

Key characters

Oliver Twist: Oliver He is a 'pale, thin' orphan who is treated badly by almost everyone he meets. He tries his best to be a good person and experiences 'horror and alarm' whenever he sees crimes being committed.

Mr. Bumble: The man who runs the workhouse and gives Oliver his name. He is 'a fat man' who enjoys power and doesn't care about the people beneath him.

Noah Claypole: A 'malicious and ill-conditioned' boy who bullies Oliver at the undertakers. He eventually runs away to London and joins the same gang as Oliver.

Fagin: An old man who runs the gang of pickpockets. He seems kind but his 'villainous-looking and repulsive face' reflects his selfish nature as he gets young boys to do his dirty work for him.

Jack Dawkins (The Artful Dodger): A young boy who introduces Oliver to Fagin's gang who has 'all the airs and manners of a man'. He's confident and cunning.

Bill Sikes: A 'rough man' who has been a criminal for many years. He beats his dog viciously and brutally kills his girlfriend, Nancy.

Nancy: Bill's girlfriend who risks her life to help Oliver escape from the gang. She loves Bill even though he treats her abusively and she feels guilty about the life of crime she has led.

Mr. Brownlow: A wealthy older gentleman who takes Oliver in and looks after him. He believes in Oliver's goodness even when it looks like Oliver has stolen from him and eventually finds out the truth about Oliver's parents.

Plot breakdown

Oliver is born in the workhouse. When he is a bit older he is nominated to ask for more food because the boys are starving.

He is kicked out of the workhouse and sold to the Sowerberry family to be an undertaker's apprentice. He's bullied by Noah, they fight and he is locked up.

Oliver runs away to London, meets Dodger and is introduced to Fagin's gang.

Oliver is taken out with the gang and is horrified to see Dodger steal a gentleman's handkerchief. Oliver is wrongly arrested for the theft.

The gentleman, Mr. Brownlow, takes pity on Oliver and takes him in. The gang plot to get him back in case he reveals information about them.

Oliver is abducted by the gang whilst running an errand for Mr. Brownlow.

Oliver is used by Sikes in a burglary. They fail and Sikes runs away. Oliver is left behind but the people who live there feel sorry for him and look after him. They are called Fred and Rose Maylie.

When Bill and Fagin realise what has happened, they plot to catch Oliver again. Nancy overhears and visits Mr. Brownlow to warn him.

Fagin tells Bill about Nancy's betrayal and Bill murders her. Fagin is discovered and sent to prison and Bill dies trying to run away.

Oliver discovers who his parents were and joins Mr. Brownlow and the Maylies to live happily ever after.

Key Words

morality – a code of right and wrong. People who try to be good can be called moral and people who do bad things can be called immoral.

naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.

corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.

brutal – very violent or cruel.

malicious – meant to hurt or upset someone.

victim – someone who has been harmed, often by other people.

vulnerable – in a situation in which you could be easily harmed. People living on the streets are vulnerable.

society – the people who live in a certain area. This could be a country, town or small group.

workhouse – a place where people who couldn't support themselves were sent to live and work.

Victorian England: The population of Britain more than doubled in the Victorian era, creating demand for food, clothing, and housing. More factories, machines and towns were built to meet this demand.

Education

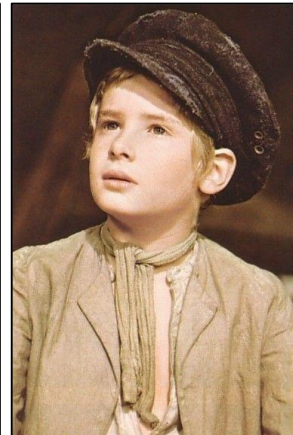
- Most families were large and only the poorest families did not have servants. Children from rich families were taught at home. Boys were sent to boarding school. There were few schools for girls until the end of the Victorian era, so girls from wealthy families usually continued to be taught at home.
- In early Victorian Britain most poor children did not attend school, so they grew up unable to read or write. Some went to free charity schools and Sunday schools, which were run by churches. In 1844 Parliament passed a law stating that children working in factories must be given six half-days of schooling every week. In 1870 another law was passed that required all children between the ages of five and 12 to attend school. Many more schools were built as a result of this.
- Teachers were strict. There could be as many as 70 or 80 students in each class. Lessons were usually reading and copying, or chanting a lesson.

