

10. Books like Orwell's are powerful warnings, and it would be most unfortunate if the reader smugly interpreted *1984* as another description of Stalinist barbarism, and if he does not see that it means us, too.

---

Part II: Determining the Meaning: Match the vocabulary words to their dictionary definitions.

- |                      |  |
|----------------------|--|
| ___ 1. socialism     | A. harmful; unfavorable                            |
| ___ 2. tour de force | B. government production and distribution of goods |
| ___ 3. euphony       | C. judging things on their practical consequences  |
| ___ 4. culpable      | D. an act of skill or cleverness                   |
| ___ 5. euphemisms    | E. deserving blame                                 |
| ___ 6. inimical      | F. in a way that is too pleased with oneself       |
| ___ 7. integrity     | G. an unfeeling manner                             |
| ___ 8. callousness   | H. mild or indirect expressions                    |
| ___ 9. pragmatism    | I. honesty; sincerity                              |
| ___ 10. smugly       | J. a combination of pleasant sounds                |

# ANSWER KEY PREREADING VOCABULARY 1984

## One: I, II, III

1. D
2. G
3. A
4. I
5. B
6. H
7. E
8. C
9. J
10. F

## One: IV, V, VI

1. F
2. I
3. B
4. H
5. J
6. A
7. C
8. G
9. D
10. E

## One: VII; VII

1. J
2. D
3. G
4. A
5. E
6. B
7. I
8. C
9. F
10. H

## Two: I, II, III, IV

1. E
2. C
3. G
4. J
5. F
6. I
7. B
8. H
9. D
10. A

## Two: V, VI, VII, VIII

1. F
2. D
3. A
4. E
5. B
6. I
7. H
8. G
9. J
10. C

## Two: IX, X

1. G
2. A
3. D
4. F
5. E
6. C
7. H
8. I
9. J
10. B

## Three: I, II

1. E
2. D
3. H
4. G
5. B
6. F
7. J
8. I
9. A
10. C

## Three: III, IV, V, VI

1. H
2. J
3. D
4. F
5. C
6. A
7. B
8. E
9. G
10. I

## Appendix, Afterword

1. B
2. D
3. J
4. E
5. H
6. A
7. I
8. G
9. C
10. F



# DAILY LESSON PLANS



## LESSON ONE

### Objectives

1. To introduce the *1984* unit
2. To relate students' prior knowledge to the new material
3. To distribute books and other related materials (study guides, reading assignments)
4. To do the prereading work for One: I, II, III

### Activity #1

Tell students the novel they will be reading is set in the past, in the year 1984. Explain that it was written in 1949, and is the author's view of what he thought society might be like thirty-five years in the future. Remind students that World Wars I and II had recently ended, and there was a looming conflict in Korea. Several European countries at the time were ruled by totalitarian regimes.

Complete the included group KWL sheet with the students. Put any information the students know in the K column (What I Know.) Ask students what they want to find out and put that information in the W column (What I Want to Find Out.) Keep the sheet and refer to it while reading. After reading the novel, complete the L column (What I Learned.)

### Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Reading Assignment Sheet You (the teachers) need to fill in the reading assignment sheet to let students know when their reading has to be completed. You can either write the assignment sheet on a side blackboard or bulletin board and leave it there for students to see each day, or you can "ditto" copies for each student to have. In either case, you should advise students to become very familiar with the reading assignments so they know what is expected of them.

Extra Activities Center The Unit Resource Materials portion of this unit contains suggestions for a library of related books and articles in your classroom as well as crossword and word search puzzles. Make an extra activities center in your room where you will keep these materials for students to use. (Bring the books and articles in from the library and keep several copies of the puzzles on hand.) Explain to students that these materials are available for students to use when they finish reading assignments or other class work early.

Books Each school has its own rules and regulations regarding student use of school books. Advise students of the procedures that are normal for your school.

### Activity #3

Show students how to preview the study questions and do the vocabulary work for One: I, II, III of 1984. If students do not finish this assignment in class, they should complete it prior to the next class meeting.

## LESSON TWO

### Objectives

1. To read One: I, II, III
2. To review the main ideas and events from One: I, II, III

### Activity #1

You may want to read One: I aloud to the students to set the mood for the novel. Invite willing students to read One: II and III aloud to the rest of the class. Students with some acting ability may enjoy the challenge of reading in a tone that they think is appropriate for the mood of the novel. They may also want to take the parts of the characters and read the dialogue. If they do this, assign another reader to read the narrative portions.

### Activity #2

Give the students time to answer the study guide questions, and then discuss the answers in detail with the whole class. Write the answers on the board or on overhead projector film so students can have the correct answers for study purposes. Encourage students to take notes. If the students own their books, encourage them to use highlighters or colored pens to mark important passages and the answers to the study guide questions.

Note: it is a good practice in public speaking and leadership skills for individual students to take charge of leading the discussion of the study questions. Perhaps a different student could go to the front of the class and lead the discussion each day that the study questions are discussed during the unit. Of course, the teacher should guide the discussion when appropriate and be sure to fill in any gaps the students leave.



### KWL *1984*

Directions: Before reading, think about what you already know about *1984* and/or *George Orwell*. Write the information in the K column. Think about what you would like to find out from reading the book. Write your questions in the W column. After you have read the book, use the L column to write the answers to your questions from the W column, and anything else you remember from the book.

<u><b>K</b></u> <b>What I Know</b>	<u><b>W</b></u> <b>What I Want to Find Out</b>	<u><b>L</b></u> <b>What I Learned</b>

## LESSON THREE

### Objectives

1. To become acquainted with the Nonfiction reading assignment
2. To do the prereading work for One: IV, V, VI
3. To read One: IV, V, VI

### Activity #1

Distribute copies of the Nonfiction Assignment sheet and go over it in detail with the students. Explain to students that they each are to read at least one nonfiction piece at some time during the unit. This could be a book, a magazine article, or information from an encyclopedia or the Internet. Students will fill out a nonfiction assignment sheet after completing the reading to help you (the teacher) evaluate their reading experiences and to help the students think about and evaluate their own reading experiences. Give them the due date for the assignment (Lesson 20.)

Encourage students to read about topics that are related to the theme of the novel. Some suggestions are: World War I, World War II, the condition of European countries after the wars, utopias, socialist societies, totalitarian governments, life during the 1960s-1980s. They could also read about world rulers such as Hitler, Stalin, and Mussolini, who were in power before or close to the time that Orwell wrote the book.

### Activity #2

Give students ten or fifteen minutes to complete the prereading vocabulary worksheet and preview the study guide questions. If time permits, allow students to start working on the nonfiction assignment or the study guide questions.

### Activity #3

Assign the reading to be done outside of class. Tell students the reading should be completed by the next class period.

## NONFICTION ASSIGNMENT SHEET *1984*

(To be completed after reading the required nonfiction article)

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Title of Nonfiction Read \_\_\_\_\_

Written By \_\_\_\_\_ Publication Date \_\_\_\_\_

Web Site Address (if applicable) \_\_\_\_\_

I. Factual Summary: Write a short summary of the piece you read.

II. Vocabulary:

1. Which vocabulary words were difficult?

2. What did you do to help yourself understand the words?

III. Interpretation: What was the main point the author wanted you to get from reading his/her work?

IV. Criticism:

1. Which points of the piece did you agree with or find easy to believe? Why?

2. With which points of the piece did you disagree or find difficult to believe?  
Why?

V. Personal Response:

1. What do you think about this piece?

2. How does this piece help you better understand the novel *1984*?

## LESSON FOUR

### Objectives

1. To demonstrate understanding of the main ideas and events from One: IV, V, & VI
2. To identify the literary device of foreshadowing in the novel

### Activity #1

Review the study guide questions and answers with students. Then have students work in groups of three or four to write a few additional questions about the chapters. Have each group read their questions aloud and let them call on students to answer the questions.

### Activity #2: Mini-lesson: Foreshadowing

Explain to students that writers sometimes use a literary device called foreshadowing. Foreshadowing is the use of clues or hints that give the reader some idea of what will happen later on in the novel. It is used to keep the reader interested and to create suspense. Reread One: II with students. Point out that Winston's meeting with the Parsons children foreshadows events to come later in the story. Winston's dream in One: III also foreshadows things that will happen to him. Suggest that students keep a list of occurrences in the story that they think are foreshadowing. As they continue to read, they will check their lists, and any events that are not foreshadowing, and add any that are.

## LESSON FIVE

### Objectives

1. To complete the prereading and vocabulary work for One: VII, VIII
2. To read One: VII, VIII
3. To practice reading orally
4. To have students' oral reading evaluated
5. To review the main ideas and events from One: VII, VIII

### Activity #1

Give students ten or fifteen minutes to complete the prereading vocabulary worksheet and preview the study guide questions.

### Activity #2

Tell students their oral reading ability will be evaluated. Show them copies of the Oral Reading Evaluation Form and discuss it. Model correct intonation and expression by reading the first few paragraphs of One: VII aloud.

### Activity #3

Call on individual students to read a few paragraphs aloud. Encourage the other students to follow along silently in their books. If you have a student who is unwilling or unable to read in front of the group make arrangements to do his or her evaluation privately at another time. Mark the oral reading evaluation forms as the students read. If all students have read orally before the chapters have been completed, assign the remainder of the text as individual silent reading.

### Activity #4

Go over the answers to the study questions with the class.

### Activity #5

Tell students they will have a quiz on One: I-VIII during the next class period. Encourage them to complete the reading and go over the vocabulary and study question worksheets they have done.

# ORAL READING EVALUATION 1984

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

<u>SKILL</u>	<u>EXCELLENT</u>	<u>GOOD</u>	<u>AVERAGE</u>	<u>FAIR</u>	<u>POOR</u>
<u>FLUENCY</u>	5	4	3	2	1
<u>CLARITY</u>	5	4	3	2	1
<u>AUDIBILITY</u>	5	4	3	2	1
<u>PRONUNCIATION</u>	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
<u>TOTAL</u>	_____	<u>GRADE</u>	_____		

COMMENTS:

## LESSON SIX

### Objectives

1. To demonstrate understanding of the main ideas and events from One: I-VIII
2. To do the prereading and vocabulary work for Two: I, II, III, IV
3. To read Two: I, II, III, IV

### Activity #1

Quiz--Distribute quizzes (multiple choice study questions for One: I through One: VIII) and give students about twenty minutes to complete them. Correct and grade the papers as a class. You may want to have students exchange papers, or allow them to correct their own work. As an extra credit assignment, have students find the correct answers to any questions they missed. Collect the quizzes for recording the grades.

### Activity #2

Give students about fifteen minutes to preview the study questions for Two: I-IV and do the related vocabulary work.

### Activity #3

Give students the remainder of the period to begin reading Two: I-IV. Depending on the needs and abilities of your students, you may want them to read silently by themselves or aloud quietly with a partner. Remind them that the reading must be completed prior to the next class meeting

## LESSON SEVEN

### Objectives

1. To demonstrate understanding of the main ideas and events from Two: I- IV
2. To become familiar with Writing Assignment #1
3. To have a piece of writing evaluated by the teacher

### Activity #1

Go over the answers to the study guide questions. Remind students to correct any wrong answers they have.

### Activity #2

Distribute Writing Assignment #1 and discuss the directions in detail. Allow the remaining class time for students to work on the assignment. Give students an additional two or three days to complete the assignment if necessary.

### Activity #3

Distribute copies of the Writing Evaluation Form (included in this Unit Plan.) Explain to the students that during Lesson Nine you will be holding individual writing conferences about this writing assignment. Make sure they are familiar with the criteria on the Writing Evaluation Form.

Follow-Up: After you have graded the assignments, have a writing conference with each student. (This Unit Plan schedules one in Lesson Nine.) After the writing conference, allow students to revise their papers using your suggestions to complete the revisions. You may want to grade the revisions on an A-C-E scale, (all revisions well done, some revisions made, few or no revisions made.) This will speed the grading time and still give some credit for the students' efforts.



## WRITING ASSIGNMENT 1 *1984*

### Writing to Inform

#### PROMPT

In *One*: I you read the first entry that Winston writes in his diary. He describes his actions of the previous evening, giving a description of the movie he saw and including his own observations about it. From this entry we get a glimpse into Winston's every day life. Your assignment is to write a diary entry about the events in one day of a modern person's life. This can be you, or, if you prefer, it can be about a fictional person.

#### PREWRITING

The first thing you need to do is decide if you will write about yourself or make up a fictional person. Your goal is to give the reader a glimpse into a typical day in your life or that of your persona. Whichever you choose, the writing should reflect real events in the life of a modern person of your age. You may want to focus on one part of the day, as Winston did, or cover the entire day. Make an outline that lists the events that happened that day. Arrange the events in chronological order. Next to each event, jot down how you felt about it. You may want to plan ahead, choose the day you will write about, and carry a small notebook with you on that day. Jot down notes about events immediately after they happen.

#### DRAFTING

Write the date for your journal entry. Then write about each event from that day. Give as much detail as you can. Write descriptions that include sensory images. Include your reaction to, or opinion about, each event. Start a new paragraph each time you write about a new event. Write about at least three or four things that happened. Keep in mind that you want the reader to get a sense of what your life and the world around you are like.

#### PEER EDITING

When you finish the rough draft of your text, ask another student to read it. After reading your rough draft, the student should tell you what he/she liked best about the work, which parts were difficult to understand, and ways in which your work could be improved. Reread your text considering your critic's comments, and make the revisions you think are necessary.

#### PROOFREADING

Do a final proofreading of your text, double-checking your grammar, spelling, organization, and the clarity of your ideas.

## WRITING EVALUATION FORM 1984

Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Writing Assignment # \_\_\_\_\_

Circle One For Each Item:

<u>Composition</u>	excellent	good	fair	poor
--------------------	-----------	------	------	------

<u>Style</u>	excellent	good	fair	poor
--------------	-----------	------	------	------

<u>Grammar</u>	excellent	good	fair	poor
----------------	-----------	------	------	------

<u>Spelling</u>	excellent	good	fair	poor
-----------------	-----------	------	------	------

<u>Punctuation</u>	excellent	good	fair	poor
--------------------	-----------	------	------	------

<u>Legibility</u>	excellent	good	fair	poor
-------------------	-----------	------	------	------

Strengths:

Weaknesses:

Comments/Suggestions:

## LESSON EIGHT

### Objectives

1. To do the prereading and vocabulary work for Two: V, VI, VII, VIII
2. To identify examples of similes in the novel
3. To read Two: V, VI, VII, VIII independently
4. To identify similes in the novel

### Activity #1

Allow students to work with small groups of their choosing to preview the study questions and complete the vocabulary work. Encourage students to read the study questions and jot down their ideas about each one. After they have read the chapters, they can go back and compare their prereading answers with what actually happened in the story

### Activity #2 Mini-lesson: Similes

Write the following sentence from One: VII on the board: “But simultaneously, true to the principles of doublethink, the Party taught that the proles were natural inferiors who must be kept in subjection, like animals, by the application of a few simple rules.” Underline the phrase *like animals*. Explain to students that like animals is a simile. A simile is a type of figurative language. It is a comparison of two unlike things, using the words *like*, *as*, *that*, or *resembles* in the comparison. Discuss with students the image of the proles they get from their comparison with animals.

Have students work with partners to skim the chapters up to Two: IV to find other examples of similes. Tell them to record the examples on a piece of paper, and to include the page numbers. When students have finished, compile their findings on a large chart. Discuss the effectiveness of each simile. Tell students to continue recording more examples of similes as they read. After students have finished reading the book, allow time for them to discuss their lists in small groups.

Some examples of similes are:

- One: VII: “It was like a single equation with two unknowns.”
- Two: I: “He felt as though a fire were burning in his belly.”
- Two: I: “Actually, all the possible ways of communicating with her had occurred to him within five minutes of reading the note; but now, with time to think, he went over them one by one, as though laying out a row of instruments on a table.”

### Activity #3

Give students the remainder of the period to begin reading Two: V, VI, VII, and VIII. Remind them that the reading must be completed before the next class period.

## LESSON NINE

### Objectives

1. To demonstrate understanding of the main ideas and events from Two: V-VIII
2. To participate in a writing conference with the teacher
3. To revise Writing Assignment #1 based on the teacher's suggestions

### Activity #1

Review the answers to the study questions with the class.

### Activity #2

Call students individually to your desk or some other private area of the classroom. Discuss their papers from Writing Assignment #1. Use the completed Writing Evaluation form as a basis for your critique.

### Activity #3

Students should use this class time (when they are not in conference with you) to work on their nonfiction reading assignment, revisions of Writing Assignment #1, or to review the study guide questions and prereading vocabulary worksheets they have completed so far.

## LESSON TEN

### Objectives

1. To do the prereading and vocabulary work for Two: IX, X
2. To read Two: IX, X
3. To demonstrate understanding of the main ideas and events from Two: IX, X

### Activity#1

Divide the class into small groups. Have the groups work together to do the prereading and vocabulary work. Group members can decide how they want to approach the work. Suggest that they may want to assign a few vocabulary words to each member, and have each member teach those vocabulary words to the rest of the group. Or, they may have each member work independently, then gather as a group to go over the vocabulary words.

### Activity #2

Tell students to stay in the same groups as they formed to complete Activity #1. Have them sit in a small circle and take turns reading aloud quietly. As they come to the answer to one of the study questions, they should stop, discuss the question and answer, and write their response.

### Activity #3

Have students sit with the groups they formed for the first two activities to answer the study questions. Tell each group to choose a spokesperson. Discuss the answers to the study guide questions with the class, having each spokesperson respond for their group.

### Activity #4

Tell students they will have a quiz on the text covered in Two: I-X during the next class period. Remind them to review their vocabulary and study questions in preparation for the quiz.

## LESSON ELEVEN

### Objectives

1. To take a quiz on the required reading
2. To become acquainted with Writing Assignment #2

### Activity #1

Quiz--Distribute quizzes (multiple choice study questions for Two: I-X) and give students about twenty minutes to complete them. Correct and grade the papers as a class. You may want to have students exchange papers, or allow them to correct their own work. As an extra credit assignment, have students find the correct answers to any questions they missed. Collect the quizzes for recording the grades.

### Activity #2

Distribute Writing Assignment #2. Discuss the directions in detail and give students ample time to complete the assignment.

## LESSON TWELVE

### Objectives

1. To complete Writing Assignment #2
2. To share the writing in small groups
2. To preview the study questions and vocabulary for Three: I, II

### Activity #1

Give students as much of the class period as they need to complete Writing Assignment #2.

### Activity #2

Tell students to form small groups of their own choosing. Invite them to read their persuasive essays to the group. The group members can give feedback from the point of view of the proles, and tell if the speech would motivate them to rebel.

### Activity #3

Allow students to use any remaining time to preview the study questions and complete the prereading vocabulary work for Three: I, II. Remind them that the work has to be completed in time for the next class period.

## WRITING ASSIGNMENT #2 1984

### Writing to Persuade

#### PROMPT

Earlier in the novel, Winston thought that the only way to defeat the Party would be for the proles to rise up and use their collective strength against the Party. Unfortunately, the proles do not realize they have this strength. Suppose that Winston chose to try and organize the proles. Your assignment is to write a speech that Winston might use to convince the proles to organize and rebel.

#### PREWRITING

First, decide on a few reasons the proles should unite. To do this, think about the lifestyle of the proles. Find ways that their lives would be better if they rebelled against the Party. Arrange the reasons in order of their importance. Jot down anything you think of that will support or explain your points.

#### DRAFTING

Begin with a paragraph in which you, speaking as Winston, introduce yourself to the proles. Give some background information about yourself. Then state your purpose for giving the speech. Follow with one paragraph for each of the main points you have to support your argument. Fill in each paragraph with examples and facts which support your main point. Then write a concluding paragraph in which you restate your main point and call the proles to action.

#### PEER EDITING

When you finish the rough draft of your text, ask another student to read it. After reading your rough draft, the student should tell you what he/she liked best about the work, which parts were difficult to understand, and ways in which your work could be improved. Reread your text considering your critic's comments, and make the revisions you think are necessary.

#### PROOFREADING

Do a final proofreading of your text, double-checking your grammar, spelling, organization, and the clarity of your ideas.

## LESSON THIRTEEN

### Objectives

1. To identify examples of prefixes used in the novel
2. To read Three: I, II

### Activity #1: Mini-lesson: Prefixes

Write the prefixes *in-*, *sub-*, *dis-*, *un-* and *con-/com-* on the board, along with their meanings. Explain to students that they can often figure out the meaning of an unknown word if they know the meaning of the prefix. Write the word *unimaginable* (from One: II) on the board and underline the prefix *un-*. Show students how to use the prefix to figure out the meaning of the word. Then write *not imaginable* next to the word. Use the following examples for the other prefixes:

- *in-*, One: II invertebrate
- *sub-* One: V, subsidiary
- *dis-* One: V, disliked
- *un-* One: IV unseen
- *con- /com* One: V, community

Draw a chart like the one below on the board and have students copy it. Give them about twenty minutes to look through the book and record words that have each of the prefixes. Then use about ten minutes to discuss the meanings of the words the students find.

<i>in-</i> not	<i>sub-</i> under	<i>dis-</i> opposite	<i>un-</i> not	<i>con-/com-</i> with
One I: inscrutable				
One II: invertebrate				

### Activity #2

Give students the rest of the class period to begin silently reading Three: I, II. Tell them to finish the reading before the next class period.



## LESSON FOURTEEN

### Objectives

1. To review the main ideas and events from Three: I, II
2. To preview the study questions and vocabulary for Three: III, IV, V
3. To read Three: III, IV, V

### Activity #1

Ask students to get out their books and some paper (not their study guides.) Tell students to write down ten questions and answers which cover the main ideas and events in Three: I, II. Discuss the students' questions and answers orally, making a list on the board of the questions with brief responses. Put a star next to students' questions and answers that are essentially the same as the study guide questions. Be sure that all of the study guide questions are also answered.

### Activity #2

Write the vocabulary words for these chapters on the board. Ask students to tell the meaning of any of the words they know. Encourage them to use their knowledge of word parts to try to figure out the meaning of the rest of the words. Then have students complete the vocabulary worksheet and read over the study questions.

### Activity #3

Have partners read the chapters together. Tell them to keep their study guide questions handy, and to stop to answer the questions as they read.

## LESSON FIFTEEN

### Objectives

1. To review the main ideas and events from Three: III, IV, V
2. To do the prereading and vocabulary work for the Appendix and the Afterword
- 3 To read the Appendix and the Afterword

### Activity #1

Have students discuss the answers to their study questions in small groups. Circulate among the groups to answer any questions they may have.

### Activity #2

Read the study questions aloud to the class and discuss possible responses. Allow partners to complete o the vocabulary work together. Check the work with the whole class after about fifteen minutes.

### Activity #3

Give students the rest of the class period to read the Appendix and the Afterword. Allow them to work independently, with a partner, or in a small group.

## LESSON SIXTEEN

### Objectives

1. To review the main ideas and events from the Appendix and the Afterword
2. To introduce Writing Assignment #3
3. To give students time to work on the writing assignment

### Activity #1

Divide the class into ten groups and assign one of the study questions to each group. Give students about ten minutes to prepare an in-depth answer to the question. Tell them the answer should include a reading of a passage from the book where the answer is found. Have each group present their answer to the class.

### Activity #2

Distribute copies of Writing Assignment #3. Discuss the directions in detail and give students the rest of the class time to complete the assignment. (Note to the teacher: This assignment is intentionally brief, so that students can complete it during the class period.)

## WRITING ASSIGNMENT #3 1984

### Personal Opinion

#### PROMPT

The Afterword to *1984* states that the novel is “the expression of a mood, and a warning. The mood it expresses is that of near despair about the future of man, and the warning is that unless the course of history changes, men all over the world will lose their most human qualities, will become soulless automatons, and will not even be aware of it.”

Your assignment is to write a letter to George Orwell and tell him how you think the world today is doing in relation to the themes in *1984*.

#### PREWRITING

The first thing you need to do is read through the novel to find examples of despair, people losing their human qualities, and becoming soulless automatons. Write these in a list down the left-hand side of a piece of paper. You may want to include the page numbers for future reference. Draw a line down the middle of the page. On the right-hand side, list examples from modern life if it pertains to the example on the left, or write the word “no” and a brief explanation of why the example from the book is not relevant today.

