

1.

It was a windy day, with leafless shrubs. The grass seemed dead. The ground was solid and hard. There were only a few buds of which were destroyed by the wind.

2.

The writer uses differing sentence lengths, words and punctuation to show Winston's lack of emotion, almost robotic view about human bodies. This can be seen in 'He knew now what had changed in her. Her face was sallow, and there was a long scar, partly hidden by the hair, across her forehead and temple; but that was not the change.' The use of unique words such as 'sallow' and plain phrases like 'partly hidden by the hair' allows us to infer his lack of emotion and makes these human qualities seem inanimate. Furthermore, the use of commas and punctuation to create a lot of pauses makes this description monotonous and therefore further strengthens the idea of his lack of emotion about human bodies. The use of estranged language lacking emotion and use of punctuation by the writer helps describe Winston's lack of emotion about human bodies.

3.

The writer interests the reader by starting the text in a unique dystopian environment which grasps the reader's attention. He also creates a unique situation which further enhances our curiosity. This can be seen in '[Winston's] thoughts wandered again. Almost unconsciously he traced with his finger in the dust on the table: $2 + 2 = 5$ 'They can't get inside you,' [Julia] had said. But they could get inside you.' The use of ' $2+2=5$ ' grabs the reader's attention and the use of juxtaposition between whether 'They' an anonymous third party are able to 'get inside you' shows the dissymmetrical amount of information between the main character and the reader making the reader curious. Furthermore, throughout the text dystopian qualities are highlighted such as 'There was no telescreen, but there must be hidden microphones: besides, they could be seen.' By creating a dystopian world in which there is dissymmetrical information between the reader and the main character, the writer causes the reader to try and grasp more information and thereby causing the reader to be interested.

4.

I believe the writer does create a sad meaning through what the character can implicitly and explicitly state. However, I believe that the writer is trying to highlight the betrayal and the ashamed feelings of their actions and what the character can't say or say is only one of the many means which he uses to get this message across. The other means in which he gets this message across, such as punctuation and repetition are extremely powerful. This can be seen in 'I betrayed you,' she said baldly. 'I betrayed you,' he said.[...]they threaten you with something – something you can't stand up to, can't even think about'. The repetition of 'betrayed' and shows to the reader what they have done, the repetition of 'something' highlights the guilt behind their action as they have to pause in order to finish the sentence. This creates a

sad mood. Furthermore, the use of a colon highlights the break in the sentence and emphasises their guilt.

The use of the monologue from lines 43-48 further shows their amount of guilt and disappointment in themselves. The use of personal pronouns enhances the emotional language and makes the monologues emotional. This can be seen in “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.’ Furthermore, the use of commas and short sentences such as ‘But that isn’t true’ emphasises the message and helps the writer portray the sadness in this scene.