#### DRAFTING

Now you are ready to write the draft of a letter to George Orwell. In your opening sentences, introduce yourself and state the purpose of your letter. You may want to write one paragraph giving examples of the why you agree with him, and another paragraph giving examples of why you disagree with him. End your letter with a statement that expresses your thanks to him for writing the novel, and a summary of your outlook on the world to come.

#### PEER EDITING

When you finish the rough draft of your text, ask another student to read it. After reading your rough draft, the student should tell you what he/she liked best about the work, which parts were difficult to understand, and ways in which your work could be improved. Reread your text considering your critic's comments, and make the revisions you think are necessary.

#### PROOFREADING

Do a final proofreading of your text, double-checking your grammar, spelling, organization, and the clarity of your ideas

## LESSON SEVENTEEN

### Objectives

1. To make sure the students have all the answers to all of the previous study guide questions
2. To discuss *1984* at the interpretive and critical levels

### Activity #1

Give students time to go through their study guides and notes to see if they are missing any information. Let them work with partners or in small groups to fill in the gaps. Be available for private consultations.

### Activity #2

Choose the questions from the Extra Writing Assignments/Discussion Questions which seem most appropriate for your students. A class discussion of these questions is most effective if students have been given the opportunity to formulate answers to the questions prior to the discussion. To this end, you may either have all the students formulate answers to all the questions, divide the class into groups, and assign one or more questions to each group, or you could assign one question to each student in your class. The option you choose will make a difference in the amount of class time needed for this activity.

### Activity #3

After students have had ample time to formulate answers to the questions, begin your class discussion of the questions and the ideas presented by the questions. Be sure students take notes during the discussion so they have information to study for the unit test.

## EXTRA WRITING ASSIGNMENT/DISCUSSION QUESTIONS 1984

### Interpretive

1. From what point of view is the novel written? How does this affect your understanding of the story?
2. Discuss the theme of despair as it is presented in the novel.
3. Discuss the mood of hopelessness as it is presented in the novel.
4. Discuss the physical, mental, and emotional changes in Winston over the course of the novel. Include the roles that O'Brien and Julia had in his development.
5. What are the main conflicts in the story? How are they resolved?
6. How important is the setting to the story?
7. Discuss the symbolism of the paperweight. Include the significance of its destruction when Winston and Julia are caught.
8. What role do Winston's memories of his family play in the novel?
9. Discuss the contrasts in the novel, such as the name of Winston's apartment complex, *Victory Mansions*, with the description of the decaying, dingy buildings.
10. What are the scenes with the Parsons family supposed to show?
11. Discuss the significance of the nursery rhyme that appears throughout the novel.
12. Why do you think Winston Smith is the only character in the novel to have both first and last names?
13. Why do you think Orwell chose the name "Big Brother?" Is the image of a brother as the head of the country more effective than that of a father, mother, king, or other ruler?
14. What might be the symbolism in the names *Winston*, *Julia*, *O'Brien*, and *Goldstein*?

### Critical

15. Some critics think that Orwell patterned the superstate of Oceania after the totalitarian regimes of Hitler in Germany and Stalin in the Soviet Union. Respond to this statement, giving examples from the book to support your opinions.
16. Is the story believable? Why or why not?
17. The novel does not explain how the Party came to power. Would it help your understanding of the society portrayed in the novel to know more about its background?
18. The Afterword states that the mood of the novel is hopelessness. How well is this portrayed?
19. Winston and Julia readily believed Mr. Charrington's explanation that the picture was bolted to the wall, and that there was no telescreen in the room. Why do you think they were so easily convinced of this, without checking behind the picture themselves? Is this a flaw in the novel, or do you think Orwell is trying to tell the reader something about the characters of Winston and Julia?
20. How effective is the use of Newspeak? How does it help the reader understand the society?
21. How effective is the use of doublethink? How does it help the reader understand the society?
22. How do the physical descriptions of Big Brother and Goldstein add to the novel?

Personal Response

23. Why do you suppose Orwell chose the year 1984 as the setting for the novel?
24. How did you feel about the ending? Were you disappointed that Winston was finally beaten?
25. What do you think happened to Winston after the novel closed?
26. Would you recommend this book to another person? Why or why not?
27. George Orwell wrote other books, including *Animal Farm*. Will you read *Animal Farm* or any of his other works? Why or why not?
28. What role do novels like *1984* have in modern society?
29. The novel was written in 1949 and set in a future that is now over twenty years in the past. How relevant is the novel today?

## QUOTATIONS 1984

1. "BIG BROTHER IS WATCHING YOU."
2. "WAR IS PEACE. FREEDOM IS SLAVERY. IGNORANCE IS STRENGTH."
3. "DOWN WITH BIG BROTHER."
4. "they'll shoot me i dont care they'll shoot me in the back of the neck i dont care down with big brother they always shoot you in the back of the neck i dont care down with big brother\_"
5. "Suddenly they were both leaping around him, shouting 'Traitor!' and 'Thought- criminal!', the little girl imitating her brother in every movement."
6. "How could you make appeal to the future when not a trace of you, not even an anonymous word scribbled on a piece of paper, could physically survive?"
7. "When there were no external records that you could refer to, even the outline of your own life lost its sharpness."
8. " 'Who controls the past', ran the Party slogan, 'controls the future: who controls the present controls the past.' "
9. "It struck him as curious that you could create dead men but not living ones."
10. "Always in your stomach and in your skin there was a sort of protest, a feeling that you had been cheated of something that you had a right to."
11. "Until they become conscious they will never rebel, and until after they have rebelled they cannot become conscious."
12. "*Under the spreading chestnut tree/ I sold you and you sold me:  
There they lie, and here lie we,/ Under the spreading chestnut tree.*"
13. " 'I arst you civil enough, didn't I'? said the old man, straightening his shoulders pugnaciously. 'You telling me you ain't got a pint mug in the 'ole bleeding boozer?' 'And what in hell's name is a pint?' said the barman.
14. "*Oranges and lemons, say the bells of St. Clement's,  
To his astonishment she capped the line:  
You owe me three farthings, say the bells of St. Martin's,  
When will you pay me? Say the bells of Old Bailey*"

Quotations 1984 Continued

15. “ ‘We shall meet in the place where there is no darkness,’ O’Brien had said to him.”
16. “*I love you.*”
17. “Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.”
18. “We are the dead.” “You are the dead.”
19. “Do it to Julia! Do it to Julia! Not me! Julia! I don’t care what you do to her. Tear her face off, strip her to the bones. Not me! Julia! Not me!”
20. “ ‘Sometimes,’ she said, ‘they threaten you with something –something you can’t stand up to, can’t even think about. And then you say, ‘don’t do it to me, do it to somebody else, do it to so-and-so.’ And perhaps You might pretend, afterwards, that it was only a trick and that you just said it to make them stop and didn’t really mean it. But that isn’t true. At the time when it happens you do mean it. You think there’s no other way of saving yourself and you’re quite ready to save yourself that way. You *want* it to happen to the other person. You don’t give a damn what they suffer. All you care about is yourself.’ “
21. “He had won the victory over himself. He loved Big Brother.”



## LESSON EIGHTEEN

### Objectives

1. To review the main ideas presented *1984*.
2. To review all of the vocabulary work done in this unit.

### Activity #1

Choose one of the review games/activities included in the unit and spend some class time as outlined there.

### Activity #2

Choose one of the vocabulary review games/activities included in the unit and use it with the class.

### Activity #3

Remind students of the date for the Unit Test. Stress the review of the Study Guides and their class notes as a last minute, brush-up review for homework.

## REVIEW GAMES / ACTIVITIES

1. Ask the class to make up a unit test for *1984*. The test should have 4 sections: multiple choice, true/false, short answer and essay. Students may use 1/2 period to make the test, including a separate answer sheet, and then swap papers and use the other 1/2 class period to take a test a classmate has devised. (open book)
2. Take 1/2 period for students to make up true and false questions (including the answers). Collect the papers and divide the class into two teams. Draw a big tic-tac-toe board on the chalkboard. Make one team X and one team O. Ask questions to each side, giving each student one turn. If the question is answered correctly, that student's team's letter (X or O) is placed in the box. If the answer is incorrect, no mark is placed in the box. The object is to get three marks in a row like tic-tac-toe. You may want to keep track of the number of games won for each team.
3. Take 1/2 period for students to make up questions (true/false and short answer). Collect the questions. Divide the class into two teams. You'll alternate asking questions to individual members of teams A & B (like in a spelling bee). The question keeps going from A to B until it is correctly answered, then a new question is asked. A correct answer does not allow the team to get another question. Correct answers are +2 points; incorrect answers are -1 point.
4. Allow students time to quiz each other (in pairs) from their study guides and class notes.
5. Give students a *1984* crossword puzzle to complete.

### *1984* Review Games, continued

6. Play *1984* bingo using the materials included with this unit. The Caller gives clues to which the students must know the one-word answer. If that answer appears on their cards, they place a piece of paper over that word. The first student to have a filled-in row, column, or diagonal (like bingo) wins! (You should have students call off their filled-in words to make sure that all of their responses were correct).

7. Divide your class into two teams. Use the *1984* crossword words with their letters jumbled as a word list. Student 1 from Team A faces off against Student 1 from Team B. You write the first jumbled word on the board. The first student (1A or 1B) to unscramble the word wins the chance for his/her team to score points. If 1A wins the jumble, go to student 2A and give him/her a clue. He/she must give you the correct word which matches that clue. If he/she does, Team A scores a point, and you give student 3A a clue for which you expect another correct response. Continue giving Team A clues until some team member makes an incorrect response. An incorrect response sends the game back to the jumbled-word face off, this time with students 2A and 2B. Instead of repeating giving clues to the first few students of each team, continue with the student after the one who gave the last incorrect response on the team.

8. Take on the persona of "The Answer Person." Allow students to ask any question about the book. Answer the questions, or tell students where to look in the book to find the answer.

9. Students may enjoy playing charades with events from the story. Select a student to start. Give him/her a card with a scene or event from the story. Allow the players to use their books to find the scene being described. The first person to guess each charade performs the next one.

10. Play a categories-type quiz game. (A master is included in this Unit Plan). Make an overhead transparency of the categories form. Divide the class into teams of three or four players each. Have each team Choose a recorder and a banker. Choose a team to go first. That team will choose a category and point amount. Ask the question to the entire class. (Use the Study Guide Quiz and Vocabulary questions.) Give the teams one minute to discuss the answer and write it down. Walk around the room and check the answers. Each team that answers correctly receives the points. (Incorrect answers are not penalized; they just don't receive any points). Cross out that square on the playing board. Play continues until all squares have been used. The winning team is the one with the most points. You can assign bonus points to any square or squares you choose.

11. Have individual students draw scenes from the book. Display the scenes and have the rest of the class look in their books to find the chapter or section that is being depicted. The first student to find the correct scene then displays his or her picture. When the game is over, collect the pictures and put them in a binder for students to look at during their free time.

NOTE: If students do not need the extra review, omit this lesson and go on to the test.

QUIZ GAME *1984*

<b>One: I, II, III</b>	<b>One: IV-VIII</b>	<b>Two: I-X</b>	<b>Three: I-V</b>	<b>Appendix Afterword</b>
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

## VOCABULARY REVIEW ACTIVITIES *1984*

1. Divide your class into two teams and have an old-fashioned spelling or definition bee.
2. Give individuals or groups of students a *1984* Vocabulary Word Search Puzzle with a word list. The person (group) to find all of the vocabulary words in the puzzle first wins.
3. Give students a *1984* Vocabulary Word Search Puzzle without the word list. The person or group to find the most vocabulary words in the puzzle wins.
4. Put a *1984* Vocabulary Crossword Puzzle onto a transparency on the overhead projector and do the puzzle together as a class.
5. Give students a *1984* Vocabulary Matching Worksheet to do.
6. Use words from the word jumble page and have students spell them correctly, then use them in original sentences.
7. Play Vocabulary Bingo with the materials enclosed with this unit. The Caller calls out definitions for the vocabulary words. If a student has that word on his/her card, that word is covered with a piece of paper. When someone gets a column, row, or diagonal filled-in he/she yells out, "Bingo!" and wins that round.
8. Have students write a story in which they correctly use as many vocabulary words as possible. Have students read their compositions orally. Post the most original compositions on your bulletin board.
9. Have students work in teams and play charades with the vocabulary words.
10. Select a word of the day and encourage students to use it correctly in their writing and speaking vocabulary.
11. Have a contest to see which students can find the most vocabulary words used in other sources. You may want to have a bulletin board available so the students can write down their word, the sentence it was used in, and the source.
12. Assign a word to each student, or let them choose a word. Have them look up the origin of the word, the part of speech, definition, a synonym, and an antonym. Then have them write a sentence using the word. Have students present their information orally to the class, or have them design a word map on paper and display the papers.

## LESSON NINETEEN

### Objective

To test the students' understanding of the main ideas and themes in 1984.

### Activity #1

Distribute the *1984* Unit Tests. Go over the instructions in detail and allow the students the entire class period to complete the exam.

### Activity #2

Collect all test papers and assigned books prior to the end of the class period.

### NOTES ABOUT THE UNIT TESTS IN THIS UNIT:

There are 5 different unit tests which follow.

There are two short answer tests which are based primarily on facts from the novel. The answer key for short answer unit test 1 follows the student test. The answer key for short answer test 2 follows the student short answer unit test 2.

There is one advanced short answer unit test. It is based on the extra discussion questions. Use the matching key for short answer unit test 2 to check the matching section of the advanced short answer unit test. There is no key for the short answer questions. The answers will be based on the discussions you have had during class.

There are two multiple choice unit tests. Following the two unit tests, you will find an answer sheet on which students should mark their answers. The same answer sheet should be used for both tests; however, students' answers will be different for each test. Following the students' answer sheet for the multiple choice tests you will find your two keys: one for multiple choice test 1 and one for multiple choice test 2. If you follow the directions at the top of each of those pages, you should be able to overlay your answer key on the students' answer sheets and easily grade the papers.

The short answer tests have a vocabulary section. You should choose 10 of the vocabulary words from this unit, read them orally and have the students write them down. Then, either have students write a definition or use the words in sentences. The second part of the vocabulary test is matching.

## LESSON TWENTY

### Objectives

1. To widen the breadth of students' knowledge about the topics discussed or touched upon in *1984*
2. To present the nonfiction assignments

### Activity #1

Ask each student to give a brief oral report about the nonfiction work he/she read for the nonfiction assignment. Your criteria for evaluating this report will vary depending on the level of your students. You may wish for students to give the complete report without using notes of any kind. Or you may want students to read directly from a written report. You may want to do something between these two options. Make students aware of your criteria in ample time for them to prepare their reports.

Start with one student's report. After that, ask if anyone else in the class has read on a topic related to the first student's report. If no one has, choose another student at random. After each report, be sure to ask if anyone has a report related to the one just completed. That will help keep continuity during the discussion of the reports.

### Activity #2

Collect the students' written reports. Put them in a binder and have the binder available for students to read.

### Activity #3

If the class or school has a Web site, post the nonfiction reports there.

## UNIT TESTS





## SHORT ANSWER UNIT TEST 1 1984

### I. Matching/Identify

- |                         |   |
|-------------------------|---|
| _____ 1. Winston        | A. what Smith knows is true                       |
| _____ 2. Science        | B. the Enemy of the People                        |
| _____ 3. Doublethink    | C. O'Brien tortured Smith until he believed this  |
| _____ 4. $2+2=4$        | D. does not believe in Party doctrine             |
| _____ 5. $2+2=5$        | E. responsible for news, entertainment, fine arts |
| _____ 6. BIG BROTHER IS | F. no word in Newspeak for this concept           |
| _____ 7. IGNORANCE IS   | G. responsible for war related events             |
| _____ 8. Goldstein      | H. WATCHING YOU                                   |
| _____ 9. Minipax        | I. FREEDOM  |
| _____ 10. Minitrue      | J. having two contradictory thoughts at once      |

### II. Short Answer

1. Briefly describe the two people the main character sees just before the Two Minutes Hate. Tell what he thinks of each of these people.
2. Explain the importance of Emmanuel Goldstein and Big Brother Also describe the way their images looks.

## Short Answer Unit Test 1 1984

3. What happens to the rewritten news articles after Winston puts them into the pneumatic tube? Why is this significant?
4. What is the aim of the Party with regard to the following topics: male-female relationships; sex; marriage; divorce; and children?
5. Briefly describe the one time that Winston held real evidence of an act of falsification.
6. What is the final, most essential command of the Party?

## Short Answer Unit Test 1 1984

7. What is the message on the note from the girl with the dark hair? How does Winston feel about the message?
8. How has Winston changed since he started coming to the little room with Julia?
9. While Winston and Julia are in the room, he says, "We are the dead," and Julia repeats the phrase. What happens next?
10. Briefly describe the scene with the cage. Tell what is in the cage. Tell the outcome of the scene.

### III. Quotations

Identify the speaker and discuss the significance of each of the following quotations.

1. "WAR IS PEACE. FREEDOM IS SLAVERY. IGNORANCE IS STRENGTH."
2. Always in your stomach and in your skin there was a sort of protest, a feeling that you had been cheated of something that you had a right to."
3. "We shall meet in the place where there is no darkness."
4. "Until they become conscious they will never rebel, and until after they have rebelled they cannot become conscious."
5. "Do it to Julia! Do it to Julia! Not me! Julia! I don't care what you do to her. Tear her face off, strip her to the bones. Not me! Julia! Not me!"

Short Answer Unit Test 1 *1984*

IV. Essay

What are the main conflicts in the novel? How are they resolved?

Short Answer Unit Test 1 *1984*

V. Vocabulary

Write down the vocabulary words your teacher says. Then go back and write down the correct definition for each word.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## ANSWER KEY SHORT ANSWER UNIT TEST 1 1984

### I. Matching/Identify

- |                            |   |
|----------------------------|---|
| <u>D</u> 1. Winston        | A. what Smith knows is true                           |
| <u>F</u> 2. Science        | B. the Enemy of the People                            |
| <u>J</u> 3. Doublethink    | C. O'Brien tortured Smith until he believed this      |
| <u>A</u> 4. $2+2=4$        | D. does not believe in Party doctrine                 |
| <u>C</u> 5. $2+2=5$        | E. responsible for news, entertainment, fine arts     |
| <u>H</u> 6. BIG BROTHER IS | F. no word in Newspeak for this concept               |
| <u>I</u> 7. IGNORANCE IS   | G. responsible for war related events                 |
| <u>B</u> 8. Goldstein      | H. WATCHING YOU                                       |
| <u>G</u> 9. Minipax        | I. FREEDOM  |
| <u>E</u> 10. Minitrue      | J. having two contradictory thoughts at the same time |

### II. Short Answer

1. Briefly describe the two people the main character sees just before the Two Minutes Hate. Tell what he thinks of each of these people.

He sees a girl of about age 27 who works in the Fiction Department. She looks like the ideal young Party member. Winston feels uneasy and hostile whenever he sees her. The other character is a man named O'Brien. He is a member of the Inner Party and does some kind of very important work, although Winston does not know exactly what it is. Winston is attracted to O'Brien. He thinks O'Brien is someone he could talk to.

2. Explain the importance of Emmanuel Goldstein and Big Brother. Also describe the way their images look.

Emmanuel Goldstein is the Enemy of the People. He had been a leading member of the Party but then turned traitor. All crimes against the Party are attributed to his teaching. His image is shown on the telescreen and on posters to create hatred among Party members. He looks Jewish with fuzzy white hair and a goatee beard. His nose is long and thin. He wears glasses. He supposedly commands an army of conspirators called The Brotherhood.

Big Brother is the leader of the Party. He has black hair, a black mustache, and looks calm and powerful.

Answer Key Short Answer Unit Test 1 1984

3. What happens to the rewritten news articles after Winston puts them into the pneumatic tube? Why is this significant?

An edition of the *Times* is reprinted to include the revisions. Then the original edition is destroyed. In this way, the past is always kept up to date with the present. All predictions made by the Party are always correct.

4. What is the aim of the Party with regard to the following topics: male-female relationships; sex; marriage; divorce; and children?

The Party wants to prevent men and women from forming relationships and loyalties that it might not be able to control. It wants to remove all pleasure from the sexual act.

The Party must approve all marriages. If the couple seem physically attracted to one another, the Party does not allow the marriage to take place. The only reason for sexual intercourse is to create a child. Divorce is not allowed. Separation is encouraged if there are no children.

5. Briefly describe the one time that Winston held real evidence of an act of falsification.

Once when he was in the Chestnut Tree Café, Winston saw three men who had been arrested, confessed, and reinstated in the Party. A little while later they were arrested. They confessed again and were killed. About five years later Winston found a newspaper article with photo of the men at a Party function. The date of the article was the same as the date the men said they were in Eurasia betraying the Party. Winston realized the confessions had to be false. He destroyed the newspaper article.

6. What is the final, most essential command of the Party?

The Party tells people to reject the evidence of their eyes and ears.

7. What is the message on the note from the girl with the dark hair? How does Winston feel about the message?

The message is, "I love you." Winston is stunned and finds it hard to concentrate on his work for part of the day. He feels a desire to stay alive. That night in the dark he thinks about ways to meet with the girl. Then he becomes afraid that he might lose her.

8. How has Winston changed since he started coming to the little room with Julia?

He has gained weight, he is not coughing, and his varicose ulcer has gone down. He does not drink gin. He does not have any urge to make faces at the telescreen or curse.

9. While Winston and Julia are in the room, he says, "We are the dead," and Julia repeats the phrase. What happens next?

They heard another voice say, "We are the dead." The voice was coming from behind the picture, as there was a hidden telescreen. The Thought Police came into the room and captured them.



## Answer Key Short Answer Unit Test 1 1984

10. Briefly describe the scene with the cage. Tell what is in the cage. Tell the outcome of the scene.

The cage is a kind of face mask that has two rats in it. O'Brien tells Winston he will put the mask on Winston's face unless Winston does what is required of him. Winston asks what he is to do, but O'Brien does not answer. As the mask is closing on his face, Winston screams that O'Brien should put the mask on Julia instead. This is what O'Brien wanted; for Winston to betray Julia. The Party has succeeded.

### III. Quotations

Identify the speaker and discuss the significance of each of the following quotations.

1. "WAR IS PEACE. FREEDOM IS SLAVERY. IGNORANCE IS STRENGTH."

These are the three slogans of the Party. They are frequently broadcast on the telescreen.

2. "Always in your stomach and in your skin there was a sort of protest, a feeling that you had been cheated of something that you had a right to."

Winston thinks this as he is eating lunch in the cafeteria. He has an idea that life used to be better and different but there is no way to prove his idea, because the past is constantly being rewritten.

3. "We shall meet in the place where there is no darkness."

O'Brien says this to Winston. Winston thinks this means the imagined future that one can share in but never see. However, O'Brien was referring to Room 101 in the Ministry of Love. This is the room that holds everyone's worst fears.

4. "Until they become conscious they will never rebel, and until after they have rebelled they cannot become conscious."

Winston thinks that the only hope for Oceania lies in the proles. He thinks they do not realize the potential they have as a large group to rise up and overthrow the Party.

5. "Do it to Julia! Do it to Julia! Not me! Julia! I don't care what you do to her. Tear her face off, strip her to the bones. Not me! Julia! Not me!"

Winston is in Room 101, strapped to a chair, with a cage of rats about to be locked around his face. Rats are the thing of which he is most afraid. In his terror, he finally does the last thing that O'Brien wants, and he betrays Julia to save himself.

## SHORT ANSWER UNIT TEST 2 *1984*

### I. Matching/Identify

- |                            |   |
|----------------------------|---|
| _____ 1. Eastasia          | A. superstate ruled by the Party            |
| _____ 2. Eurasia           | B. eventually wins the victory over himself |
| _____ 3. Oceania           | C. group frenzy against enemies             |
| _____ 4. Big Brother       | D. a member of the Thought Police           |
| _____ 5. Goldstein         | E. Enemy of the People                      |
| _____ 6. O'Brien           | F. enemy superstate as novel opens          |
| _____ 7. Smith             | G. head of the Party                        |
| _____ 8. Charrington       | H. Inner Party member who betrays Winston   |
| _____ 9. The Brotherhood   | I. conspirator group against the Party      |
| _____ 10. Two Minutes Hate | J. enemy superstate in middle of novel      |

### II. Short Answer

1. Name each of the Ministries and explain its function. Also include the Newspeak name for each ministry.
  
  
  
  
  
  
  
  
  
  
2. What is the telescreen and how is it used? How does this make the government of the Party different from any government before it?

Short Answer Unit Test 2 *1984*

3. Describe the following and give examples: facecrime, thoughtcrime, doublethink, duckspeak.

4. Describe what happens when the girl with the dark hair falls on the floor. Include her name. Explain how Winston felt about her when he saw her previously.

5. Briefly describe the meeting between O'Brien, Julia, and Winston at O'Brien's apartment.

6. Briefly describe what is happening to Winston in Three: II, and who is doing this. Also tell where Winston is.

Short Answer Unit Test 2 1984

7. Winston learns why the Party seeks power. What is the reason?
  
  
  
  
  
  
  
  
  
  
8. While Winston is exercising himself in *Crimestop*, he calls out, “Julia! Julia! Julia, my love! Julia!” What does this show about him? What happens to him as a result? Include his conversation in the room with O’Brien.
  
  
  
  
  
  
  
  
  
  
9. Describe what happens when Winston and Julia meet after they have been released. Include the verse that Winston hears.
  
  
  
  
  
  
  
  
  
  
10. What is Newspeak and what is its purpose? Give examples from the A, B, and C vocabularies.

III. Quotations

Identify the speaker and discuss the significance of each of the following quotations.

1. "DOWN WITH BIG BROTHER."
2. "How could you make appeal to the future when not a trace of you, not even an anonymous word scribbled on a piece of paper, could physically survive?"
3. "Freedom is the freedom to say that two plus two make four. If that is granted, all else follows."
4. "*Oranges and lemons, say the bells of St. Clement's,*  
To his astonishment she capped the line:  
*You owe me three farthings, say the bells of St. Martin's,*  
*When will you pay me? Say the bells of Old Bailey*"
5. " 'Who controls the past', ran the Party slogan, 'controls the future: who controls the present controls the past.' "

Short Answer Unit Test 2 *1984*

IV. Essay

Discuss the theme of despair as it is presented in the novel.

## ANSWER KEY SHORT ANSWER UNIT TEST 2 1984

### I. Matching/Identify

- |                               |   |
|-------------------------------|---|
| <u>J</u> 1. Eastasia          | A. superstate ruled by the Party            |
| <u>F</u> 2. Eurasia           | B. eventually wins the victory over himself |
| <u>A</u> 3. Oceania           | C. group frenzy against enemies             |
| <u>G</u> 4. Big Brother       | D. a member of the Thought Police           |
| <u>E</u> 5. Goldstein         | E. Enemy of the People                      |
| <u>H</u> 6. O'Brien           | F. enemy superstate as novel opens          |
| <u>B</u> 7. Smith             | G. head of the Party                        |
| <u>D</u> 8. Charrington       | H. Inner Party member who betrays Winston   |
| <u>I</u> 9. The Brotherhood   | I. conspirator group against the Party      |
| <u>C</u> 10. Two Minutes Hate | J. enemy superstate in middle of novel      |

### II. Short Answer

1. Name each of the Ministries and explain its function. Also include the Newspeak name for each ministry.

The Ministry of Truth, or Minitrue, is concerned with news, entertainment, education, and the fine arts. The Ministry of Peace, or Minipax, is concerned with war. The Ministry of Love, or Miniluv, maintains law and order. The Ministry of Plenty, or Miniplenty is responsible for economic affairs.

2. What is the telescreen and how is it used? How does this make the government of the Party different from any government before it?

The telescreen is a large screen that sends and receives images and sounds at the same time. Telescreens are in all workplaces and homes. The Thought Police regularly monitor them.

## Answer Key Short Answer Unit Test 2 1984

3. Describe the following and give examples: *facecrime*, *thoughtcrime*, *doublethink*, *duckspeak*.

*Facecrime* is having the wrong look on one's face. One's features are always to be under control. To show surprise or disbelief when a war victory is announced is a facecrime.

*Thoughtcrime* is thinking anything against the Party. Orwell describes it as "the essential crime that contained all others in itself." Thoughtcrime could not be concealed forever. Eventually the Thought Police would get whoever committed thoughtcrime. Winston committed an act of thoughtcrime when he wrote in his diary.

*Doublethink* is the ability to have two opposite or contradictory thoughts at the same time, and accept both of them. People who practice *doublethink* are able to tell lies and believe them or forget about facts that they don't need. They deny objective reality while they are aware of that same reality.

*Duckspeak* is the kind of speech that Newspeak aims to produce. It is a style of talking that sounds like the quacking of a duck, with the sounds coming from the larynx and as far removed as possible from thinking with the brain.

4. Describe what happens when the girl with the dark hair falls on the floor. Include her name. Explain how Winston felt about her when he saw her previously.

Her arm is in a sling. She falls near Winston, and he helps her up. While he is helping her up she slips a note in Winston's hand. The note says, "I love you." When Winston first saw her, he thought she was a spy or a member of the Thought Police. He had visions of hurting her.

5. Briefly describe the meeting between O'Brien, Julia, and Winston at O'Brien's apartment.

Winston asks if Goldstein and the Brotherhood are real. O'Brien tells them it is, and that he is part of it. They say they want to join. O'Brien says they won't see any changes in their lifetime. He tells Winston how he will receive a copy of Goldstein's book.

6. Describe what is happening to Winston in Three: II, and who is doing this. Also tell where Winston is.

Winston is in the Ministry of Love. He is being tortured by O'Brien. O'Brien says Winston is insane and he (O'Brien) will cure Winston

7. Winston learns why the Party seeks power. What is the reason?

The Party wants power just to have power.



## Answer Key Short Answer Unit Test 2

8. While Winston is exercising himself in *Crimestop*, he calls out, “Julia! Julia! Julia, my love! Julia!” What does this show about him? What happens to him as a result? Include his conversation in the room with O’Brien.

His cries show that he is obeying the Party but he still hates the Party. He realizes that he will have to undergo reeducation all over again. O’Brien comes into the room and asks how Winston feels about Big Brother. Winston replies that he hates Big Brother. O’Brien orders Winston to be taken to Room 101. He tells Winston he must learn to love Big Brother.

9. Describe what happens when Winston and Julia meet after they have been released. Include the verse that Winston hears.

They admit that they have betrayed each other and that they don’t feel the same about each other any more. The voice that Winston hears is singing, “*Under the spreading chestnut tree/I sold you and you sold me.*”

10. What is Newspeak and what is its purpose? Give examples from the A, B, and C vocabularies.

Newspeak is the official language of Oceania. It has been created to meet the needs of Ingsoc. Newspeak provides a way to express the views of Ingsoc and to make all other types of thought impossible.

### III. Quotations

Identify the speaker and discuss the significance of each of the following quotations.

1. “DOWN WITH BIG BROTHER.”

Winston writes this in his diary. When he does this, he is committing an act of thoughtcrime. He knows that eventually he will be caught and punished.

2. “How could you make appeal to the future when not a trace of you, not even an anonymous word scribbled on a piece of paper, could physically survive?”

Winston is wondering for whom he is writing the diary. He realizes that he will be vaporized and the diary will be burned. He wonders if he is writing for an imaginary future.

3. “Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.”

Winston knows that two plus two equal four, but the Party wants people to believe that two plus two can equal five if they say so. Winston knows that it is important to be able to know, believe, and speak the truth.

4. “*Oranges and lemons, say the bells of St. Clement’s,*

To his astonishment she capped the line:

*You owe me three farthings, say the bells of St. Martin’s,*

*When will you pay me? Say the bells of Old Bailey” p. 121*

Winston and Julia are in the room over the antique store. She recognizes the place in the picture on the wall. Winston tells her it is the old St. Clement’s Dane. He starts reciting the rhyme that Mr. Charrington had told him and Julia finishes it. She tells Winston that her grandfather told it to her. Julia knows that the next lines are, “*Here comes a candle to light you to bed. Here comes a chopper to chop off your head.*” She wonders aloud what a lemon was.

5. “ ‘Who controls the past’, ran the Party slogan, ‘controls the future: who controls the present controls the past.’ ”

The Party continually rewrites history to reflect its own views. That way, whatever is true at the current time was always true. There is no way to check the accuracy of history.

## ADVANCED SHORT ANSWER UNIT TEST *1984*

### I. Matching/Identify

- |                            |   |
|----------------------------|---|
| _____ 1. Eastasia          | A. superstate ruled by the Party            |
| _____ 2. Eurasia           | B. eventually wins the victory over himself |
| _____ 3. Oceania           | C. group frenzy against enemies             |
| _____ 4. Big Brother       | D. a member of the Thought Police           |
| _____ 5. Goldstein         | E. Enemy of the People                      |
| _____ 6. O'Brien           | F. enemy superstate as novel opens          |
| _____ 7. Smith             | G. head of the Party                        |
| _____ 8. Charrington       | H. Inner Party member who betrays Winston   |
| _____ 9. The Brotherhood   | I. conspirator group against the Party      |
| _____ 10. Two Minutes Hate | J. enemy superstate in middle of novel      |

### II. Short Answer

1. Discuss the mood of hopelessness as it is presented in the novel.

Advanced Short Answer Unit Test *1984*

2. Discuss the physical, mental, and emotional changes in Winston over the course of the novel. Include the roles that O'Brien and Julia had in his development.

3. Why do you think Orwell chose the name "Big Brother?" Is the image of a brother as the head of the country more effective than that of a father, mother, king, or other ruler?

Advanced Short Answer Unit Test *1984*

4. Winston and Julia readily believed Mr. Charrington's explanation that the picture was bolted to the wall, and that there was no telescreen in the room. Why do you think they were so easily convinced of this, without checking behind the picture themselves? Is this a flaw in the novel, or do you think Orwell is trying to tell the reader something about the characters of Winston and Julia?

5. The novel was written in 1949 and set in a future that is now over twenty years in the past. How relevant is the novel today?

III. Quotations

Identify the speaker and discuss the significance of each quotation.

1. "DOWN WITH BIG BROTHER."

2. "*Oranges and lemons, say the bells of St. Clement's,*

To his astonishment she capped the line:

*You owe me three farthings, say the bells of St. Martin's,  
When will you pay me? Say the bells of Old Bailey"*

3. "How could you make appeal to the future when not a trace of you, not even an anonymous word scribbled on a piece of paper, could physically survive?"

4. "they'll shoot me i dont care they'll shoot me in the back of the neck i dont care down with big brother they always shoot you in the back of the neck i dont care down with big brother\_"

5. " 'Who controls the past', ran the Party slogan, 'controls the future: who controls the present controls the past.' "

Advanced Short Answer Unit Test *1984*

6. “It struck him as curious that you could create dead men but not living ones.”

7. “ ‘I arst you civil enough, didn’t I’? said the old man, straightening his shoulders pugnaciously. ‘You telling me you ain’t got a pint mug in the ‘ole bleeding boozzer?’  
‘And what in hell’s name is a pint?’ said the barman.”

8. “ ‘We shall meet in the place where there is no darkness.’”

9. “Freedom is the freedom to say that two plus two make four. If that is granted, all else follows.”

10. “He had won the victory over himself. He loved Big Brother.”

Advanced Short Answer Unit Test *1984*

IV. Vocabulary

Listen to the words and write them down. After you have written down all of the words, write a paragraph in which you use all the words. The paragraph must in some way relate to the novel *1984*.



## MULTIPLE CHOICE UNIT TEST 1 1984

### I. Matching/Identify

- |                         |   |
|-------------------------|---|
| _____ 1. Winston        | A. what Smith knows is true                       |
| _____ 2. Science        | B. the Enemy of the People                        |
| _____ 3. Doublethink    | C. O'Brien tortured Smith until he believed this  |
| _____ 4. $2+2=4$        | D. does not believe in Party doctrine             |
| _____ 5. $2+2=5$        | E. responsible for news, entertainment, fine arts |
| _____ 6. BIG BROTHER IS | F. no word in Newspeak for this concept           |
| _____ 7. IGNORANCE IS   | G. responsible for war related events             |
| _____ 8. Goldstein      | H. WATCHING YOU                                   |
| _____ 9. Minipax        | I. FREEDOM  |
| _____ 10. Minitrue      | J. having two contradictory thoughts at once      |

### II. Multiple Choice

1. Who are the two people Winston sees just before the Two Minutes Hate?
  - A. his wife and his mother
  - B. Ampleforth and Tarrington
  - C. Olgivy and Syme
  - D. O'Brien and the dark haired girl
2. Which of the following features is **not** part of Goldstein's image?
  - A. Jewish-looking
  - B. a goatee beard
  - C. curly red hair
  - D. long, thin nose
3. What happens to the original edition of *The Times* after Winston rewrites an article?
  - A. It is preserved in plastic.
  - B. It is destroyed.
  - C. It is used for packing material.
  - D. It is transferred to an electronic file.
4. True or False: The Party encourages men and women to form lasting, loving relationships and loyalties with each other.
  - A. True
  - B. False

Multiple Choice Unit Test 1 1984

5. Once Winston saw three men who had been arrested, confessed, and reinstated in the Party. A little while later they were arrested. They confessed again and were killed. What did Winston realize from this experience?
- A. The men were part of the Brotherhood.
  - B. The men were never really killed.
  - C. The confessions were false.
  - D. He could not trust what he saw.
6. What is the final, most essential command of the Party?
- A. The Party tells people to reject the evidence of their eyes and ears.
  - B. The Party tells people to kill their enemies.
  - C. The Party tells people to vote to keep the Party in office forever.
  - D. The Party tells people to stop caring about anyone.
7. What does the note from the dark haired girl say?
- A. *I love you.*
  - B. *Down with Big Brother.*
  - C. *The end is near.*
  - D. *The Thought Police know about you.*
8. Winston has changed since he met Julia. Which one of the following statements about the changes is false?
- A. He is drinking more gin.
  - B. He has stopped coughing.
  - C. He has gained weight.
  - D. He has an urge to make faces at the telescreen.
9. While Winston and Julia are in the room, he says, "We are the dead," and Julia repeats the phrase. What happens next?
- A. They burn down the building.
  - B. They fall asleep in each other's arms.
  - C. They agree not to meet at the room anymore.
  - D. They are captured by the Thought Police.
10. What is the outcome of the scene with the wire mask?
- A. Winston confesses to *thoughtcrime*.
  - B. Winston betrays Julia.
  - C. Winston has a heart attack.
  - D. Winston again denounced Big Brother.

Multiple Choice Unit Test 1 1984

III. Quotations: Match the beginning and ending part of each quotation.

1. "It struck him as curious that you could
  2. "Suddenly they were both leaping around him, shouting
  3. "Always in your stomach and in your skin there was a sort of protest,
  4. "Until they become conscious they will never rebel,
  5. "We shall meet in the place
  6. "Freedom is the freedom to say that two plus two make four.
  7. "You might pretend, afterwards, that it was only a trick
  8. "He had won the victory over himself.
  9. "How could you make appeal to the future when not a trace of you,
  10. "Who controls the past', ran the Party slogan,
- 
- A. and until after they have rebelled they cannot become conscious."
  - B. a feeling that you had been cheated of something that you had a right to."
  - C. and that you just said it to make them stop and didn't really mean it."
  - D. create dead men but not living ones."
  - E. If that is granted, all else follows."
  - F. not even an anonymous word scribbled on a piece of paper, could physically survive?"
  - G. controls the future: who controls the present controls the past."
  - H. where there is no darkness."
  - I. He loved Big Brother."
  - J. 'Traitor!' and 'Thought-criminal!', the little girl imitating her brother in every movement."

Multiple Choice Unit Test 1 1984

IV. Vocabulary Matching

- |                 |  |
|-----------------|--|
| 1. abashed      | A. relentless; unyielding                            |
| 2. atrocity     | B. government production and distribution of goods   |
| 3. capitalists  | C. not holding generally accepted beliefs            |
| 4. degradation  | D. damage or destruction done as an attack           |
| 5. desultorily  | E. embarrassed                                       |
| 6. euphemisms   | F. not ready to believe                              |
| 7. ideological  | G. very easy jobs that pay well                      |
| 8. incredulous  | H. the lowest economic or social class               |
| 9. inexorably   | I. extreme wickedness or cruelty                     |
| 10. jargon      | J. having a harsh sound                              |
| 11. oligarchies | K. dull, inactive                                    |
| 12. proletariat | L. governments that are ruled by only a few people   |
| 13. sabotage    | M. the opinions of a person or political movement    |
| 14. sinecures   | N. a worn or broken down condition                   |
| 15. strident    | O. a person who shows too much enthusiasm; a fanatic |
| 16. socialism   | P. language of a special group                       |
| 17. subsidiary  | Q. people who use money to carry on business         |
| 18. torpid      | R. secondary   |
| 19. unorthodoxy | S. jumping from one topic to another                 |
| 20. zealot      | T. mild or indirect expressions                      |

## Multiple Choice Unit Test 2 1984

### I. Matching/Identify

- |                      |   |
|----------------------|---|
| 1. Eastasia          | A. superstate ruled by the Party            |
| 2. Eurasia           | B. eventually wins the victory over himself |
| 3. Oceania           | C. group frenzy against enemies             |
| 4. Big Brother       | D. a member of the Thought Police           |
| 5. Goldstein         | E. Enemy of the People                      |
| 6. O'Brien           | F. enemy superstate as novel opens          |
| 7. Smith             | G. head of the Party                        |
| 8. Charrington       | H. Inner Party member who betrays Winston   |
| 9. The Brotherhood   | I. conspirator group against the Party      |
| 10. Two Minutes Hate | J. enemy superstate in middle of novel      |

### II. Multiple Choice

1. What is the function of the Ministry of Love?
  - A. to raise children
  - B. to arrange dates for single people
  - C. to maintain law and order
  - D. to teach understanding of other cultures
2. Identify the device: They send and receive images and sounds at the same time. They are in most homes and workplaces. The Thought Police regularly monitor them.
  - A. talklooks
  - B. photocops
  - C. spycams
  - D. telescreens
3. \_\_\_\_\_ is the ability to have two opposite or contradictory thoughts at the same time, and accept both of them.
  - A. *unfactknow*
  - B. *mindmix*
  - C. *oppo-believe*
  - D. *doublethink*

Multiple Choice Unit Test 2 *1984*

4. True or False: When Winston sees the girl with dark hair, he is immediately attracted. He thinks she is someone with whom he can talk.

1. True
2. False

5. Winston thinks the meeting with O'Brien will mean \_\_\_\_.

- A. his death
- B. the immediate overthrow of the Party
- C. an end to the war
- D. a promotion at work

6. What is happening to Winston while he is in the Ministry of Love ?

- A. He is memorizing *The Book*.
- B. A doctor is operating on the ulcer on his leg.
- C. He is running away from London.
- D. O'Brien is torturing him to cure his insanity.

7. Winston learns why the Party seeks power. What is the reason?

- A. The Party wants power to dominate the world.
- B. The Party wants power just to have power.
- C. The Party wants power to make a lot of money.
- D. The Party wants power to help the people.

8. O'Brien orders Winston to be taken to Room 101. What has Winston called out that caused this to happen?

- A. "Julia! Julia! Julia, my love! Julia!"
- B. "Long live the Brotherhood!"
- C. "I will never give up!"
- D. "Two plus two will always be four."

9. Which sentence about *Newspeak* is true? \_\_\_\_\_.

- A. Only members of the Inner Party learn to speak it.
- B. It is a combination of English, French, Spanish, and German.
- C. It makes all other types of thought impossible.
- D. It was created by the same people who created *Oldspeak*.

10. According to the Afterword, mood is expressed in the novel *1984*?

- A. happiness that the world is more organized
- B. near despair over the future of man
- C. fear that a war will end the world
- D. acceptance that things will change over time

Multiple Choice Unit Test 2 1984

III. Quotations: Match the beginning and ending part of each quotation.

1. "Big Brother
2. "Freedom
3. "War
4. " . . . down with big brother
5. "When there were no external records that you could refer to,
6. "Until they become conscious they will never rebel,
7. "Under the spreading chestnut tree
8. " Why, a pint's the 'alf of a quart, and there's four quarts to the gallon.
9. "Oranges and lemons,
10. "Freedom is the freedom to say

- 
- A. they always shoot you in the back of the neck"
- B. 'Never heard of 'em,' said the barman shortly. 'Liter and half liter-that's all we serve.'"
- C. and until after they have rebelled they cannot become conscious."
- D. is peace."
- E. say the bells of St. Clement's"
- F. is slavery."
- G. that two plus two make four."
- H. even the outline of your own life lost its sharpness."
- I. is watching you."
- J. I sold you and you sold me"

Multiple Choice Unit Test 2 1984

IV. Vocabulary

- |                   |   |
|-------------------|---|
| 1. abyss          | A. behavior; manner                                   |
| 2. axiom          | B. harmful; unfavorable                               |
| 3. bigoted        | C. an act of skill or cleverness                      |
| 4. clandestinely  | D. destroy; wipe out                                  |
| 5. demeanor       | E. excuse; absolve                                    |
| 6. emaciation     | F. drowsy dullness or lack of activity                |
| 7. eradicate      | G. lowest depth                                       |
| 8. euphony        | H. more than is needed                                |
| 9. hierarchical   | I. a statement taken to be true without proof         |
| 10. indoctrinate  | J. judging things on their practical consequences     |
| 11. inimical      | K. removal of undesired people from a nation or party |
| 12. lethargy      | L. false; not genuine                                 |
| 13. omnipotent    | M. unreasonably attached to an opinion or belief      |
| 14. posterity     | N. losing flesh; wasting away                         |
| 15. pragmatism    | O. teach a belief or principal                        |
| 16. purges        | P. arranging things one above the other by rank       |
| 17. spurious      | Q. future generations                                 |
| 18. superfluous   | R. done in a secret or underhanded manner             |
| 19. tour de force | S. a combination of pleasant sounds                   |
| 20. vindicate     | T. having great power or influence                    |



MULTIPLE CHOICE ANSWER SHEET 1984      TEST # \_\_\_\_\_

	<b>MATCHING</b>	<b>MULTIPLE CHOICE</b>	<b>QUOTATIONS</b>	<b>VOCABULARY</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
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<b>6</b>				
<b>7</b>				
<b>8</b>				
<b>9</b>				
<b>10</b>				
<b>11</b>				
<b>12</b>				
<b>13</b>				
<b>14</b>				
<b>15</b>				
<b>16</b>				
<b>17</b>				
<b>18</b>				
<b>19</b>				
<b>20</b>				

	<b>MATCHING</b>	<b>MULTIPLE CHOICE</b>	<b>QUOTATIONS</b>	<b>VOCABULARY</b>
<b>1</b>	<b>D</b>	<b>D</b>	<b>D</b>	<b>E</b>
<b>2</b>	<b>F</b>	<b>C</b>	<b>J</b>	<b>I</b>
<b>3</b>	<b>J</b>	<b>B</b>	<b>B</b>	<b>Q</b>
<b>4</b>	<b>A</b>	<b>B</b>	<b>A</b>	<b>N</b>
<b>5</b>	<b>C</b>	<b>C</b>	<b>H</b>	<b>S</b>
<b>6</b>	<b>H</b>	<b>A</b>	<b>E</b>	<b>T</b>
<b>7</b>	<b>I</b>	<b>A</b>	<b>C</b>	<b>M</b>
<b>8</b>	<b>B</b>	<b>A</b>	<b>I</b>	<b>F</b>
<b>9</b>	<b>G</b>	<b>D</b>	<b>F</b>	<b>A</b>
<b>10</b>	<b>E</b>	<b>B</b>	<b>G</b>	<b>P</b>
<b>11</b>				<b>L</b>
<b>12</b>				<b>H</b>
<b>13</b>				<b>D</b>
<b>14</b>				<b>G</b>
<b>15</b>				<b>J</b>
<b>16</b>				<b>B</b>
<b>17</b>				<b>R</b>
<b>18</b>				<b>K</b>
<b>19</b>				<b>C</b>
<b>20</b>				<b>O</b>

	<b>MATCHING</b>	<b>MULTIPLE CHOICE</b>	<b>QUOTATIONS</b>	<b>VOCABULARY</b>
<b>1</b>	<b>J</b>	<b>C</b>	<b>I</b>	<b>G</b>
<b>2</b>	<b>F</b>	<b>D</b>	<b>F</b>	<b>I</b>
<b>3</b>	<b>A</b>	<b>D</b>	<b>D</b>	<b>M</b>
<b>4</b>	<b>G</b>	<b>B</b>	<b>A</b>	<b>R</b>
<b>5</b>	<b>E</b>	<b>A</b>	<b>H</b>	<b>A</b>
<b>6</b>	<b>H</b>	<b>D</b>	<b>C</b>	<b>N</b>
<b>7</b>	<b>B</b>	<b>B</b>	<b>J</b>	<b>D</b>
<b>8</b>	<b>D</b>	<b>A</b>	<b>B</b>	<b>S</b>
<b>9</b>	<b>I</b>	<b>C</b>	<b>E</b>	<b>P</b>
<b>10</b>	<b>C</b>	<b>B</b>	<b>G</b>	<b>O</b>
<b>11</b>				<b>B</b>
<b>12</b>				<b>F</b>
<b>13</b>				<b>T</b>
<b>14</b>				<b>Q</b>
<b>15</b>				<b>J</b>
<b>16</b>				<b>K</b>
<b>17</b>				<b>L</b>
<b>18</b>				<b>H</b>
<b>19</b>				<b>C</b>
<b>20</b>				<b>E</b>



## UNIT RESOURCES



## **BULLETIN BOARD IDEAS *1984***

1. Save one corner of the board for the best of students' writing assignments. Invite students to decorate bulletin board paper to use as a background.
2. Take one of the word search puzzles from the extra activities packet and with a marker copy it over in a large size on the bulletin board. Write the clue words to find to one side. Invite students prior to and after class to find the words and circle them on the bulletin board.
3. Have students find or draw pictures that they think resemble the people and places in the book.
4. Invite students to help make an interactive bulletin board quiz. Give each student a half-sheet of paper (about 4"x5") folded in half so that it can open. On the outside flap, have each student write a description of one of the characters in the text. On the inside, they will write the name of the character. You can staple or tack these papers to the bulletin board so that the students can read the descriptions and lift the flaps to find the answers.
5. Collect and display pictures of futuristic visions of the world.
6. Display articles about various ideas of how the future will look.
7. Display pictures and descriptions of London from around the year 1984.
8. Display articles about George Orwell.
9. Have students design postcards depicting the settings of the book.
10. Display a large world map. Have students divide the map according to the three superstates from the book: Oceania, Eurasia, and Eastasia.
11. Display news clippings about George Orwell, *1984*, and the atom bomb.
12. Search newspapers, magazines, and scholarly journals for articles from the actual year 1984 that relate to the book *1984*.

## EXTRA ACTIVITIES *1984*

One of the difficulties in teaching a novel is that all students don't read at the same speed. One student who likes to read may take the book home and finish it in a day or two. Sometimes a few students finish the in-class assignments early. The problem, then, is finding suitable extra activities for students.

One thing that helps is to keep a little library in the classroom. For this unit on *1984* you might check out from the school or public library other books by George Orwell. There are also other books about negative utopias and other writers' visions of the future.

Your students who have reading difficulties, or speak English as a second language may benefit from listening to all or part of the book on tape. *1984* is available commercially, or you may want to have an adult or a student who reads well tape record the book for you. You may also want to have them read an abridged version.

Other things you may keep on hand are word search puzzles. Several puzzles relating directly to *1984* are included in the unit. Feel free to duplicate them.

Some students may like to draw. You might devise a contest or allow some extra-credit grade for students who draw characters or scenes from *1984*. Note, too, that if the students do not want to keep their drawings you may pick up some extra bulletin board materials this way. If you have a contest and you supply the prize. You could, possibly, make the drawing itself a non-refundable entry fee.

Have maps, a globe, and travel brochures on hand for easy reference. Travel agencies and automobile clubs are good sources for these materials.

The pages which follow contain games, puzzles, and worksheets. The keys, when appropriate, immediately follow the puzzle or worksheet. Bingo cards immediately follow the bingo clues. There are two main groups of activities: one group for the unit; that is, generally relating to the *1984* text, and another group of activities related strictly to the *1984 vocabulary*.

Directions for the games, puzzles, and worksheets are self-explanatory. The object here is to provide you with extra materials you may use in any way you choose.



### MORE ACTIVITIES *1984*

1. Pick one of the incidents for students to dramatize. Encourage students to write dialog for the characters. (Perhaps you could assign various stories to different groups of students so more than one story could be acted and more students could participate.)
2. Have students design a bulletin board (ready to be put up; not just sketched) for *1984*.
3. Invite someone to talk to the class about political structures of governments, or Orwell's ideas.
4. Help students design and produce a talk show. Choose one of the story incidents as the topic. The host will interview the various characters. (Students should make up the questions they want the host to ask the characters.)
5. Invite someone who was of adult age in the actual year 1984 talk to the class about what it was like then, and how people responded to the book *1984* during that year.
6. Have students work in pairs to create an interview with one of the characters. One student should be the interviewer and the other should be the interviewee. Students can work together to compose questions for the interviewer to ask. Each pair of students could present their interview to the class.
7. Invite students who have read other books by George Orwell to present booktalks to the class.
8. Invite students who have read a biography of George Orwell to tell the class about his life.
9. Use some of the related topics (noted earlier for an in-class library) as topics for research, reports, or written papers, or as topics for guest speakers.
10. Have students hold small group discussions related to topics in the book. Assign a recorder and a speaker for each group. Have the speaker from each group make a report to the class.
11. Have students work in small groups to write a sequel telling what happened to Winston after the novel ends, and also what happened to Julia.
12. Have students make posters showing Big Brother, Goldstein, or the Party slogans.
13. Have students design a *1984* Web site. They can include chapter summaries, questions and answers, illustrations, book reviews, and other projects related to the book.
14. Have students write entries that Winston might have put in his diary.

# WORD SEARCH 1 1984

F C H A R R I N G T O N K A W P H P S G  
W A D H N D S N H Z K D I I T T B T M L  
O B C U V T E J G B R L I N T O A X I O  
R P R E C J I S N R U D D A O R M X T N  
D R E O C K X Q P J P O W E R Q Q I H D  
S V I A T R S W U A L W H C T Y C A C O  
E S N E C H I P W E I N T O U L T D N N  
V X T C B E E M E A N R U C R E H H I R  
O S E R K R C R E A R T R U E S Y M E T  
L B G O E Z O P H D K Q T A D C D S T E  
W N R V M N S T P O E D S W S I N N S L  
I A A I M Q G J H U O T S E S E M E D E  
N P T D E X N T R E A D L K S N I W L S  
S L I C J N I A H S R O O M W C N S O C  
T E O Y H R S L I F R O G N G E I P G R  
O N N R Q I H A V P B G A D Q V L E P E  
N T T D A S N O S R A P N K X Z U A T E  
W Y M T H O U G H T C R I M E V V K M N

“A” Vocabulary consists of everyday \_\_\_\_

Aim is to use products but not raise standard of living

April 4, 1984 is the day Winston starts his \_\_\_\_

Big Brother is \_\_\_\_ you

Common \_\_\_\_ was the heresy of heresies

Conspirator group against the Party; the \_\_\_\_

Enemy of the People; Emmanuel \_\_\_\_

Enemy superstate as novel opens

Enemy superstate in middle of novel

English socialism; philosophy of the Party

Group frenzy against the Brotherhood; Two Minutes \_\_\_\_

Hates the Party but participates enthusiastically

Having the wrong look on one's features

He doesn't believe in the Party doctrine

He is denounced by his daughter

Head of the Party; Big \_\_\_\_

Ignorance is \_\_\_\_

Language that narrows the range of thought

Learning, understanding, acceptance are \_\_\_\_ stages

Maintains law and order; Ministry of \_\_\_\_

Ministry of Love in Newspeak

Ministry responsible for news, entertainment, education

Ministry responsible for war related events

Mood of the novel

Newspeak has no word for this concept

Not allowed by the Party

O'Brien \_\_\_\_ Winston until he believed  $2+2=5$

Only hope for revolution may be with them

Re-educated Winston; wrote part of The Book

Real concept from the 1960's connected to the novel;

\_\_\_\_ war

Responsible for economic affairs; Ministry of \_\_\_\_

Rewriting and distorting history was \_\_\_\_'s job

Runs antique shop; really a member of Thought Police

Setting of the novel

Speech that sounds like the quacking of a duck

Superstate ruled by the Party

Thinking that is not allowed

Two-way image and sound observation device

Ultimate goal of the Party

*War is peace* is a Party \_\_\_\_

Winston and Julia meet in its upstairs room; \_\_\_\_ shop

Winston knew  $2+2=4$  was \_\_\_\_

Winston's diary entry: \_\_\_\_ with Big Brother

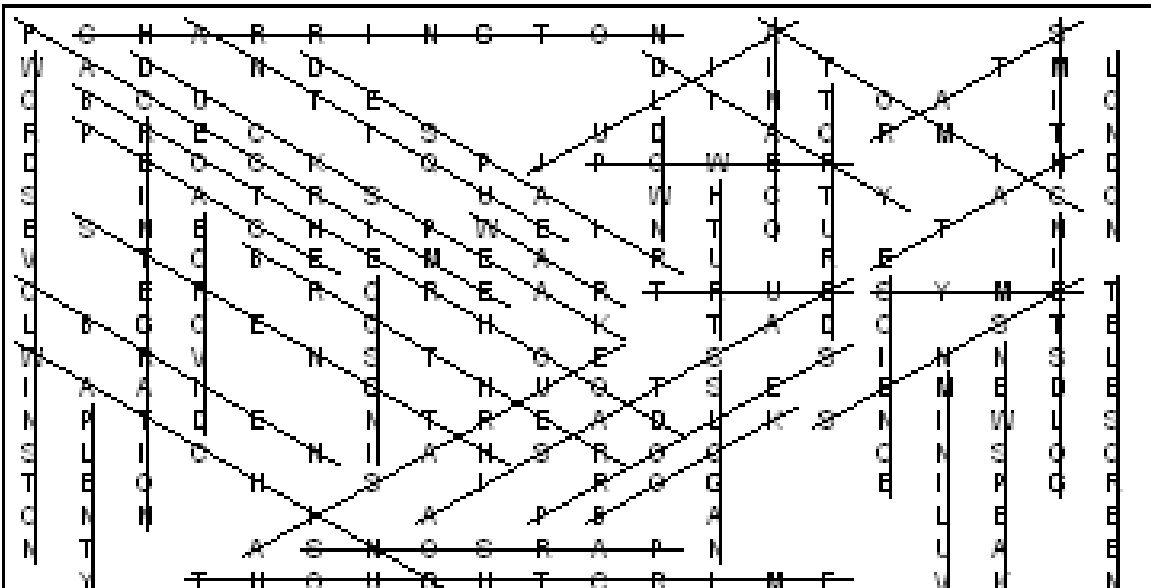
Winston's main fear and eventually his breaking point

Writing 11<sup>th</sup> Edition of the Newspeak dictionary was

\_\_\_\_'s job

# ANSWER KEY WORD SEARCH 1 1984

Help you find the words. Circle the hidden vocabulary words in the maze.



- |               |              |
|---------------|--------------|
| WORDS         | DESPAIR      |
| WAR           | SCIENCE      |
| DIARY         | DIVORCE      |
| WATCHING      | TORTURED     |
| SENSE         | PROLES       |
| BROTHERHOOD   | OBRIEN       |
| BOOK          | ATOMIC       |
| GOLDSTEIN     | PLENTY       |
| EURASIA       | SMITH        |
| EASTASIA      | CHARRINGTON  |
| INGSOC        | LONDON       |
| HATE          | DUCKSPEAK    |
| JULIA         | OCEANIA      |
| FACECRIME     | THOUGHTCRIME |
| WINSTON       | TELESCREEN   |
| PARSONS       | POWER        |
| BROTHER       | SLOGAN       |
| STRENGTH      | ANTIQUE      |
| NEWSPEAK      | TRUE         |
| REINTEGRATION | DOWN         |
| LOVE          | RATS         |
| MINILUV       | SYME         |
| TRUTH         |              |
| PEACE         |              |

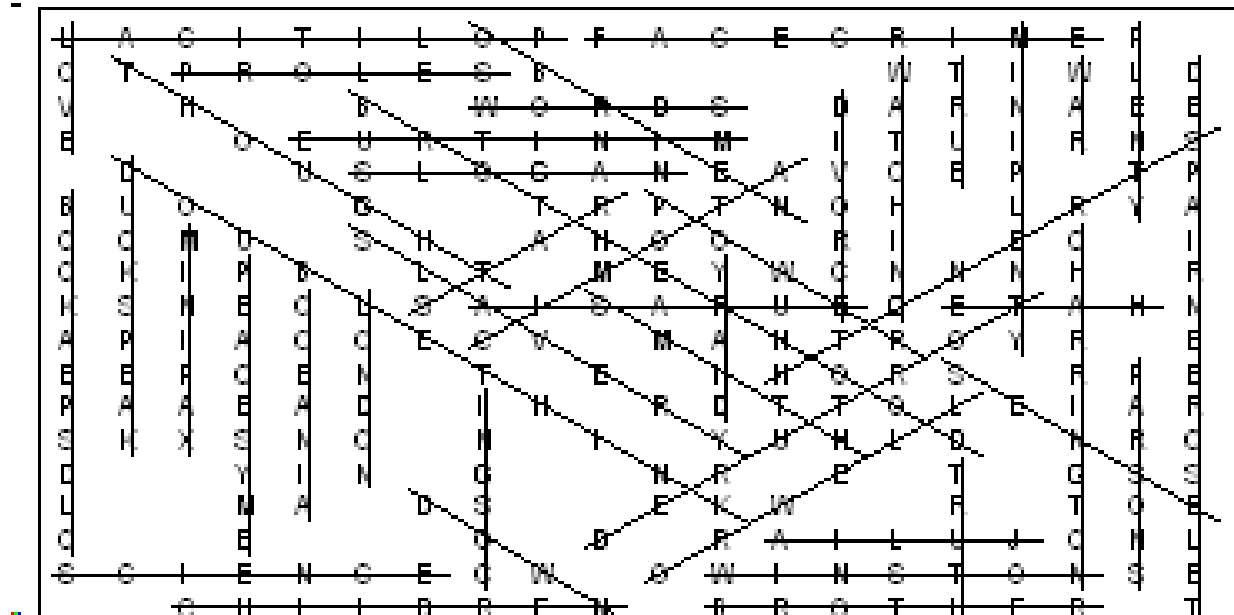
# WORD SEARCH 2 1984

L A C I T I L O P F A C E C R I M E P N  
 O T P R O L E S B N T G C W W T I W L D  
 V W H V K B C W O R D S V D A R N A E E  
 E G Y O E U R T I N I M V I T U I R N S  
 M D G N U S L O G A N E A V C E P P T P  
 B U O X S G N D T R P T N O H B L R Y A  
 O C M U Y S H D A H O O S R I P E C Q I  
 O K I P B B L T W M E Y W C N N N H R R  
 K S N E O L S A I S A R U E G E T A H N  
 A P I A C O E C V T M A H T R O Y R P E  
 E E P C E N Y T Y E J I H O R S G R P E  
 P A A E A D C I H T R D T T O L E I A R  
 S K X S N O Y N Y I R Y U H L D V N R C  
 D K S Y I N D G M F N R G E T T H G S S  
 L J X M A S D S S B E K W D P R C T O E  
 O K D E N M S O T D J R A I L U J O N L  
 S C I E N C E C W F O W I N S T O N S E  
 R N C H I L D R E N H B R O T H E R C T

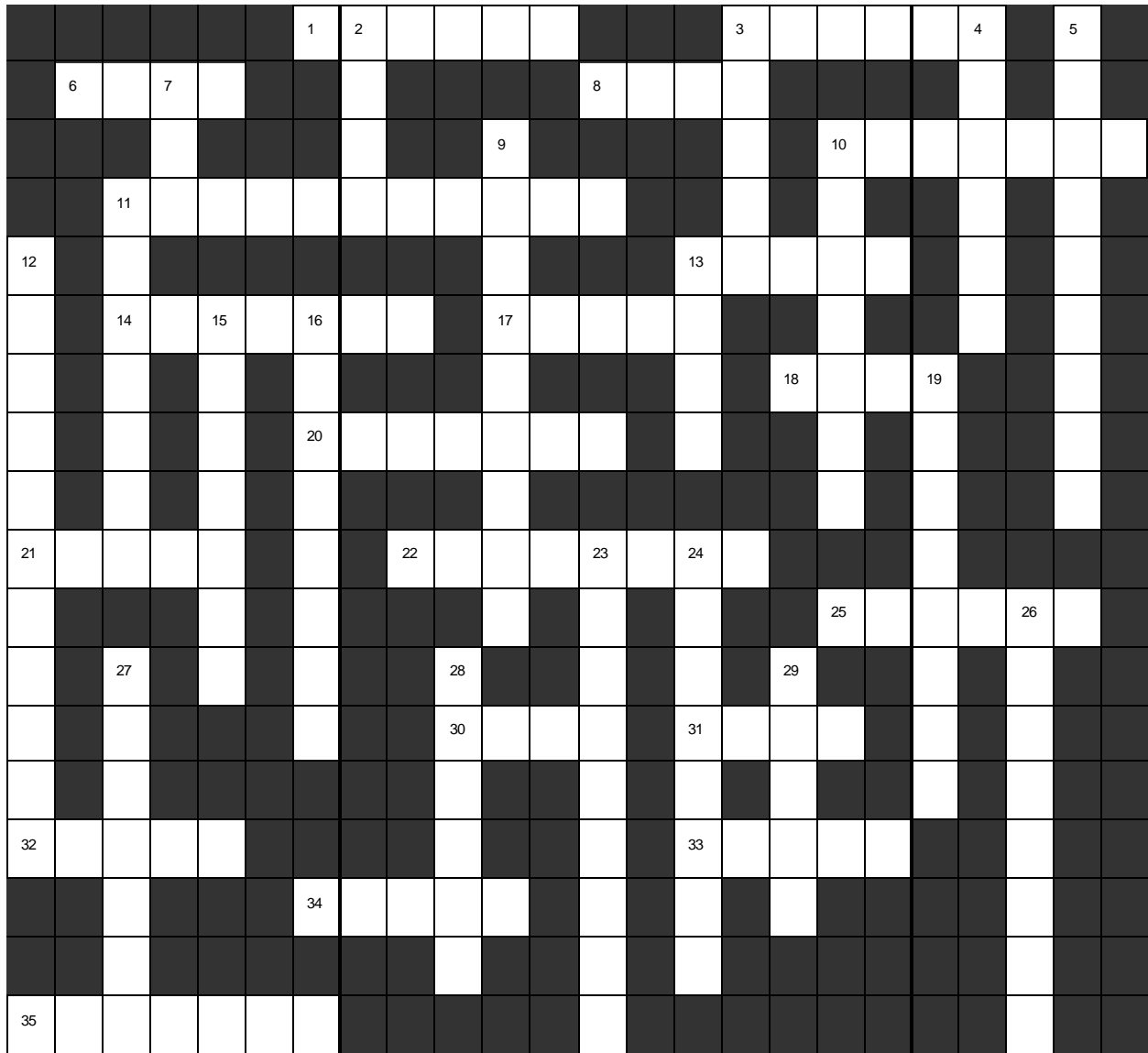
ATOMIC	FACECRIME	PARSONS	SYME
BOOK	HATE	PEACE	TELESCREEN
BROTHER	INGSOC	PLENTY	THOUGHT
BROTHERHOOD	JULIA	POLITICAL	TORTURED
CHARRINGTON	LONDON	POWER	TRUE
CHILDREN	LOVE	PROLES	TRUTH
DESPAIR	MINIPAX	RATS	WAR
DIARY	MINIPLenty	SCIENCE	WATCHING
DIVORCE	MINITRUE	SENSE	WINSTON
DOUBLETHINK	OBRIEN	SLAVERY	WORDS
DOWN	OCEANIA	SLOGAN	
DUCKSPEAK	OLDSPEAK	SMITH	
EURASIA	ORWELL	STRENGTH	

## ANSWER KEY WORD SEARCH 2 1984

involved in the maze. Circle the known vocabulary words in the maze.



# CROSSWORD 1 1984



# CROSSWORD 1 CLUES 1984

## ACROSS

- 1 Responsible for economic affairs;  
Ministry of \_\_\_\_
- 3 Only hope for revolution may be with them
- 6 Winston's diary entry: \_\_\_\_ with Big Brother
- 8 Group frenzy against the Brotherhood;  
Two Minutes \_\_\_\_
- 10 Not allowed by the Party
- 11 Conspirator group against the Party: The \_\_\_\_
- 13 Common \_\_\_\_ was the heresy of heresies
- 14 Superstate ruled by the Party
- 17 April 4, 1984 is the day Winston starts his \_\_\_\_
- 18 Winston's main fear and eventually his  
breaking point
- 20 He doesn't believe in the Party doctrine
- 21 "A" vocabulary consists of everyday \_\_\_\_
- 22 Taught at school to spy on parents and others
- 25 Setting of the novel
- 30 Contains the history of the Party & the  
Brotherhood; The \_\_\_\_
- 31 Winston knew  $2+2=4$  was \_\_\_\_
- 32 Responsible for news, entertainment,  
education, arts: Ministry of \_\_\_\_
- 33 Rewriting and distorting history was \_\_\_\_'s job
- 34 Ultimate goal of the Party
- 35 Winston and Julia meet in its upstairs room:  
\_\_\_\_ shop

## DOWN

- 2 Maintains law and order: Ministry of \_\_\_\_
- 3 Responsible for war related events;  
Ministry of \_\_\_\_
- 4 *War is peace* is a Party \_\_\_\_
- 5 Having the wrong look on one's features
- 7 Aim is to use products but not raise the  
standard of living
- 9 Enemy of the People; image used to create  
hatred; Emmanuel \_\_\_\_
- 10 Mood of the novel
- 11 Head of the Party; Big \_\_\_\_
- 12 Winston bought it; it is destroyed when he  
is captured
- 13 Writing the 11<sup>th</sup> Edition of the Newspeak is  
\_\_\_\_'s job
- 15 Enemy superstate as novel opens
- 16 Language that narrows the range of thought
- 19 Ignorance is \_\_\_\_
- 23 Speech that sounds like the quacking of a duck
- 24 Enemy superstate in the middle of the novel
- 26 Language that is gradually being replaced
- 27 \_\_\_\_ Police observe and arrest people for  
crimes
- 28 Re-educated Winston; wrote part of The Book
- 29 Hates the Party but participates enthusiastically

ANSWER KEY CROSSWORD 1 1984

						P	L	E	N	T	Y				P	R	O	L	E	S		F	
	D	O	W	N			O					H	A	T	E					L		A	
			A				V			G					A		D	I	V	O	R	C	E
		B	R	O	T	H	E	R	H	O	O	D			C		E			G		E	
P		R									L				S	E	N	S	E		A		C
A		O	C	E	A	N	I	A			D	I	A	R	Y			P			N		R
P		T		U		E					S				M		R	A	T	S			I
E		H		R		W	I	N	S	T	O	N		E			I		T				M
R		E		A		S				E							R		R				E
W	O	R	D	S		P		C	H	I	L	D	R	E	N					E			
E				I		E				N		U		A			L	O	N	D	O	N	
I		T		A		A			O			C		S		J			G		L		
G		H				K			B	O	O	K		T	R	U	E		T		D		
H		O							R			S		A		L			H		S		
T	R	U	T	H					I			P		S	M	I	T	H			P		
		G				P	O	W	E	R		E		I		A					E		
		H							N			A		A							A		
A	N	T	I	Q	U	E						K										K	



# CROSSWORD 2 1984



## CROSSWORD 2 CLUE SHEET 1984

### ACROSS

- 1 Head of the Party; Big \_\_\_\_
- 6 Language that is gradually being replaced
- 8 Aim is to use products but not raise standard of living
- 9 Enemy superstate as novel opens
- 12 Ministry of Love in Newspeak
- 15 Common \_\_\_\_ was the heresy of heresies
- 16 Writing the 11<sup>th</sup> Edition of the Newspeak dictionary is \_\_\_\_'s job
- 19 April 4, 1984 is the day Winston starts his \_\_\_\_
- 20 Author of *1984*
- 22 Contains the history of the Party & the Brotherhood; The \_\_\_\_
- 24 \_\_\_\_ Police observe and arrest people for crimes
- 26 Ultimate goal of the Party
- 28 Winston's main fear and eventually his breaking point
- 31 Thinking that is not allowed
- 33 He doesn't believe in the Party doctrine
- 34 *War is peace* is a Party \_\_\_\_

### DOWN

- 1 Conspirator group against the Party: The \_\_\_\_
- 2 Superstate ruled by the Party
- 3 Group frenzy against the Brotherhood; Two Minutes \_\_\_\_
- 4 Learning, understanding, acceptance are \_\_\_\_ stages
- 5 Only hope for revolution may be with them
- 7 Setting of the novel
- 8 "A" vocabulary consists of everyday \_\_\_\_
- 10 Newspeak has no word for this concept
- 11 Sent to Ministry of Love for leaving the word "God" in a verse
- 13 Maintains law and order; Ministry of \_\_\_\_
- 14 Responsible for war related events; Ministry of \_\_\_\_
- 16 Freedom is \_\_\_\_
- 17 Ministry of Peace in Newspeak
- 18 Re-educated Winston; wrote part of *The Book*
- 19 Having two contradictory thoughts at the same time
- 21 Big Brother is \_\_\_\_ you
- 23 Winston's diary entry: \_\_\_\_ with Big Brother
- 25 Enemy of the People; image used to create hatred; Emmanuel \_\_\_\_
- 26 Responsible for economic affairs; Ministry of \_\_\_\_
- 27 Real concept from the 1960's connected to the novel; \_\_\_\_ war
- 29 Responsible for news, entertainment, education, arts; Ministry of \_\_\_\_
- 30 Rewriting and distorting history was \_\_\_\_'s job
- 32 Winston knew  $2+2=4$  was \_\_\_\_

ANSWER KEY RESOURCE CROSSWORD 2 1984

		B	R	O	T	H	E	R		P					O	L	D	S	P	E	A	K		
W	A	R		C		A		E	U	R	A	S	I	A		O								
O		O		E		T		I		O		C		M	I	N	I	L	U	V		P		
R		T		A		E		N		L		I		P		D		O				E		
D		H		N				T		E		E		L		O		V				A		
S		E		I				E		S	E	N	S	E		N		E					C	
		R		A				G				C		F						S	Y	M	E	
O		H			D	I	A	R	Y			E		O	R	W	E	L	L		I			
B	O	O	K		O			A		D				R		A			A		N			
R		O			U			T	H	O	U	G	H	T		T			V		I			
I		D			B			I		W		O		H		C			E		P			
E					L			O		N		L				H			R		A			
N		P	O	W	E	R		N				D		A		I			Y		X			
		L			T				R	A	T	S		T		N					T		S	
		E			H								T	H	O	U	G	H	T	C	R	I	M	E
		N		W	I	N	S	T	O	N		E		M				R		U		I		
		T			N							I		I				U		T		T		
		Y			K			S	L	O	G	A	N		C				E		H		H	

## MATCHING QUIZ 1 *1984*

- |                        |  |
|------------------------|--|
| ____ 1. LOVE           | A. Big Brother is ____ you                                       |
| ____ 2. TECHNICAL      | B. Author of <i>1984</i>   |
| ____ 3. POWER          | C. Speech that sounds like the quacking of a duck                |
| ____ 4. RATS           | D. Learning, understanding, acceptance are ____ stages           |
| ____ 5. STRENGTH       | E. Language that is gradually being replaced                     |
| ____ 6. ORWELL         | F. O'Brien ____ Winston until he believed $2+2=5$                |
| ____ 7. OLDSPEAK       | G. Two-way image and sound observation device                    |
| ____ 8. BROTHERHOOD    | H. A vocabulary consists of everyday ____                        |
| ____ 9. DUCKSPEAK      | I. Having the wrong look on one's features                       |
| ____ 10. REINTEGRATION | J. Winston's main fear and eventually his breaking point         |
| ____ 11. MINILUV       | K. Ignorance is ____   |
| ____ 12. FACECRIME     | L. Ministry of Plenty in Newspeak                                |
| ____ 13. LONDON        | M. Ministry of Love in Newspeak                                  |
| ____ 14. ATOMIC        | N. Setting of the novel  |
| ____ 15. DIVORCE       | O. Ultimate goal of the Party                                    |
| ____ 16. JULIA         | P. Maintains law and order; Ministry of ____                     |
| ____ 17. WORDS         | Q. Hates the Party but participates enthusiastically             |
| ____ 18. OBRIEN        | R. Conspirator group against the Party: The ____                 |
| ____ 19. TORTURED      | S. Mood of the novel   |
| ____ 20. POLITICAL     | T. Re-educated Winston; wrote part of <i>The Book</i>            |
| ____ 21. DESPAIR       | U. Real concept from the 1960's connected to the novel; ____ war |
| ____ 22. WATCHING      | V. C vocabulary consists of words used in ____ fields            |
| ____ 23. MINIPLENTY    | W. B vocabulary consists of words used for ____ purposes         |
| ____ 24. TELESCREEN    | X. Contains the history of the Party & the Brotherhood; The ____ |
| ____ 25. BOOK          | Y. Not allowed by the Party                                      |

## MATCHING QUIZ 2 *1984*

- |                      |   |
|----------------------|---|
| ___ 1. BOOK          | A. Superstate ruled by the Party                                    |
| ___ 2. SENSE         | B. Thinking that is not allowed                                     |
| ___ 3. ANTIQUE       | C. April 4, 1984 is the day Winston starts his ___                  |
| ___ 4. SCIENCE       | D. Two-way image and sound observation device                       |
| ___ 5. CHARRINGTON   | E. He doesn't believe in the Party doctrine                         |
| ___ 6. PLENTY        | F. Newspeak has no word for this concept                            |
| ___ 7. DESPAIR       | G. Conspirator group against the Party: The ___                     |
| ___ 8. WINSTON       | H. Mood of the novel  |
| ___ 9. DIARY         | I. Freedom is ___   |
| ___ 10. AMPLEFORTH   | J. Having the wrong look on one's features                          |
| ___ 11. WORDS        | K. Winston's main fear and eventually his breaking point            |
| ___ 12. SYME         | L. Runs the antique shop; really a member of the Thought Police     |
| ___ 13. SLAVERY      | M. Sent to Ministry of Love for leaving the word "God" in a verse   |
| ___ 14. THOUGHTCRIME | N. Author of <i>1984</i>  |
| ___ 15. LONDON       | O. Setting of the novel   |
| ___ 16. OCEANIA      | P. O'Brien ___ Winston until he believed $2+2=5$                    |
| ___ 17. RATS         | Q. Enemy superstate as novel opens                                  |
| ___ 18. EURASIA      | R. A vocabulary consists of everyday ___                            |
| ___ 19. ORWELL       | S. Writing the 11th Edition of the Newspeak dictionary is ___'s job |
| ___ 20. TORTURED     | T. Contains the history of the Party & the Brotherhood; The ___     |
| ___ 21. FACECRIME    | U. Ignorance is ___   |
| ___ 22. ATOMIC       | V. Real concept from the 1960's connected to the novel; ___ war     |
| ___ 23. TELESCREEN   | W. Winston and Julia meet in its upstairs room; ___ shop            |
| ___ 24. STRENGTH     | X. Common ___ was the heresy of heresies                            |
| ___ 25. BROTHERHOOD  | Y. Responsible for economic affairs; Ministry of ___                |

MULTIPLE CHOICE 1984

- \_\_\_ 1. Winston knew  $2+2=4$  was \_\_\_  
A. TRUE B. MATH C. DOUBLETHINK D. OLDSPEAK
- \_\_\_ 2. Newspeak has no word for this concept  
A. SCIENCE B. WAR C. REINTEGRATION D. HATE
- \_\_\_ 3. Aim is to use products but not raise standard of living  
A. WAR B. INGSOC C. DOUBLETHINK D. MINIPAX
- \_\_\_ 4. Writing the 11th Edition of the Newspeak dictionary is \_\_\_'s job  
A. ORWELL B. WINSTON C. SYME D. JULIA
- \_\_\_ 5. Having two contradictory thoughts at the same time  
A. OLDSPEAK B. INGSOC C. DOUBLETHINK D. TELESCEEN
- \_\_\_ 6. Ministry of Peace in Newspeak  
A. PARSONS B. WINSTON C. SMITH D. OBRIEN
- \_\_\_ 7. Re-educated Winston; wrote part of The Book  
A. OBRIEN B. PARSONS C. SMITH D. JULIA
- \_\_\_ 8. Only hope for revolution may be with them  
A. BROTHERHOOD B. EURASIA C. PROLES D. EASTASIA
- \_\_\_ 9. A vocabulary consists of everyday \_\_\_  
A. DUCKSPEAK B. NEWSPEAK C. WORDS D. OLDSPEAK
- \_\_\_ 10. Hates the Party but participates enthusiastically  
A. WINSTON B. SMITH C. JULIA D. CHARRINGTON
- \_\_\_ 11. War is Peace is a Party \_\_\_  
A. BOOK B. SLOGAN C. MINISTRY D. MINITRUE
- \_\_\_ 12. Setting of the novel  
A. EURASIA B. LONDON C. EASTASIA D. AMERICA
- \_\_\_ 13. Language that is gradually being replaced  
A. EURASIAN B. OLDSPEAK C. DUCKSPEAK D. "B" VOCABULARY
- \_\_\_ 14. Learning, understanding, acceptance are \_\_\_ stages  
A. INGSOC B. MINITRUE C. DOUBLETHINK D. REINTEGRATION
- \_\_\_ 15. Winston and Julia meet in its upstairs room; \_\_\_ shop  
A. NEWSPEAK B. MINIPAX C. PARSON'S D. ANTIQUE
- \_\_\_ 16. April 4, 1984 is the day Winston starts his \_\_\_  
A. REINTEGRATION B. THOUGHTCRIME C. TORTURE D. DIARY
- \_\_\_ 17. Enemy superstate as novel opens  
A. EASTASIA B. EURASIA C. INGSOC D. OCEANIA
- \_\_\_ 18. Ignorance is \_\_\_  
A. PEACE B. STRENGTH C. CRIME D. COMMON SENSE
- \_\_\_ 19. \_\_\_ Police observe and arrest people for crimes  
A. CRIME B. MINILUV C. FACECRIME D. THOUGHT
- \_\_\_ 20. He is denounced by his daughter  
A. WINSTON B. OBRIEN C. PARSONS D. AMPLEFORTH

# FILL IN THE BLANKS 1 1984

ATOMIC	EURASIA	PAPERWEIGHT	SMITH	THOUGHTCRIME
BOOK	FACECRIME	PEACE	STRENGTH	TORTURED
DIVORCE	LONDON	POWER	SYME	WAR
DOWN	LOVE	RATS	TECHNICAL	WATCHING
EASTASIA	ORWELL	SCIENCE	THOUGHT	WINSTON

- \_\_\_\_\_ 1. Aim is to use products but not raise standard of living
- \_\_\_\_\_ 2. Newspeak has no word for this concept
- \_\_\_\_\_ 3. Having the wrong look on one's features
- \_\_\_\_\_ 4. Ultimate goal of the Party
- \_\_\_\_\_ 5. Winston's diary entry: \_\_\_\_ with Big Brother
- \_\_\_\_\_ 6. Enemy superstate as novel opens
- \_\_\_\_\_ 7. He doesn't believe in the Party doctrine
- \_\_\_\_\_ 8. Not allowed by the Party
- \_\_\_\_\_ 9. Maintains law and order; Ministry of \_\_\_\_
- \_\_\_\_\_ 10. Real concept from the 1960's connected to the novel; \_\_\_\_ war
- \_\_\_\_\_ 11. Rewriting and distorting history was \_\_\_\_'s job
- \_\_\_\_\_ 12. \_\_\_\_ Police observe and arrest people for crimes
- \_\_\_\_\_ 13. Writing the 11th Edition of the Newspeak dictionary is \_\_\_\_'s job
- \_\_\_\_\_ 14. O'Brien \_\_\_\_\_ Winston until he believed 2+2=5
- \_\_\_\_\_ 15. Winston's main fear and eventually his breaking point
- \_\_\_\_\_ 16. Enemy superstate in the middle of the novel
- \_\_\_\_\_ 17. C vocabulary consists of words used in \_\_\_\_ fields
- \_\_\_\_\_ 18. Setting of the novel
- \_\_\_\_\_ 19. Big Brother is \_\_\_\_\_ you
- \_\_\_\_\_ 20. Author of 1984
- \_\_\_\_\_ 21. Responsible for war related events; Ministry of \_\_\_\_
- \_\_\_\_\_ 22. Thinking that is not allowed
- \_\_\_\_\_ 23. Winston bought it; it is destroyed when he is captured
- \_\_\_\_\_ 24. Ignorance is \_\_\_\_
- \_\_\_\_\_ 25. Contains the history of the Party & the Brotherhood; The \_\_\_\_

## FILL IN THE BLANKS 2 1984

ANTIQUE	CHARRINGTON	JULIA	POWER	SCIENCE
ATOMIC	DESPAIR	MINIPAX	PROLES	SLAVERY
BOOK	DOWN	MINITRUE	PARSONS	SYME
BROTHER	EURASIA	OBRIEN	PEACE	TECHNICAL
BROTHERHOOD	FACECRIME	OLDSPEAK	PLENTY	TRUE

- \_\_\_\_\_ 1. Ministry of Truth in Newspeak
- \_\_\_\_\_ 2. He is denounced by his daughter
- \_\_\_\_\_ 3. Writing the 11th Edition of the Newspeak dictionary is \_\_\_\_\_'s job
- \_\_\_\_\_ 4. Mood of the novel
- \_\_\_\_\_ 5. Head of the Party; Big \_\_\_\_\_
- \_\_\_\_\_ 6. Winston's diary entry: \_\_\_\_\_ with Big Brother
- \_\_\_\_\_ 7. Runs the antique shop; really a member of the Thought Police
- \_\_\_\_\_ 8. Responsible for war related events; Ministry of \_\_\_\_\_
- \_\_\_\_\_ 9. Language that is gradually being replaced
- \_\_\_\_\_ 10. Real concept from the 1960's connected to the novel; \_\_\_\_\_ war
- \_\_\_\_\_ 11. Winston knew  $2+2=4$  was \_\_\_\_\_
- \_\_\_\_\_ 12. Winston and Julia meet in its upstairs room; \_\_\_\_\_ shop
- \_\_\_\_\_ 13. Hates the Party but participates enthusiastically
- \_\_\_\_\_ 14. Responsible for economic affairs; Ministry of \_\_\_\_\_
- \_\_\_\_\_ 15. Having the wrong look on one's features
- \_\_\_\_\_ 16. Contains the history of the Party & the Brotherhood; The \_\_\_\_\_
- \_\_\_\_\_ 17. Re-educated Winston; wrote part of The Book
- \_\_\_\_\_ 18. Only hope for revolution may be with them
- \_\_\_\_\_ 19. Ministry of Peace in Newspeak
- \_\_\_\_\_ 20. Ultimate goal of the Party
- \_\_\_\_\_ 21. C vocabulary consists of words used in \_\_\_\_\_ fields
- \_\_\_\_\_ 22. Conspirator group against the Party: The \_\_\_\_\_
- \_\_\_\_\_ 23. Newspeak has no word for this concept
- \_\_\_\_\_ 24. Enemy superstate as novel opens
- \_\_\_\_\_ 25. Freedom is \_\_\_\_\_



## MAGIC SQUARES 1984

Match the definition with the vocabulary word. Put your answers in the magic squares below.  
When your answers are correct, all columns and rows will add to the same number.

- |            |                |            |               |
|------------|----------------|------------|---------------|
| A. THOUGHT | E. CHARRINGTON | I. TRUE    | M. POLITICAL  |
| B. PARSONS | F. EASTASIA    | J. SLOGAN  | N. MINIPLENTY |
| C. ATOMIC  | G. TELESCREEN  | K. MINILUV | O. BROTHER    |
| D. DIARY   | H. TORTURED    | L. WORDS   | P. WINSTON    |

- |   |  |
|---|--|
| <p>1 O'Brien ____ Winston until he believed <math>2+2=5</math></p> <p>2 "B" vocabulary consists of words used for ____ purposes</p> <p>3 He is denounced by his daughter</p> <p>4 Ministry of Love in Newspeak</p> <p>5 <i>War is peace</i> is a Party ____</p> <p>6. Real concept from the 1960's connected to the novel; ____ war</p> <p>7 He doesn't believe in the Party doctrine</p> <p>8 Runs the antique shop; really a member of the Thought Police</p> | <p>9 Head of the Party; Big ____</p> <p>10 Enemy superstate in the middle of the novel</p> <p>11 Winston knew <math>2+2=4</math> was ____</p> <p>12 April 4, 1984 was the day Winston started his ____</p> <p>13 ____ Police observe and arrest people for crimes</p> <p>14 "A" vocabulary consists of everyday ____</p> <p>15 Two-way image and sound observation device</p> <p>16 Ministry of Plenty in Newspeak</p> |
|---|--|

A=	B=	C=	D=
E=	F=	G=	H=
I=	J=	K=	L=
M=	N=	O=	P=

# QUIZ/WORKSHEET ANSWER KEYS 1984

	MATCHING 1	MATCHING 2	MULT-CHOICE	FILL IN 1	FILL IN 2	M-SQ
1	P	T	A	WAR	MINITRUE	A=13
2	V	X	A	SCIENCE	PARSONS	B=3
3	O	W	A	FACECRIME	SYME	C=6
4	J	F	C	POWER	DESPAIR	D=12
5	K	L	C	DOWN	BROTHER	E=8
6	B	Y	B	EURASIA	DOWN	F=10
7	E	H	A	WINSTON	CHARRINGTON	G=15
8	R	E	C	DIVORCE	PEACE	H=1
9	C	C	C	LOVE	OLDSPEAK	I=11
10	D	M	C	ATOMIC	ATOMIC	J=5
11	M	R	B	SMITH	TRUE	K=4
12	I	S	B	THOUGHT	ANTIQUE	L=14
13	N	I	B	SYME	JULIA	M=2
14	U	B	D	TORTURED	PLENTY	N=16
15	Y	O	D	RATS	FACECRIME	O=9
16	Q	A	D	EASTASIA	BOOK	P=7
17	H	K	B	TECHNICAL	OBRIEN	
18	T	Q	B	LONDON	PROLES	
19	F	N	D	WATCHING	MINIPAX	
20	W	P	C	ORWELL	POWER	
21	S	J		PEACE	TECHNICAL	
22	A	V		THOUGHTCRIME	BROTHERHOOD	
23	L	D		PAPERWEIGHT	SCIENCE	
24	G	U		STRENGTH	EURASIA	
25	X	G		BOOK	SLAVERY	

# BINGO CLUE SHEET 1984

Give students a clue. Get the correct answer from a student.  
Students should mark their bingo cards if they have that word.  
Give the words in a random order for each game.

AMPLEFORTH	Sent to Ministry of Love for leaving the word God in a verse
ANTIQUE	Winston and Julia meet in its upstairs room; ___ shop
ATOMIC	Real concept from the 1960's connected to the novel; ___ war
BOOK	Contains the history of the Party & the Brotherhood; The ___
BROTHER	Head of the Party; Big ___
BROTHERHOOD	Conspirator group against the Party: The ___
CHARRINGTON	Runs the antique shop; really a member of the Thought Police
CHILDREN	Taught at school to spy on parents & others
DESPAIR	Mood of the novel
DIARY	April 4, 1984 is the day Winston starts his ___
DIVORCE	Not allowed by the Party
DOUBLETHINK	Having two contradictory thoughts at the same time
DOWN	Winston's diary entry: ___ with Big Brother
DUCKSPEAK	Speech that sounds like the quacking of a duck
EASTASIA	Enemy superstate in the middle of the novel
EURASIA	Enemy superstate as novel opens
FACECRIME	Having the wrong look on one's features
GOLDSTEIN	Enemy of the People; image used to create hatred; Emmanuel ___
HATE	Group frenzy against the Brotherhood; Two Minutes ___
INGSOC	English socialism; philosophy of the Party
JULIA	Hates the Party but participates enthusiastically
LONDON	Setting of the novel
LOVE	Maintains law and order; Ministry of ___
MINILUV	Ministry of Love in Newspeak
MINIPAX	Ministry of Peace in Newspeak
MINIPLenty	Ministry of Plenty in Newspeak
MINITRUE	Ministry of Truth in Newspeak
NEWSPEAK	Language that narrows the range of thought
OBRIEN	Re-educated Winston; wrote part of The Book
OCEANIA	Superstate ruled by the Party
OLDSPEAK	Language that is gradually being replaced
ORWELL	Author of 1984
PAPERWEIGHT	Winston bought it; it is destroyed when he is captured
PARSONS	He is denounced by his daughter
PEACE	Responsible for war related events; Ministry of ___
PLenty	Responsible for economic affairs; Ministry of ___
POLITICAL	B vocabulary consists of words used for ___ purposes
POWER	Ultimate goal of the Party

PROLES	Only hope for revolution may be with them
RATS	Winston's main fear and eventually his breaking point
REINTEGRATION	Learning, understanding, acceptance are ____ stages
SCIENCE	Newspeak has no word for this concept
SENSE	Common ____ was the heresy of heresies
SLAVERY	Freedom is ____
SLOGAN	War is peace is a Party ____
SMITH	Rewriting and distorting history was ____'s job
STRENGTH	Ignorance is ____
SYME	Writing the 11th Edition of the Newspeak dictionary is ____'s job
TECHNICAL	C vocabulary consists of words used in ____ fields
TELESCREEN	Two-way image and sound observation device
THOUGHT	____ Police observe and arrest people for crimes
THOUGHTCRIME	Thinking that is not allowed
TORTURED	O'Brien ____ Winston until he believed $2+2=5$
TRUE	Winston knew $2+2=4$ was ____
TRUTH	Responsible for news, entertainment, education, arts; Ministry of ____
WAR	Aim is to use products but not raise standard of living
WATCHING	Big Brother is ____ you
WINSTON	He doesn't believe in the Party doctrine
WORDS	A vocabulary consists of everyday ____

MINIPAX	EURASIA	SENSE	STRENGTH	DIARY
MINITRUE	INGSOC	DOWN	THOUGHT	THOUGHTCRIME
MINILUV	WAR	FREE	DUCKSPEAK	PLENTY
BOOK	TORTURED	CHARRINGTON	ATOMIC	TECHNICAL
SMITH	LOVE	PAPERWEIGHT	WATCHING	FACECRIME

SCIENCE	LONDON	ORWELL	WORD	AMPLEFORTH
O'BRIEN	TELESCREEN	BROTHER	BROTHERHOOD	OCEANIA
REINTEGRATION	WINSTON	FREE	TRUE	EASTASIA
JULIA	PARSONS	OLDSPEAK	DESPAIR	SYME
NEWSPEAK	RATS	SLOGAN	MINIPLenty	HATE

ANTIQUE	WINSTON	PEACE	OLDSPEAK	SMITH
POWER	ATOMIC	OCEANIA	SENSE	TRUTH
WAR	DOWN	FREE	WATCHING	HATE
NEWSPEAK	MINITRUE	CHARRINGTON	WORDS	POLITICAL
DUCKSPEAK	O'BRIEN	SLAVERY	TELESCREEN	BROTHER

PROLES	TRUE	TORTURED	DESPAIR	EURASIA
PAPERWEIGHT	PARSONS	GOLDSTEIN	DOUBLETHINK	MINIPAX
RATS	THOUGHTCRIME	FREE	DIARY	INGSOC
SYME	STRENGTH	THOUGHT	MINILUV	SCIENCE
REINTEGRATION	LONDON	BROTHERHOOD	MINIPLenty	EASTASIA

ORWELL	STRENGTH	ANTIQUE	LONDON	EURASIA
CHILDREN	OLDSPEAK	THOUGHT	MINITRUE	SCIENCE
SLAVERY	WORDS	FREE	DIARY	DIVORCE
TRUE	SENSE	INGSOC	WAR	MINIPLenty
TECHNICAL	DOUBLETHINK	SLOGAN	PARSONS	MINILUV

DOWN	PAPERWEIGHT	LOVE	REINTEGRATION	DUCKSPEAK
ATOMIC	BOOK	TRUTH	JULIA	THOUGHTCRIME
PROLES	AMPLEFORTH	FREE	WINSTON	WATCHING
BROTHER	GOLDSTEIN	PEACE	TORTURED	DESPAIR
PLENTY	O'BRIEN	POWER	SMITH	BROTHERHOOD

MINIPAX	DUCKSPEAK	OLDSPEAK	MINIPLenty	AMPLEFORTH
EASTASIA	PLenty	BROTHER	MINILUV	OCEANIA
ORWELL	WORDS	FREE	CHILDREN	SYME
THOUGHTCRIME	PROLES	DIVORCE	LONDON	THOUGHT
TRUE	SMITH	MINITRUE	SLAVERY	O'BRIEN

TRUTH	PAPERWEIGHT	BOOK	BROTHERHOOD	TORTURED
WINSTON	PARSONS	GOLDSTEIN	PEACE	EURASIA
STRENGTH	TELESCREEN	FREE	JULIA	TECHNICAL
DESPAIR	DOWN	FACECRIME	REINTEGRATION	SLOGAN
CHARRINGTON	DIARY	ANTIQUE	INGSOC	NEWSPEAK



POWER	DIARY	BROTHERHOOD	TECHNICAL	WATCHING
MINIPAX	OCEANIA	SENSE	O'BRIEN	STRENGTH
NEWSPEAK	AMPLEFORTH	FREE	BOOK	DOUBLETHINK
MINILUV	THOUGHT	THOUGHTCRIME	DIVORCE	FACECRIME
SMITH	BROTHER	PAPERWEIGHT	DOWN	POLITICAL

INGSOC	PEACE	ATOMIC	TELESCREEN	SLAVERY
PARSONS	TRUTH	OLDSPEAK	EURASIA	CHARRINGTON
EASTASIA	HATE	FREE	WAR	SLOGAN
PROLES	LOVE	DUCKSPEAK	SCIENCE	DESPAIR
LONDON	ANTIQUE	REINTEGRATION	MINITRUE	CHILDREN

GOLDSTEIN	LOVE	ATOMIC	SMITH	SYME
RATS	JULIA	TRUTH	MINILUV	STRENGTH
DESPAIR	OCEANIA	FREE	EURASIA	TECHNICAL
O'BRIEN	INGSOC	MINIPLenty	BOOK	WAR
WORDS	SLAVERY	AMPLEFORTH	PLenty	NEWSPEAK

SLOGAN	EASTASIA	PAPERWEIGHT	PARSONS	DOWN
BROTHERHOOD	ANTIQUE	LONDON	DIVORCE	TORTURED
PROLES	SENSE	FREE	MINITRUE	HATE
THOUGHT	BROTHER	WATCHING	DOUBLETHINK	CHILDREN
POLITICAL	WINSTON	OLDSPEAK	REINTEGRATION	PEACE

PEACE	CHARRINGTON	TRUTH	MINIPAX	GOLDSTEIN
HATE	TECHNICAL	OLDSPEAK	POLITICAL	DIARY
EURASIA	JULIA	FREE	DIVORCE	PROLES
TRUE	SENSE	SCIENCE	AMPLEFORTH	LOVE
STRENGTH	MINIPLenty	DOUBLETHINK	ANTIQUe	DOWN

BROTHER	OCEANIA	RATS	ORWELL	NEWSPEAK
WATCHING	SLOGAN	LONDON	EASTASIA	MINILUV
PARSONS	SYME	FREE	TELESCREEN	MINITRUE
BOOK	THOUGHTCRIME	INGSOC	CHILDREN	WAR
WINSTON	PLENTY	BROTHERHOOD	SLAVERY	O'BRIEN

TORTURED	TECHNICAL	GOLDSTEIN	PEACE	REINTEGRATION
SLAVERY	PLENTY	WINSTON	RATS	HATE
THOUGHTCRIME	SENSE	FREE	DOUBLETHINK	JULIA
TRUTH	PARSONS	O'BRIEN	DOWN	ANTIQUE
POWER	THOUGHT	SMITH	SLOGAN	NEWSPEAK

WAR	SCIENCE	MINIPLenty	OCEANIA	PAPERWEIGHT
MINITRUE	SYME	WATCHING	FACECRIME	LOVE
DESPAIR	MINILUV	FREE	STRENGTH	PROLES
EURASIA	DIVORCE	EASTASIA	ORWELL	LONDON
POLITICAL	TRUE	MINIPAX	TELESCREEN	DUCKSPEAK

THOUGHTCRIME	MINILUV	TORTURED	REINTEGRATION	DESPAIR
O'BRIEN	ANTIQUE	EASTASIA	CHARRINGTON	POWER
DOWN	OCEANIA	FREE	ATOMIC	HATE
MINITRUE	PAPERWEIGHT	FACECRIME	PARSONS	SLOGAN
WAR	STRENGTH	THOUGHT	CHILDREN	TELESCREEN

WATCHING	DIVORCE	GOLDSTEIN	DIARY	TRUTH
SLAVERY	LOVE	PLENTY	TECHNICAL	BOOK
DUCKSPEAK	MINIPAX	FREE	SMITH	MINIPLenty
BROTHER	INGSOC	SYME	EURASIA	LONDON
AMPLEFORTH	PEACE	RATS	DOUBLETHINK	POLITICAL

SCIENCE	WORDS	MINIPAX	MINIPLenty	DIVORCE
MINILUV	SMITH	DESPAIR	RATS	POLITICAL
REINTEGRATION	EASTASIA	FREE	STRENGTH	BROTHER
TRUTH	ATOMIC	INGSOC	OLDSPEAK	PARSONS
BOOK	MINITRUE	LOVE	PROLES	SLOGAN

NEWSPEAK	TRUE	FACECRIME	LONDON	TORTURED
EURASIA	PAPERWEIGHT	HATE	WAR	WATCHING
PEACE	SYME	FREE	O'BRIEN	DOWN
BROTHERHOOD	SENSE	DUCKSPEAK	THOUGHTCRIME	GOLDSTEIN
WINSTON	SLAVERY	OCEANIA	ANTIQUe	THOUGHT

THOUGHT	WORDS	JULIA	MINIPAX	DUCKSPEAK
WINSTON	DIVORCE	LONDON	OLDSPEAK	PEACE
BROTHERHOOD	INGSOC	FREE	MINITRUE	SMITH
TECHNICAL	SCIENCE	TELESCREEN	MINIPLenty	TRUTH
DESPAIR	ATOMIC	SENSE	BROTHER	BOOK

GOLDSTEIN	HATE	STRENGTH	RATS	POLITICAL
DOUBLETHINK	SYME	WAR	PROLES	SLAVERY
THOUGHTCRIME	ORWELL	FREE	CHILDREN	REINTEGRATION
SLOGAN	EASTASIA	DOWN	DIARY	MINILUV
NEWSPEAK	PLENTY	CHARRINGTON	PARSONS	TRUE

MINITRUE	FACECRIME	BOOK	NEWSPEAK	SMITH
PLENTY	WATCHING	O'BRIEN	ANTIQUE	DUCKSPEAK
DIARY	SYME	FREE	BROTHER	HATE
CHARRINGTON	LONDON	TECHNICAL	PARSONS	TELESCREEN
EASTASIA	THOUGHTCRIME	OCEANIA	REINTEGRATION	AMPLEFORTH

PAPERWEIGHT	TRUE	SCIENCE	DESPAIR	DOWN
WORDS	TORTURED	POLITICAL	CHILDREN	RATS
JULIA	GOLDSTEIN	FREE	SENSE	WINSTON
PROLES	TRUTH	STRENGTH	INGSOC	SLAVERY
MINILUV	LOVE	OLDSPEAK	DOUBLETHINK	POWER



TECHNICAL	OCEANIA	WORDS	FACECRIME	TELESCREEN
THOUGHTCRIME	CHILDREN	MINITRUE	DIARY	MINIPAX
HATE	BROTHER	FREE	SCIENCE	PROLES
TRUE	BROTHERHOOD	REINTEGRATION	EASTASIA	DOUBLETHINK
MINIPLenty	O'BRIEN	NEWSPEAK	SYME	INGSOC

LOVE	TRUTH	TORTURED	PEACE	DUCKSPEAK
DESPAIR	PLENTY	AMPLEFORTH	OLDSPEAK	DOWN
PAPERWEIGHT	SMITH	FREE	WINSTON	ORWELL
SLAVERY	ATOMIC	MINILUV	WATCHING	POWER
BOOK	STRENGTH	SLOGAN	THOUGHT	DIVORCE

STRENGTH	DOUBLETHINK	THOUGHTCRIME	LOVE	EASTASIA
PAPERWEIGHT	BOOK	WATCHING	RATS	PARSONS
SCIENCE	BROTHERHOOD	FREE	SLOGAN	O'BRIEN
SMITH	EURASIA	MINITRUE	NEWSPEAK	CHARRINGTON
PLENTY	AMPLEFORTH	CHILDREN	FACECRIME	INGSOC

ATOMIC	MINIPLENTY	WORDS	MINILUV	TRUTH
SENSE	SYME	MINIPAX	TECHNICAL	TELESCREEN
REINTEGRATION	HATE	FREE	POLITICAL	OLDSPEAK
DIVORCE	WAR	TORTURED	ANTIQUE	TRUE
THOUGHT	BROTHER	GOLDSTEIN	DIARY	ORWELL

OLDSPEAK	MINILUV	CHILDREN	O'BRIEN	BOOK
PEACE	DOWN	DESPAIR	POLITICAL	WAR
PROLES	THOUGHT	FREE	PAPERWEIGHT	GOLDSTEIN
REINTEGRATION	DIARY	POWER	RATS	MINITRUE
ANTIQUE	AMPLEFORTH	EASTASIA	TRUE	JULIA

TECHNICAL	TELESCREEN	ATOMIC	TRUTH	LOVE
DIVORCE	SYME	SLAVERY	WATCHING	WINSTON
EURASIA	NEWSPEAK	FREE	HATE	PLENTY
OCEANIA	FACECRIME	STRENGTH	BROTHERHOOD	SLOGAN
THOUGHTCRIME	BROTHER	ORWELL	MINIPLenty	PARSONS

LONDON	WATCHING	SCIENCE	OLDSPEAK	TRUTH
PAPERWEIGHT	DESPAIR	MINITRUE	POLITICAL	LOVE
MINILUV	SMITH	FREE	THOUGHT	TORTURED
REINTEGRATION	STRENGTH	ORWELL	SLOGAN	OCEANIA
PARSONS	DOWN	AMPLEFORTH	EASTASIA	SENSE

CHARRINGTON	GOLDSTEIN	WAR	NEWSPEAK	JULIA
TELESCREEN	TECHNICAL	ANTIQUE	DIVORCE	ATOMIC
MINIPAX	HATE	FREE	FACECRIME	DUCKSPEAK
RATS	TRUE	WINSTON	MINIPLenty	CHILDREN
O'BRIEN	THOUGHTCRIME	WORDS	DIARY	POWER

## REVIEW GAME JUGGLE LETTERS 1984

Change the order of the letters to find the original word.

- |                  |               |
|------------------|---------------|
| 1. NWN SIOT      | W_____        |
| 2. BGI ROBRTEH   | B_____ B_____ |
| 3. ESNPEAWK      | N_____        |
| 4. UJLAI         | J_____        |
| 5. BINOER        | O'_____       |
| 6. OEGLSTIND     | G_____        |
| 7. RHARINGTOCN   | C_____        |
| 8. KDUBHOLETIN   | D_____        |
| 9. CACFERIEM     | F_____        |
| 10. RHUGHTOETCIM | T_____        |
| 11. CAEAONI      | O_____        |
| 12. ASAETSAI     | E_____        |
| 13. UREAIAS      | E_____        |
| 14. YESM         | S_____        |
| 15. MLEFAORFTHP  | A_____        |
| 16. NARSPOS      | P_____        |
| 17. DROHOTHEBRO  | B_____        |
| 18. REOSPL       | P_____        |
| 19. ASRT         | R_____        |
| 20. TAPGEWPREIH  | P_____        |
| 21. NIGOSC       | I_____        |
| 22. INITEMRU     | M_____        |
| 23. NILPENMTIY   | M_____        |
| 24. INIXPMA      | M_____        |
| 25. INIVMLU      | M_____        |

## ANSWER KEY REVIEW GAME JUGGLE LETTERS 1984

Change the order of the letters to find the original word.

1. NWNSIOT	WINSTON
2. BGI ROBRTEH	BIG BROTHER
3. ESNPEAWK	NEWSPEAK
4. UJLAI	JULIA
5. BINOER	O'BRIEN_
6. OEGLSTIND	GOLDSTEIN
7. RHARINGTOCN	CHARRINGTON
8. KDUBHOLETIN	DOUBLETHINK
9. CACFERIEM	FACECRIME
10. RHUGHTOETCIM	THOUGHTCRIME
11. CAEAONI	OCEANIA
12. ASAETSAI	EASTASIA
13. UREAIAS	EURASIA
14. YESM	SYME
15. MLEFAORFTHP	AMPLEFORTH
16. NARSPOS	PARSONS
17. DROHOTHEBRO	BROTHERHOOD
18. REOSPL	PROLES
19. ASRT	RATS
20. TAPGEWPREIH	PAPERWEIGHT
21. NIGOSC	INGSOC
22. INTEIMRU	MINTRUE
23. NILPENMTIY	MINIPLenty
24. INIXPMA	MINIPAX
25. INIVMLU	MINILUV

# VOCABULARY RESOURCE MATERIALS





# VOCABULARY WORD SEARCH 1 1984

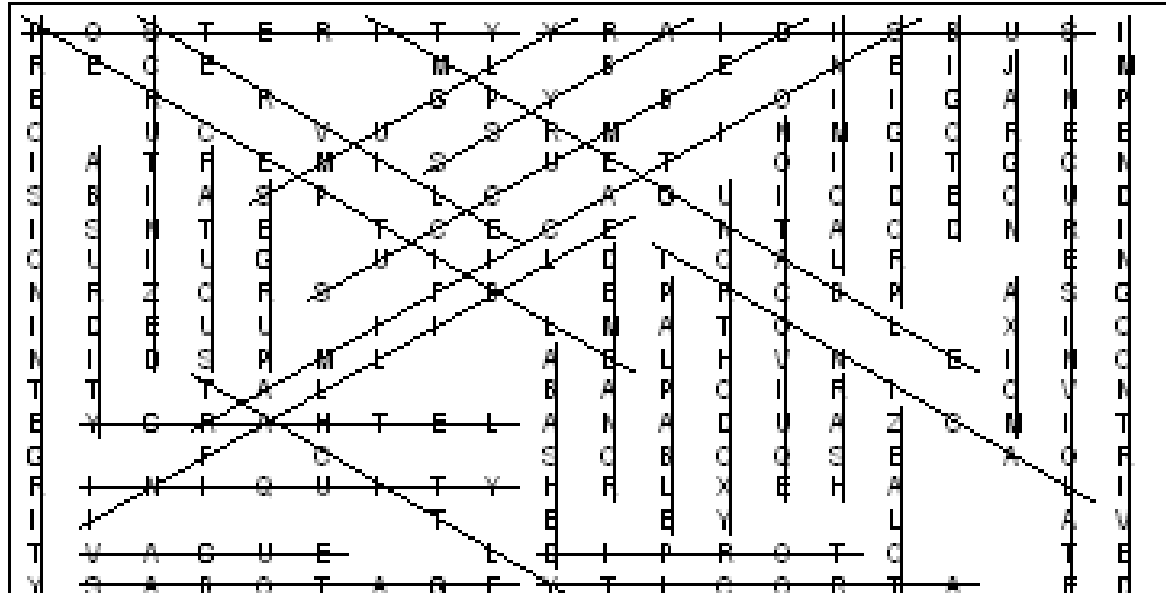
All the words in this list are associated with *1984* with emphasis on the vocabulary words being studied in the unit. The words are placed backwards, forwards, diagonally, and vertically. The clues below the word search will help identify the words.

P O S T E R I T Y Y R A I D I S B U S I  
R E C E F X Z M L H B P E Q N E I J I M  
E D R W R T Y G P Y Y B C O I I G A N P  
C Y U C C V U M S R M N I N M G O R E E  
I A T F E M I S C U E T W O I I T G C N  
S B I A S P J L C D A G U I C D E O U D  
I S N T E K T C E C E K N T A O D N R I  
O U I U G Q U I I L D I O A L R B L E N  
N R Z O R S K F B C E P R C B P C A S G  
I D E U U Y I I S L M A T O P L J X I C  
N I D S P M L T R A E L H V N H E I N O  
T T J T A L W B X B A P O I R I Y O V N  
E Y G R A H T E L A N A D U A Z C M I T  
G M G F H C D W L S O B O Q S E R A O R  
R I N I Q U I T Y H R L X E H A J V L I  
I I C L B F D T V E X E Y J L L Z K A V  
T V A G U E P R L D I P R O T O Z Q T E  
Y S A B O T A G E Y T I C O R T A X E D

ABASHED	IMPENDING	PALPABLE	SERVILE
ABSURDITY	IMPREGNABLE	PERCEPTIBLE	SINECURES
ABYSS	INFALLIBLE	POSTERITY	SMUGLY
ATROCITY	INIMICAL	PRECISION	SUBSIDIARY
AXIOM	INIQUITY	PRODIGIES	SUCCUMBED
BIGOTED	INTEGRITY	PURGES	TACITLY
CONTRIVED	INVIOLEATE	RAMIFICATIONS	TORPID
DEMEANOR	IRONICAL	RASH	UNORTHODOXY
EQUIVOCATION	JARGON	SABOTAGE	VAGUE
FATUOUS	LETHARGY	SCRUTINIZED	ZEALOT

# ANSWER KEY VOCABULARY WORD SEARCH 1 1984

included in the maze. Circle the hidden vocabulary words in the maze.



## VOCABULARY WORD SEARCH 2 1984

Words are placed backwards, forward, diagonally, up and down. Clues listed below can help you find the words. Circle the hidden vocabulary words in the maze.

```

R A M I F I C A T I O N S T A X I O M V
O I V C N C Z A C X V Z A O T P E A E Z
N I N V O F U W L S D C G R R A U R T V
A R M C F N A L T L I J Y P O L P B A F
E A E P R L S L P T O R T I C P H I P S
M S X Q E E B U L A A U D D I A O T H C
E H T Z R N D Y M I B L S G T B N R Y R
D F R V P F D U D P B L E N Y L Y A S U
T C I K V X X I L X T L E T E E R R I T
N L C T Q X S J N I Y I E K H S S Y C I
E G A T O B A S S G T S O B V A S P S N
T Z T B U R U U T A I Y M N I S R U Q I
O W E S G O O M R B R P S U Y G O G T Z
P B R O U N V W I A E U R B G I O H Y E
I J N T I H A F D S T R A S R L V T L D
N G A M F V G C E H S G W U Y D Y M E N
M F U M X G U V N E O E P Z E A L O T D
O L C Y P V E W T D P S I N E C U R E S

```

About to happen

An Attempt to explain reality and knowledge

An unfeeling manner; hard-heartedness

Behavior; manner

Branches; subdivisions

Combination of pleasant sounds

Damage or destruction done as an attack

Deserving blame

Drowsy dullness or lack of activity

Dull; inactive

Easily seen or heard and recognized

Embarrassed

Enlightened; clear

Examined carefully

Extreme wickedness or cruelty

False; not genuine

Free from error

Future generations

Giving in because of fear

Hasty and careless

Having a harsh sound

Having great power or influence

In a way that is too pleased with oneself

Lack of belief

Language of a special group

Lowest depth

Not definite or precise

Person who shows too much enthusiasm; a fanatic

Removal of undesirable people from a nation or party

Secondary

Set free; release

Silly foolish

Statement taken to be true without proof

Things made to be used up

Understood without being openly said

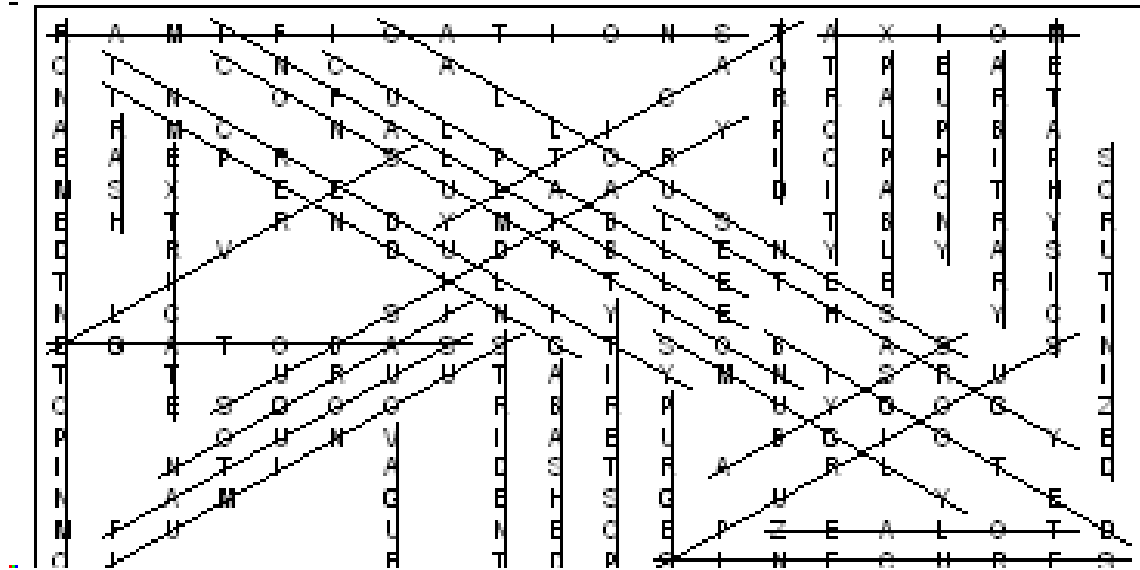
Unreasonably attached to an opinion or belief

Very easy jobs that pay well

Without regard to rule or law

## ANSWER KEY VOCABULARY WORD SEARCH 2 1984

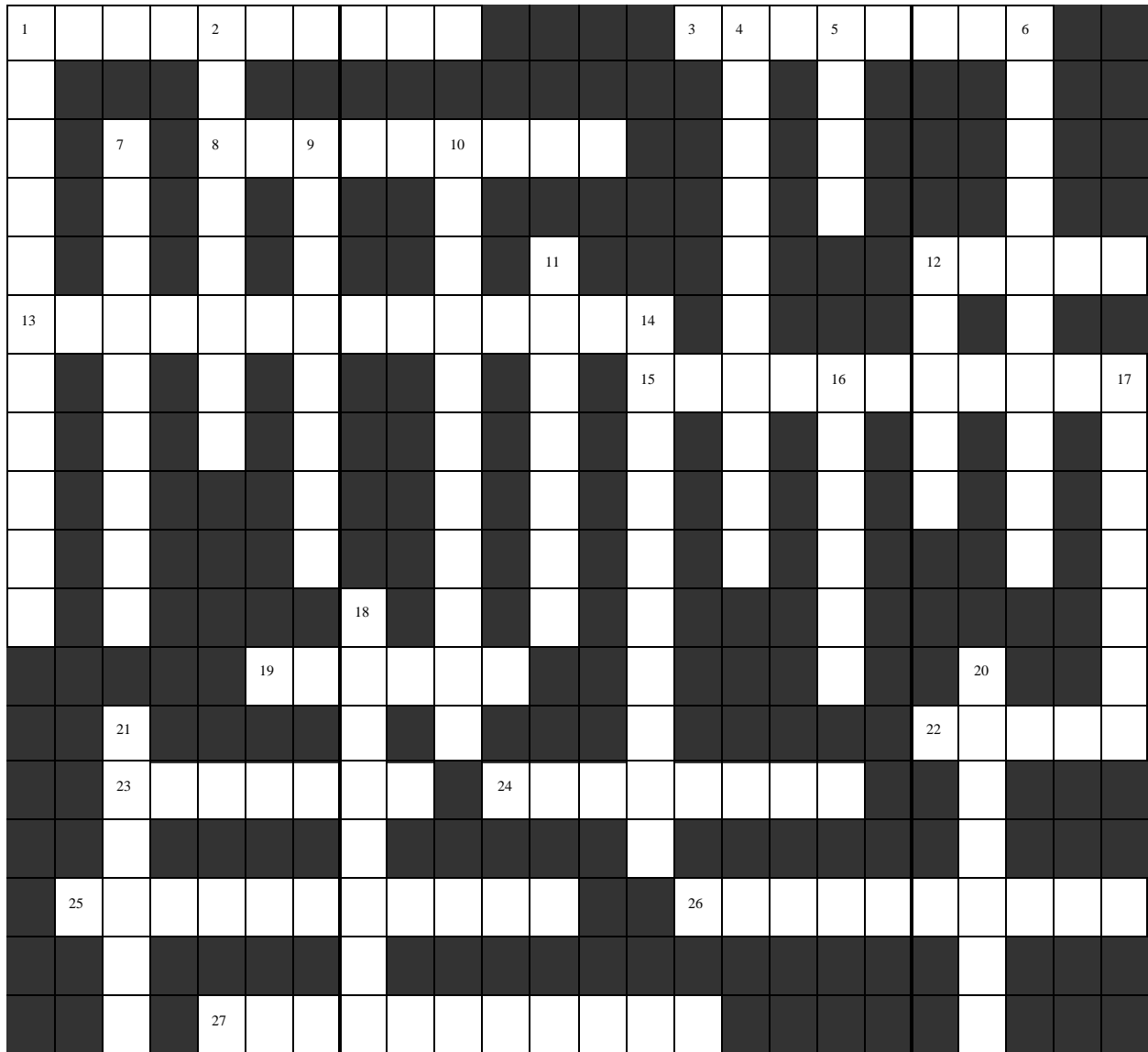
help you find the words. Circle the hidden vocabulary words in the maze.



IMPENDING  
 METAPHYSICS  
 CALLOUSNESS  
 DEMEANOR  
 RAMIFICATIONS  
 EUPHONY  
 SABOTAGE  
 CULPABLE  
 LETHARGY  
 TORPID  
 PALPABLE  
 ABASHED  
 LUMINOUS  
 SCRUTINIZED  
 ATROCITY  
 SPURIOUS  
 INFALLIBLE  
 POSTERITY  
 SERVILE

RASH  
 STRIDENT  
 OMNIPOTENT  
 SMUGLY  
 INCREDULITY  
 JARGON  
 ABYSS  
 VAGUE  
 ZEALOT  
 PURGES  
 SUBSIDIARY  
 EXTRICATE  
 FATUOUS  
 AXIOM  
 CONSUMPTION  
 TACITLY  
 BIGOTED  
 SINECURES  
 ARBITRARY

# VOCABULARY CROSSWORD 1 1984



## VOCABULARY CROSSWORD 1 CLUE SHEET 1984

### ACROSS

- 1 Having folds or winding curves
- 3 False; not genuine
- 8 About to happen
- 12 Statement taken to be true without proof
- 13 Not clear
- 15 An attempt to explain reality & knowledge
- 19 Language of a special group
- 22 Not definite or precise
- 23 Combination of pleasant sounds
- 24 Extreme wickedness or cruelty
- 25 Governments ruled by only a few people
- 26 Having great power or influence
- 27 The lowest economic or social class

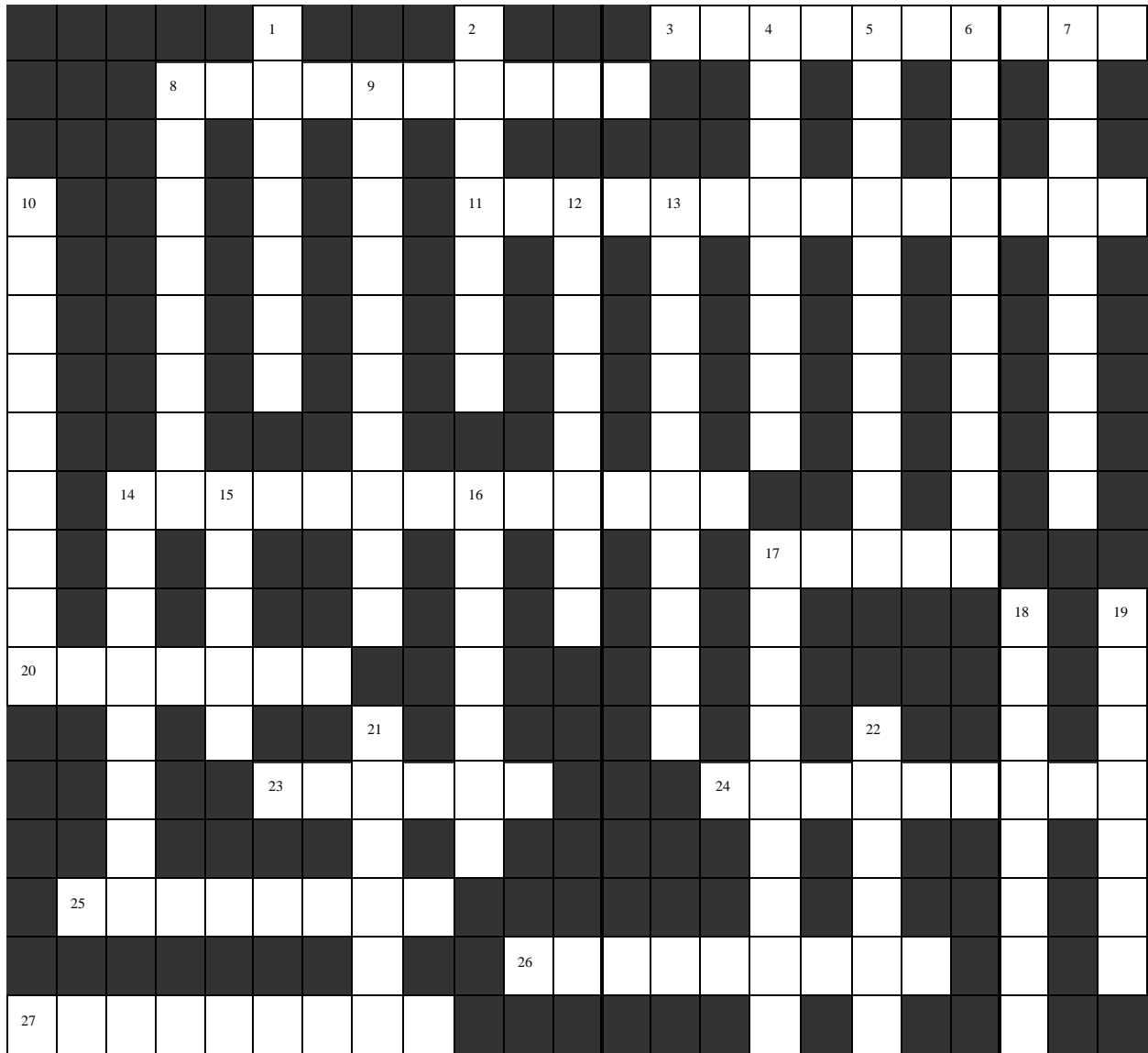
### DOWN

- 1 An unfeeling manner; hard-heartedness
- 2 Openings; holes
- 4 Judging things on their practical consequences
- 5 Hasty & careless
- 6 Secondary
- 7 Excuse; absolve
- 9 Easily seen or heard and recognized
- 10 Worn or broken down condition
- 11 Embarrassed
- 12 Lowest depth
- 14 Losing flesh; wasting away
- 16 Removal of undesirable people
- 17 Giving in because of fear
- 18 Expressing one thing and meaning another
- 20 Understood without being openly said
- 21 Person who shows too much enthusiasm; a fanatic

ANSWER KEY VOCABULARY CROSSWORD 1 1984

C	O	N	V	O	L	U	T	E	D					S	P	U	R	I	O	U	S		
A				R										R		A					U		
L		V		I	M	P	E	N	D	I	N	G			A		S				B		
L		I		F		A			E					G		H					S		
O		N		I		L			G		A				M				A	X	I	O	M
U	N	D	E	C	I	P	H	E	R	A	B	L	E		A				B		D		
S		I		E		A			A		A		M	E	T	A	P	H	Y	S	I	C	S
N		C		S		B			D		S		A		I		U		S		A		E
E		A				L			A		H		C		S		R		S		R		R
S		T				E			T		E		I		M		G				Y		V
S		E					I		I		D		A				E						I
					J	A	R	G	O	N			T			S			T				L
		Z					O		N				I						V	A	G	U	E
		E	U	P	H	O	N	Y		A	T	R	O	C	I	T	Y			C			
		A					I						N						I				
	O	L	I	G	A	R	C	H	I	E	S			O	M	N	I	P	O	T	E	N	T
		O					A													L			
		T		P	R	O	L	E	T	A	R	I	A	T						Y			

# VOCABULARY CROSSWORD 2 1984





## VOCABULARY CROSSWORD 2 CLUE SHEET 1984

### ACROSS

- 3 Mild or indirect expressions
- 8 Relentlessly; unyielding
- 11 Not clear
- 14 Done in a secret or underhanded manner
- 17 Not definite or precise
- 20 Combination of pleasant sounds
- 23 In a way that is too pleased with oneself
- 24 Very easy jobs that pay well
- 25 Drowsy dullness or lack of activity
- 26 Excited noise and activity
- 27 Government production and distribution of goods

### DOWN

- 1 Giving in because of fear
- 2 Silly; foolish
- 4 Easily seen or heard and recognized
- 5 Surrounding
- 6 Free from error
- 7 Able to be shaped or molded
- 8 Expressing one thing and meaning another
- 9 Having great power or influence
- 10 Destroy; wipe out
- 12 Behavior; manner
- 13 Having folds or winding curves
- 14 Deserving blame
- 15 Statement taken to be true without proof
- 16 Understood without being openly said
- 17 Excuse; absolve
- 18 False; not genuine
- 19 Embarrassed
- 21 Removal of undesirable people from a nation or party
- 22 Person who shows too much enthusiasm; a fanatic

ANSWER KEY VOCABULARY CROSSWORD 2 1984

					S				F				E	U	P	H	E	M	I	S	M	S
			I	N	E	X	O	R	A	B	L	Y			A		N		N		A	
			R		R		M		T						L		V		F		L	
E			O		V		N		U	N	D	E	C	I	P	H	E	R	A	B	L	E
R			N		I		I		O		E		O		A		L		L		E	
A			I		L		P		U		M		N		B		O		L		A	
D			C		E		O		S		E		V		L		P		I		B	
I			A				T				A		O		E		I		B		L	
C		C	L	A	N	D	E	S	T	I	N	E	L	Y			N		L		E	
A		U		X			N		A		O		U		V	A	G	U	E			
T		L		I			T		C		R		T		I					S		A
E	U	P	H	O	N	Y			I				E		N					P		B
		A		M			P		T				D		D		Z			U		A
		B			S	M	U	G	L	Y				S	I	N	E	C	U	R	E	S
		L					R		Y						C		A			I		H
	L	E	T	H	A	R	G	Y							A		L			O		E
							E			C	O	M	M	O	T	I	O	N		U		D
S	O	C	I	A	L	I	S	M							E		T			S		

### VOCABULARY MATCHING 1/984

Directions: Place the letter of the matching definition on the blank line.

- |                        |  |
|------------------------|--|
| _____ 1. abashed       | A. having a harsh sound                              |
| _____ 2. inexorably    | B. silly; foolish                                    |
| _____ 3. smugly        | C. relentless; unyielding                            |
| _____ 4. emaciation    | D. excited noise and activity                        |
| _____ 5. incriminating | E. shining by its own light                          |
| _____ 6. jargon        | F. governments that are ruled by only a few people   |
| _____ 7. tour de farce | G. showing guilt                                     |
| _____ 8. luminous      | H. reduction; decrease                               |
| _____ 9. euphony       | I. an unfeeling manner                               |
| _____ 10. callousness  | J. losing flesh; wasting away                        |
| _____ 11. strident     | K. not going by a rule or law                        |
| _____ 12. vague        | L. judging things on their practical consequences    |
| _____ 13. pragmatism   | M. language of a special group                       |
| _____ 14. oligarchies  | N. in a way that is too pleased with oneself         |
| _____ 15. zealot       | O. a person who shows too much enthusiasm; a fanatic |
| _____ 16. fatuous      | P. embarrassed                                       |
| _____ 17. rash         | Q. a combination of pleasant sounds                  |
| _____ 18. arbitrary    | R. hasty and careless                                |
| _____ 19. commotion    | S. not definite or precise                           |
| _____ 20. diminution   | T. an act of skill or cleverness                     |

# ANSWER KEY VOCABULARY MATCHING 1/1984

<u>P</u>	1. abashed	A. having a harsh sound
<u>C</u>	2. inexorably	B. silly; foolish
<u>N</u>	3. smugly	C. relentless; unyielding
<u>J</u>	4. emaciation	D. excited noise and activity
<u>G</u>	5. incriminating	E. shining by its own light
<u>M</u>	6. jargon	F. governments that are ruled by only a few people
<u>T</u>	7. tour de farce	G. showing guilt
<u>E</u>	8. luminous	H. reduction; decrease
<u>Q</u>	9. euphony	I. an unfeeling manner
<u>I</u>	10. callousness	J. losing flesh; wasting away
<u>A</u>	11. strident	K. not going by a rule or law
<u>S</u>	12. vague	L. judging things on their practical consequences
<u>L</u>	13. pragmatism	M. language of a special group
<u>F</u>	14. oligarchies	N. in a way that is too pleased with oneself
<u>O</u>	15. zealot	O. a person who shows too much enthusiasm; a fanatic
<u>B</u>	16. fatuous	P. embarrassed
<u>R</u>	17. rash	Q. a combination of pleasant sounds
<u>K</u>	18. arbitrary	R. hasty and careless
<u>D</u>	19. commotion	S. not definite or precise
<u>H</u>	20. diminution	T. an act of skill or cleverness

# VOCABULARY MULTIPLE CHOICE 1984

- |       |   |                    |                 |                   |                   |
|-------|---|--------------------|-----------------|-------------------|-------------------|
| _____ | 1. not making a commitment on a matter            | A. absurdity       | B. hierarchical | C. inimical       | D. equivocation   |
| _____ | 2. excuse; absolve                                | A. eradicate       | B. vindicate    | C. inviolate      | D. succumbed      |
| _____ | 3. joking talk or writing                         | A. persiflage      | B. jargon       | C. euphony        | D. installments   |
| _____ | 4. lowest depth                                   | A. demeanor        | B. lethargy     | C. abyss          | D. subsidiary     |
| _____ | 5. the opinions of a person or political movement | A. socialism       | B. prodigies    | C. ideological    | D. integrity      |
| _____ | 6. deserving blame                                | A. vague           | B. culpable     | C. intimidating   | D. bigoted        |
| _____ | 7. wickedness                                     | A. <u>iniquity</u> | B. demeanor     | C. superfluous    | D. luminous       |
| _____ | 8. a statement taken to be true without proof     | A. unorthodoxy     | B. pragmatism   | C. axiom          | D. empirical      |
| _____ | 9. damage or destruction done as an attack        | A. callousness     | B. extricate    | C. posterity      | D. sabotage       |
| _____ | 10. openings; holes                               | A. purges          | B. orifices     | C. ramifications  | D. euphemisms     |
| _____ | 11. very easy jobs that pay well                  | A. sinecures       | B. metaphysics  | C. Ramifications  | D. zealots        |
| _____ | 12. dull, inactive                                | A. servile         | B. rash         | C. torpid         | D. undecipherable |
| _____ | 13. excuse; absolve                               | A. contrived       | B. vindicate    | C. impregnable    | D. emaciation     |
| _____ | 14. teach a belief or principal                   | A. convoluted      | B. inimical     | C. reconciliation | D. indoctrinate   |
| _____ | 15. extreme wickedness or cruelty                 | A. atrocity        | B. precision    | C. ironical       | D. euphony        |
| _____ | 16. lack of belief                                | A. infallible      | B. contrived    | C. incredulity    | D. diminution     |
| _____ | 17. the lowest economic or social class           | A. indignation     | B. proletariat  | C. strident       | D. desultorily    |
| _____ | 18. false; not genuine                            | A. spurious        | B. accumulated  | C. fatuous        | D. impending      |
| _____ | 19. too much to be endured                        | A. capitulated     | B. omnipotent.  | C. palpable       | D. intolerable    |
| _____ | 20. people who use money to carry on business     | A. consumption     | B. enveloping   | C. capitalists    | D. oligarchies    |

# ANSWER KEY VOCABULARY MULTIPLE CHOICE 1984

- D 1. not making a commitment on a matter  
A. absurdity B. hierarchical C. inimical D. **equivocation**
- B 2. excuse; absolve  
A. eradicate B. **vindicate** C. inviolate D. succumbed
- A 3. joking talk or writing  
A. **persiflage** B. jargon C. euphony D. installments
- C 4. lowest depth  
A. demeanor B. lethargy C. **abyss** D. subsidiary
- C 5. the opinions of a person or political movement  
A. socialism B. prodigies C. **ideological** D. integrity
- B 6. deserving blame  
A. vague B. **culpable** C. intimidating D. bigoted
- A 7. wickedness  
A. **iniquity** B. demeanor C. superfluous D. luminous
- C 8. a statement taken to be true without proof  
A. unorthodoxy B. pragmatism C. **axiom** D. empirical
- D 9. damage or destruction done as an attack  
A. callousness B. extricate C. posterity D. **sabotage**
- B 10. openings; holes  
A. purges B. **orifices** C. ramifications D. euphemisms
- A 11. very easy jobs that pay well  
A. **sinecures** B. metaphysics C. tour de force D. zealots
- C 12. dull, inactive  
A. servile B. rash C. **torpid** D. undecipherable
- B 13. excuse; absolve  
A. contrived B. **vindicate** C. impregnable D. emaciation
- D 14. teach a belief or principal  
A. convoluted B. inimical C. reconciliation D. **indoctrinate**
- A 15. extreme wickedness or cruelty  
A. **atrocities** B. precision C. ironical D. euphony
- C 16. lack of belief  
A. infallible B. contrived C. **incredulity** D. diminution
- B 17. the lowest economic or social class  
A. indignation B. **proletariat** C. strident D. desultorily
- A 18. false; not genuine  
A. **spurious** B. accumulated C. fatuous D. impending
- D 19. too much to be endured  
A. capitulated B. omnipotent C. palpable D. **intolerable**
- C 20. people who use money to carry on business  
A. consumption B. enveloping C. **capitalists** D. oligarchies

VOCABULARY FLASH CARDS 1984

ABASHED	embarrassed
ABSURDITY	nonsense
ABYSS	lowest depth
ACCUMULATED	collected
ARBITRARY	without regard to a rule or law
ATROCITY	extreme wickedness or cruelty
AXIOM	statement taken to be true without proof
BIGOTED	unreasonably attached to an opinion or belief

CALLOUSNESS	an unfeeling manner; hard-heartedness
CAPITALISTS	people who use money to carry on business
CAPITULATED	gave up
CLANDESTINELY	done in secret or underhanded manner
COMMOTION	excited noise & activity
CONSUMPTION	things made to be used up
CONTRIVED	planned; designed
CONVOLUTED	having folds or winding curves
CULPABLE	deserving blame



DEGRADATION	worn or broken down condition
DEMEANOR	behavior; manner
DESULTORILY	jumping from one topic to another
DIMINUTION	reduction; decrease
EMACIATION	losing flesh; wasting away
EMPIRICAL	based on experiment and observation
ENVELOPING	surrounding
EQUIVOCATION	not making a commitment on a matter
ERADICATE	destroy; wipe out

EUPHEMISMS	mild or indirect expressions
EUPHONY	combination of pleasant sounds
EXTRICATE	set free; release
FATUOUS	silly; foolish
HIERARCHIAL	arranging things one above the other by rank
IDEOLOGICAL	having to do with the opinions of a person or political movement
IMPENDING	about to happen
IMPREGNABLE	won't give in to force or persuasion
INCREDULITY	lack of belief

INCREDULOUS	not believing
INCRIMINATING	showing guilt
INDIGNATION	anger combined with disapproval
INDOCTRINATE	teach a belief or principal
INEXORABLY	relentlessly; unyielding
INFALLIBLE	free from error
INIMICAL	harmful; unfavorable
INIQUITY	wickedness
INSTALLMENTS	parts of a series

INTEGRITY	honesty; sincerity
INTIMIDATING	frightening
INTOLERABLE	too much to be endured
INVIOLEATE	unbroken; uninjured
IRONICAL	expressing one thing and meaning another
IRRECONCILABLE	not able to agree
JARGON	language of a special group
LETHARGY	drowsy dullness or lack of activity
LUMINOUS	enlightened; clear

MALLEABLE	able to be shaped or molded
METAPHYSICS	attempt to explain reality & knowledge
OLIGARCHIES	governments ruled by only a few people
OMNIPOTENT	having great power or influence
ORIFICES	openings; holes
PALPABLE	easily seen or heard and recognized
PERCEPTIBLE	observable; understandable
PERSIFLAGE	joking talk or writing
POSTERITY	future generations

PRAGMATISM	judging things on their practical consequences
PRECISION	accuracy; exactness
PRODIGIES	marvelous examples
PROLETARIAT	the lowest economic or social class
PROSTRATED	lying down flat
PURGES	removal of undesirable people from a nation or party
RAMIFICATIONS	branches; subdivisions
RASH	hasty and careless
RECONCILIATION	bringing together again in friendship

SABOTAGE	damage or destruction done as an attack
SCRUTINIZED	examined carefully
SERVILE	giving in because of fear
SINECURES	very easy jobs that pay well
SMUGLY	in a way that is too pleased with oneself
SOCIALISM	government production and distribution of goods
SPURIOUS	False; not genuine
STRIDENT	having a harsh sound
SUBSIDIARY	secondary

SUCCUMBED	gave way; yielded
SUPERFLUOUS	unnecessary
TACITLY	understood without being openly said
TORPID	dull; inactive
UNDECIPHERABLE	not clear
UNORTHODOXY	not holding generally accepted beliefs
VAGUE	not definite or precise
VINDICATE	excuse; absolve
ZEALOT	person who shows too much enthusiasm; a fanatic



# VOCABULARY FILL IN THE BLANK 1 1984

ABASHED	EUPHEMISMS	INIMICAL	LETHARGY	SCRUTINIZED
CAPITULATED	FATUOUS	INEXORABLY	MALLEABLE	SERVILE
DEGRADATION	IDEOLOGICAL	INIQUITY	METAPHYSICS	SINECURES
DIMINUTION	INCREDULITY	INVIOLE	OLIGARCHIES	SOCIALISM
EQUIVOCATION	INCREDULOUS	IRRECONCILABLE	OMNIPOTENT	UNORTHODOXY

- \_\_\_\_\_ 1. Very easy jobs that pay well
- \_\_\_\_\_ 2. An attempt to explain reality and knowledge
- \_\_\_\_\_ 3. Silly; foolish
- \_\_\_\_\_ 4. Drowsy dullness or lack of activity
- \_\_\_\_\_ 5. Not making a commitment on a matter
- \_\_\_\_\_ 6. Governments ruled by only a few people
- \_\_\_\_\_ 7. Reduction; decrease
- \_\_\_\_\_ 8. Mild or indirect expressions
- \_\_\_\_\_ 9. Embarrassed
- \_\_\_\_\_ 10. Not holding generally accepted beliefs
- \_\_\_\_\_ 11. Not able to agree
- \_\_\_\_\_ 12. Wickedness
- \_\_\_\_\_ 13. Relentlessly; unyielding
- \_\_\_\_\_ 14. Lack of belief
- \_\_\_\_\_ 15. Gave up
- \_\_\_\_\_ 16. Not believing
- \_\_\_\_\_ 17. Able to be shaped or molded
- \_\_\_\_\_ 18. Having to do with the opinions of a person or political movement
- \_\_\_\_\_ 19. Harmful; unfavorable
- \_\_\_\_\_ 20. Examined carefully
- \_\_\_\_\_ 21. Having great power or influence
- \_\_\_\_\_ 22. Giving in because of fear
- \_\_\_\_\_ 23. Government production and distribution of goods
- \_\_\_\_\_ 24. Worn or broken down condition
- \_\_\_\_\_ 25. Unbroken; uninjured

## VOCABULARY FILL IN THE BLANK 2 1984

BIGOTED	HIERARCHIAL	INIQUITY	ORIFICES	RAMIFICATIONS
CALLOUSNESS	IMPREGNABLE	INTOLERABLE	PERCEPTIBLE	RECONCILIATION
CAPITALISTS	INCREDULOUS	IRRECONCILABLE	PRECISION	SABOTAGE
ENVELOPING	INDIGNATION	MALLEABLE	POSTERITY	SUCCUMBED
EUPHONY	INFALLIBLE	OMNIPOTENT	PRODIGIES	SUPERFLUOUS

- \_\_\_\_\_ 1. People who use money to carry on business
- \_\_\_\_\_ 2. Gave way; yielded
- \_\_\_\_\_ 3. Too much to be endured
- \_\_\_\_\_ 4. Not able to agree
- \_\_\_\_\_ 5. Future generations
- \_\_\_\_\_ 6. Not believing
- \_\_\_\_\_ 7. Marvelous examples
- \_\_\_\_\_ 8. Openings; holes
- \_\_\_\_\_ 9. An unfeeling manner; hard-heartedness
- \_\_\_\_\_ 10. Accuracy; exactness
- \_\_\_\_\_ 11. Free from error
- \_\_\_\_\_ 12. Won't give in to force or persuasion
- \_\_\_\_\_ 13. Bringing together again in friendship
- \_\_\_\_\_ 14. Unnecessary
- \_\_\_\_\_ 15. Anger combined with disapproval
- \_\_\_\_\_ 16. Arranging things one above the other by rank
- \_\_\_\_\_ 17. Unreasonably attached to an opinion or belief
- \_\_\_\_\_ 18. Damage or destruction done as an attack
- \_\_\_\_\_ 19. Able to be shaped or molded
- \_\_\_\_\_ 20. Surrounding
- \_\_\_\_\_ 21. Having great power or influence
- \_\_\_\_\_ 22. Branches; subdivisions
- \_\_\_\_\_ 23. Wickedness
- \_\_\_\_\_ 24. Combination of pleasant sounds
- \_\_\_\_\_ 25. Observable; understandable

# VOCABULARY MAGIC SQUARES 1984

Match the definition with the vocabulary word. Put your answers in the magic squares below.

When your answers are correct, all columns and rows will add to the same number.

- |                |                |                 |                |
|----------------|----------------|-----------------|----------------|
| A. DESULTORILY | E. PALPABLE    | I. PURGES       | M. INDIGNATION |
| B. CAPITULATED | F. EXTRICATE   | J. INTIMIDATING | N. INCREDULOUS |
| C. IRONICAL    | G. PRODIGIES   | K. JARGON       | O. SUPERFLUOUS |
| D. ABYSS       | H. OLIGARCHIES | L. TACITLY      | P. UNORTHODOXY |

- 1 Expressing one thing and meaning another
- 2 Frightening
- 3 Set free; release
- 4 Unnecessary
- 5 Not holding generally accepted beliefs
- 6 Easily seen or heard and recognized
- 7 Removal of undesirable people from a nation or party
- 8 Lowest depth

- 9 Anger combined with disapproval
- 10 Governments ruled by only a few people
- 11 Understood without being openly said
- 12 Jumping from one topic to another
- 13 Gave up
- 14 Language of a special group
- 15 Marvelous examples
- 16 Not believing

A=	B=	C=	D=
E=	F=	G=	H=
I=	J=	K=	L=
M=	N=	O=	P=

## ANSWER KEYS 1984

### Fill In The Blanks

	1	2
1	SINECURES	CAPITALISTS
2	METAPHYSICS	SUCCUMBED
3	FATUOUS	INTOLERABLE
4	LETHARGY	IRRECONCILABLE
5	EQUIVOCATION	POSTERITY
6	OLIGARCHIES	INCREDULOUS
7	DIMINUTION	PRODIGIES
8	EUPHEMISMS	ORIFICES
9	ABASHED	CALLOUSNESS
10	UNORTHODOXY	PRECISION
11	IRRECONCILABLE	INFALLIBLE
12	INIQUITY	IMPREGNABLE
13	INEXORABLY	RECONCILIATION
14	INCREDULITY	SUPERFLUOUS
15	CAPITULATED	INDIGNATION
16	INCREDULOUS	HIERARCHIAL
17	MALLEABLE	BIGOTED
18	IDEOLOGICAL	SABOTAGE
19	INIMICAL	MALLEABLE
20	SCRUTINIZED	ENVELOPING
21	OMNIPOTENT	OMNIPOTENT
22	SERVILE	RAMIFICATIONS
23	SOCIALISM	INIQUITY
24	DEGRADATION	EUPHONY
25	INVIOLEATE	PERCEPTIBLE

### Magic Squares

A	12
B	13
C	1
D	8
E	6
F	3
G	15
H	10
I	7
J	2
K	14
L	11
M	9
N	16
O	4
P	5

## VOCABULARY BINGO CLUE SHEET 1984

### **WORD**

abashed  
absurdity  
abyss  
accumulated  
arbitrary  
atrocities  
axiom  
bigoted  
callousness  
capitalists  
capitulated  
clandestinely  
commotion  
consumption  
contrived  
convoluted  
culpable  
degradation  
demeanor  
desultorily  
diminution  
emaciation  
empirical  
enveloping  
equivocation  
eradicate  
euphemisms  
euphony  
extricate  
fatuous  
hierarchical  
ideological  
impending  
impregnable  
incredulity  
incredulous  
incriminating  
indignation  
indoctrinate  
inexorably

### **CLUE**

embarrassed  
nonsense  
lowest depth  
collected a little at a time  
not going by a rule or law  
extreme wickedness or cruelty  
a statement taken to be true without proof  
unreasonably attached to an opinion or belief  
an unfeeling manner  
people who use money to carry on business  
gave up  
done in a secret or underhanded manner  
excited noise and activity  
things that are made to be used up  
planned; designed  
having folds or winding curves  
deserving blame  
a worn or broken down condition  
behavior; manner  
jumping from one topic to another  
reduction; decrease  
losing flesh; wasting away  
based on experiment and observation  
surrounding  
not making a commitment on a matter  
destroy; wipe out  
mild or indirect expressions  
a combination of pleasant sounds  
set free; release  
silly; foolish  
arranging things one above the other by rank  
the opinions of a person or political movement  
about to happen  
not giving in to force or persuasion  
lack of belief  
not ready to believe  
showing guilt  
anger combined with disapproval  
teach a belief or principal  
relentless; unyielding

infallible	free from error
inimical	harmful; unfavorable
iniquity	wickedness
installments	parts of a series
integrity	honesty; sincerity
intimidating	frightening
intolerable	too much to be endured
inviolate	unbroken; uninjured
ironical	expressing one thing and meaning another
irreconcilable	not able to agree
jargon	language of a special group
lethargy	drowsy dullness or lack of activity
luminous	shining by its own light
malleable	able to be shaped or molded
metaphysics	an attempt to explain reality and knowledge
oligarchies	governments that are ruled by only a few people
omnipotent	having great power or influence
orifices	openings; holes
palpable	easily seen or heard and recognized
perceptible	observed; understood
persiflage	joking talk or writing
posterity	future generations
pragmatism	judging things on their practical consequences
precision	accuracy; exactness
prodigies	marvelous examples
proletariat	the lowest economic or social class
prostrated	lying down flat
purges	removal of undesired people from a nation or party
ramifications	branches; subdivisions
rash	hasty and careless
reconciliation	bringing together again in friendship
sabotage	damage or destruction done as an attack
scrutinized	examined carefully
servile	giving in because of fear
sinecures	very easy jobs that pay well
smugly	in a way that is too pleased with oneself
socialism	government production and distribution of goods
spurious	false; not genuine
strident	having a harsh sound
subsidiary	secondary
succumbed	gave way; yielded
superfluous	more than is needed
tacitly	understood without being openly said

torpid	dull, inactive
tour de force	an act of skill or cleverness
undecipherable	not clear
unorthodoxy	not holding generally accepted beliefs
vague	not definite or precise
vindicate	excuse; absolve
zealot	a person who shows too much enthusiasm; a fanatic

MALLEABLE	DESULTORILY	OMNIPOTENT	PURGES	PRAGMATISM
PERCEPTIBLE	SERVILE	BIGOTED	EQUIVOCATION	INCREDULOUS
IRRECONCILABLE	CAPITULATED	FREE	IMPREGNABLE	HIERARCHIAL
INFALLIBLE	ABSURDITY	ABYSS	JARGON	METAPHYSICS
INDIGNATION	STRIDENT	ABASHED	POSTERITY	ACCUMULATED

INTOLERABLE	SUPERFLUOUS	LUMINOUS	CAPITALISTS	CONVOLUTED
IMPENDING	ENVELOPING	ARBITRARY	RECONCILIATION	INVIOLE
COMMOTION	SCRUTINIZED	FREE	INCRIMINATING	CALLOUSNESS
SOCIALISM	INTIMIDATING	SINECURES	VINDICATE	INEXORABLY
PROSTRATED	EXTRICATE	CONTRIVED	INSTALLMENTS	ORIFICES



CONSUMPTION	FATUOUS	DEGRADATION	SCRUTINIZED	INTOLERABLE
CAPITULATED	BIGOTED	INFALLIBLE	EXTRICATE	PALPABLE
TORPID	VAGUE	FREE	EMACIATION	EQUIVOCATION
ZEALOT	ATROCITY	ENVELOPING	SOCIALISM	RASH
PERSIFLAGE	LETHARGY	INDOCTRINATE	IMPREGNABLE	SUPERFLUOUS

INIMICAL	UNORTHODOXY	EUPHONY	SPURIOUS	CLANDESTINELY
INIQUITY	IRRECONCILABLE	SUCCUMBED	PURGES	ACCUMULATED
DIMINUTION	SABOTAGE	FREE	INCREDULOUS	INTIMIDATING
IMPENDING	INCREDULITY	PROLETARIAT	CULPABLE	UNDECIPHER- ABLE
LUMINOUS	ORIFICES	ERADICATE	ABSURDITY	CAPITALISTS

ZEALOT	CLANDESTINE	CONTRIVED	ERADICATE	ABSURDITY
PROSTRATED	PERCEPTIBLE	CONVOLUTED	AXIOM	EMACIATION
ACCUMULATED	SOCIALISM	FREE	SUBSIDIARY	JARGON
IRRECONCILABLE	TACITLY	SPURIOUS	INIQUITY	UNDECIPHER- ABLE
COMMOTION	INSTALLMENTS	EUPHONY	DIMINUTION	VAGUE

FATUOUS	SCRUTINIZED	BIGOTED	EUPHEMISMS	EMPIRICAL
PERSIFLAGE	INCRIMINATING	RASH	SUCCUMBED	IMPENDING
IMPREGNABLE	OMNIPOTENT	FREE	PROLETARIAT	LUMINOUS
SUPERFLUOUS	IDEOLOGICAL	CALLOUSNESS	INVIOLE	INCRECULOUS
ATROCITY	ABYSS	ABASHED	PRECISION	INFALLIBLE

OLIGARCHIES	EUPHEMISMS	CAPITALISTS	CONVOLUTED	SUPERFLUOUS
INDOCTRINATE	PROSTRATED	ERADICATE	SOCIALISM	OMNIPOTENT
INTEGRITY	ENVELOPING	FREE	SABOTAGE	PURGES
BIGOTED	ABSURDITY	PRAGMATISM	INIMICAL	MALLEABLE
EMPIRICAL	SERVILE	ARBITRARY	SMUGLY	DIMINUTION

DEMEANOR	SUBSIDIARY	INCRIMINATING	STRIDENT	PRECISION
FATUOUS	CLANDESTINELY	METAPHYSICS	UNORTHODOXY	UNDECIPHER- ABLE
LETHARGY	LUMINOUS	FREE	EQUIVOCATION	ZEALOT
INVIOULATE	IRONICAL	VAGUE	HIERARCHIAL	PERSIFLAGE
POSTERITY	PALPABLE	INDIGNATION	INIQUITY	ABASHED

EQUIVOCATION	EMACIATION	SPURIOUS	FATUOUS	TACITLY
CONVOLUTED	ABSURDITY	PROLETARIAT	ATROCITY	PERSIFLAGE
CAPITALISTS	SINECURES	FREE	INSTALLMENTS	INTIMIDATING
INCRECULOUS	ACCUMULATED	ABYSS	EXTRICATE	COMMOTION
EUPHONY	PROSTRATED	DEGRADATION	POSTERITY	STRIDENT

IRONICAL	SUCCUMBED	ERADICATE	VAGUE	CALLOUSNESS
UNDECIPHER- ABLE	SABOTAGE	CONTRIVED	EMPIRICAL	METAPHYSICS
RAMIFICATIONS	INDIGNATION	FREE	OMNIPOTENT	PRECISION
CONSUMPTION	IMPENDING	EUPHEMISMS	INIMICAL	AXIOM
LUMINOUS	SUPERFLUOUS	ORIFICES	INCREDULITY	INFALLIBLE

DESULTORILY	CONSUMPTION	SUPERFLUOUS	ORIFICES	INTEGRITY
ACCUMULATED	IMPREGNABLE	ABSURDITY	JARGON	UNORTHODOXY
SOCIALISM	STRIDENT	FREE	TORPID	DEMEANOR
INCRIMINATING	PRODIGIES	ATROCITY	LUMINOUS	PERCEPTIBLE
COMMOTION	CAPITALISTS	SCRUTINIZED	PALPABLE	ERADICATE

ZEALOT	VINDICATE	SUCCUMBED	PURGES	INTIMIDATING
SMUGLY	CULPABLE	SINECURES	EXTRICATE	SPURIOUS
METAPHYSICS	ARBITRARY	FREE	EMPIRICAL	PRECISION
SERVILE	ABYSS	ENVELOPING	PROSTRATED	DEGRADATION
IDEOLOGICAL	PRAGMATISM	CLANDESTINELY	HIERARCHIAL	INVIOLEATE

EMACIATION	SINECURES	INDIGNATION	EUPHONY	RAMIFICATIONS
STRIDENT	AXIOM	INCREDULOUS	OMNIPOTENT	PROSTRATED
BIGOTED	ABASHED	FREE	VAGUE	ENVELOPING
IRONICAL	METAPHYSICS	DESULTORILY	TORPID	PERCEPTIBLE
PRODIGIES	ABSURDITY	SUCCUMBED	INSTALLMENTS	SOCIALISM

INCREDULITY	DEMEANOR	ACCUMULATED	INVIOATE	EQUIVOCATION
INTOLERABLE	INIQUITY	CAPITULATED	CALLOUSNESS	CONTRIVED
INCRIMINATING	PALPABLE	FREE	LUMINOUS	FATUOUS
EUPHEMISMS	IMPREGNABLE	ERADICATE	SUPERFLUOUS	DIMINUTION
JARGON	CLANDESTINELY	INTEGRITY	CAPITALISTS	SABOTAGE

DIMINUTION	ABASHED	JARGON	STRIDENT	LETHARGY
TACITLY	INCREDULITY	CALLOUSNESS	ABSURDITY	INTEGRITY
SOCIALISM	CLANDESTINELY	FREE	PROLETARIAT	EUPHONY
SUCCUMBED	EQUIVOCATION	AXIOM	ERADICATE	CAPITALISTS
PRODIGIES	RASH	INCRIMINATING	ZEALOT	INIMICAL

SMUGLY	UNDECIPHER- ABLE	PRECISION	PALPABLE	INVIOLE
VINDICATE	ATROCITY	INFALLIBLE	INCREDULOUS	LUMINOUS
SPURIOUS	ABYSS	FREE	INEXORABLY	CONSUMPTION
PERCEPTIBLE	CULPABLE	UNORTHODOXY	OMNIPOTENT	PRAGMATISM
INDOCTRINATE	SUPERFLUOUS	RAMIFICATION	CAPITULATED	TORPID

LETHARGY	ABASHED	IDEOLOGICAL	IMPREGNABLE	DEGRADATION
INSTALLMENTS	PROSTRATED	MALLEABLE	ABYSS	SOCIALISM
INVIOLEATE	SMUGLY	FREE	INCRIMINATING	INTEGRITY
VINDICATE	ABSURDITY	DESULTORILY	INEXORABLY	CONSUMPTION
DEMEANOR	FATUOUS	SCRUTINIZED	VAGUE	PURGES

CLANDESTINELY	IRRECONCILABLE	EUPHONY	TACITLY	PERCEPTIBLE
TORPID	EXTRICATE	INCREDULOUS	CONTRIVED	BIGOTED
PROLETARIAT	HIERARCHIAL	FREE	INDOCTRINATE	IRONICAL
ACCUMULATED	EMPIRICAL	INIMICAL	COMMOTION	ARBITRARY
SERVILE	INTOLERABLE	PRAGMATISM	LUMINOUS	CALLOUSNESS



ORIFICES	CONSUMPTION	SABOTAGE	PERSIFLAGE	JARGON
RASH	ERADICATE	SPURIOUS	INIQUITY	PERCEPTIBLE
PROSTRATED	SUCCUMBED	FREE	INTIMIDATING	METAPHYSICS
VAGUE	OLIGARCHIES	BIGOTED	ZEALOT	IDEOLOGICAL
CONTRIVED	COMMOTION	CAPITULATED	INSTALLMENTS	TACITLY

SOCIALISM	CAPITALISTS	PALPABLE	MALLEABLE	IRONICAL
DESULTORILY	POSTERITY	EQUIVOCATION	IMPREGNABLE	IRRECONCILABLE
DEMEANOR	INVIOLEATE	FREE	INCRIMINATING	INTEGRITY
STRIDENT	ABSURDITY	DIMINUTION	SERVILE	FATUOUS
IMPENDING	HIERARCHIAL	PURGES	SUBSIDIARY	INCREDULITY

INIMICAL	CONSUMPTION	SMUGLY	PURGES	INDIGNATION
INDOCTRINATE	UNDECIPHER- ABLE	SUBSIDIARY	SCRUTINIZED	COMMOTION
CLANDESTINELY	METAPHYSICS	FREE	EXTRICATE	ABASHED
EMPIRICAL	MALLEABLE	EUPHEMISMS	RASH	CULPABLE
IMPENDING	DESULTORILY	INEXORABLY	HIERARCHIAL	VAGUE

PALPABLE	CAPITALISTS	PERSIFLAGE	OLIGARCHIES	PERCEPTIBLE
EQUIVOCATION	ARBITRARY	SABOTAGE	INSTALLMENTS	AXIOM
ATROCITY	INTIMIDATING	FREE	ABYSS	RECONCILIATION
BIGOTED	CONTRIVED	TORPID	VINDICATE	OMNIPOTENT
ABSURDITY	DEMEANOR	IMPREGNABLE	IDEOLOGICAL	UNORTHODOXY

SUCCUMBED	METAPHYSICS	DESULTORILY	ERADICATE	INCREDULOUS
FATUOUS	ABSURDITY	UNORTHODOXY	POSTERITY	ENVELOPING
ABASHED	IDEOLOGICAL	FREE	ZEALOT	SUBSIDIARY
COMMOTION	EUPHEMISMS	DEGRADATION	RASH	LETHARGY
ATROCITY	CULPABLE	INTEGRITY	ABYSS	STRIDENT

EUPHONY	DIMINUTION	CAPITULATED	OLIGARCHIES	RECONCILIATION
MALLEABLE	TORPID	CONSUMPTION	IMPENDING	OMNIPOTENT
PROSTRATED	LUMINOUS	FREE	INTIMIDATING	PRECISION
VINDICATE	SINECURES	INVIOLEATE	INDIGNATION	PROLETARIAT
HIERARCHIAL	SMUGLY	INCRIMINATING	PURGES	INEXORABLY

EUPHEMISMS	INIQUITY	INTOLERABLE	SPURIOUS	DEGRADATION
POSTERITY	PERCEPTIBLE	IMPREGNABLE	PRODIGIES	INFALLIBLE
LETHARGY	PROLETARIAT	FREE	CONSUMPTION	ATROCITY
INCREDULITY	DESULTORILY	EMACIATION	ZEALOT	MALLEABLE
CAPITALISTS	INCRIMINATING	INVIOLEATE	VAGUE	ARBITRARY

SABOTAGE	RAMIFICATIONS	CAPITULATED	OLIGARCHIES	ENVELOPING
PRAGMATISM	EQUIVOCATION	INTIMIDATING	TACITLY	ORIFICES
SUCCUMBED	INDIGNATION	FREE	VINDICATE	UNORTHODOXY
EXTRICATE	SOCIALISM	IDEOLOGICAL	TORPID	PURGES
BIGOTED	CONTRIVED	INEXORABLY	INDOCTRINATE	INSTALLMENTS

AXIOM	INCRIMINATING	SERVILE	IRRECONCILABLE	PRECISION
CONSUMPTION	EUPHONY	INCREDULOUS	HIERARCHIAL	INDOCTRINATE
STRIDENT	BIGOTED	FREE	JARGON	ABASHED
SPURIOUS	CONTRIVED	INSTALLMENTS	ABYSS	COMMOTION
UNORTHODOXY	CLANDESTINELY	EXTRICATE	DESULTORILY	PURGES

INDIGNATION	EQUIVOCATION	SABOTAGE	CULPABLE	SCRUTINIZED
PALPABLE	INFALLIBLE	MALLEABLE	POSTERITY	RECONCILIATION
ACCUMULATED	VINDICATE	FREE	ARBITRARY	INTEGRITY
INEXORABLY	DIMINUTION	PROLETARIAT	SUBSIDIARY	IRONICAL
PRAGMATISM	ERADICATE	SUPERFLUOUS	CONVOLUTED	EUPHEMISMS

SPURIOUS	CAPITULATED	JARGON	TACITLY	SCRUTINIZED
LETHARGY	UNEDCIPHER- ABLE	POSTERITY	SUPERFLUOUS	SERVILE
PRODIGIES	ABASHED	FREE	IMPREGNABLE	ABYSS
CLANDESTINELY	ARBITRARY	ORIFICES	RAMIFICATIONS	EXTRICATE
PALPABLE	PURGES	CONVOLUTED	ATROCITY	AXIOM

INTIMIDATING	INCREDULITY	PRECISION	IRRECONCILABLE	PROLETARIAT
METAPHYSICS	INVIOATE	INEXORABLY	FATUOUS	INCRIMINATING
VINDICATE	EUPHEMISMS	FREE	EQUIVOCATION	ERADICATE
SUCCUMBED	ENVELOPING	CALLOUSNESS	EUPHONY	ABSURDITY
INCREDULOUS	TORPID	INDOCTRINATE	PERSIFLAGE	ERADICATE

AXIOM	CAPITULATED	BIGOTED	ERADICATE	PERCEPTIBLE
INCRIMINATING	RAMIFICATION	EMPIRICAL	SERVILE	LETHARGY
ACCUMULATED	INTOLERABLE	FREE	IMPENDING	PRECISION
ENVELOPING	SMUGLY	SUBSIDIARY	PERSIFLAGE	IMPREGNABLE
CONSUMPTION	RASH	PRODIGIES	SOCIALISM	CONVOLUTED

PALPABLE	EQUIVOCATION	DIMINUTION	SINECURES	INDOCTRINATE
CULPABLE	IDEOLOGICAL	SUPERFLUOUS	OLIGARCHIES	UNDECIPHER- ABLE
CAPITALISTS	VAGUE	FREE	HIERARCHIAL	INCREDULOUS
OMNIPOTENT	RECONCILIATION	METAPHYSICS	SABOTAGE	DEGRADATION
INIMICAL	SCRUTINIZED	INIQUITY	ORIFICES	ABYSS