Children at Work


- Most poor children were sent out to work, often for long hours and little pay. Small children were made to crawl underneath machinery or open and close the ventilation doors in coal mines. Many children had accidents or became ill or died because these jobs were so dangerous.
- Until the 1840s children as young as five worked in underground mines for up to 12 hours a day. The Factory Act of 1878 banned employment of children under the age of 10. However, poor families often still sent children out to work because they needed the money.
- After 1842 the employment of women and children in the mines was made illegal. After 1844 working hours were limited for children and women in factories.

Background information:

'Oliver Twist' was written in 1837-39. It was written by Charles Dickens. It was published chapter by chapter in a magazine. Dickens had to work in harsh conditions as a child when his father was sent to prison. He wanted to criticise a new change to The Poor Law which happened in 1834 and created more workhouses and show how hard life was for poor people.




"Please, Sir, I want some more."

Essay sentence starters: consider using some of these in your writing.			
Identify: Identify a quotation that answers the question 	EXPLAIN: Explain how the quotation answers the question	EXPLORE: Explore another meaning of the quotation	LINK: Link one of your ideas with another quotation or idea in the text.
The author shows/ highlights/outlines that (main idea/connotation) shown in the quotation (insert appropriate quotation).	This shows...	In addition, this shows...	This is also show earlier in the text when...
The author emphasises (main idea /connotation) through the use of quotation (insert appropriate quotation)	This quotation highlights...	It could also be said that...	This is a repeated symbol from earlier in the text when...
The author suggests (main idea / connotation). We know this because it says (insert appropriate connotation).	This example makes it obvious that...	The word (insert specific word from the quotation) tells the reader that...	This links to the idea that...
The author implies (main idea / connotation). This is demonstrated through the phrase (insert appropriate quotation).	Here, the author displays...	The use of the verb (insert verb from the quotation) suggests...	This is also presented later in the text when...
The author uses (subject specific terminology) to highlight (main idea / connotation). This is communicated through use of the phrase (insert appropriate quotation).	Here (insert author's name) shows us that...	This is interesting because...	The author has also demonstrated this when...
A final occasion when the author shows (main idea / connotation) is when (insert event). This is evident through the line (insert appropriate quotation).	This reveals that...	This leaves the reader with the impression that...	The idea of (insert relevant idea here) is reinforced when...

Active Voice
Zombies invaded the quiet town of Bromsgrove.

Passive Voice
 The quiet town of Bromsgrove **was invaded by zombies**.



Colons separate two dependent clauses

Whales are mammals **while** sharks are fish
 → whales are mammals; sharks are fish.

Semi-colons separate two independent clauses

A whale is not a fish; it is a warm-blooded mammal.

STOP! CHECK!

Have you included basic punctuation?

Figurative language	
Simile	Comparing something to something else using 'like' or 'as'. • The water well was as dry as a bone • The soldier was like a brave lion.
Metaphor	A comparison which is not literally true. Does not use 'like' or 'as'. • The water well was a dry bone. • The soldier was a brave lion.
Personification	Giving an object human characteristics (emotions, sensations, speech, physical movements, etc.) • The cruel waves swallowed the poor swimmer.
Onomatopoeia	A word that names a sound, but also sounds like that sound. • Smash, splash, bang, crash, thud, zoom, sizzle, whizz, boom, honk
Alliteration	The repetition of an initial letter or sound in closely linked words. • Don't dream it. Drive it. • Peter Piper picked a peck of pickled peppers .

A good essay introduction should:

- catch your reader's attention.
- give **background** on your topic.
- present your main **point**.

A good essay conclusion :

- Is the **final** idea left with the reader at the end of an essay.
- links back** to the essay question by briefly **restating your main points**.
- includes a final thought or **reflection** to highlight the significance of the topic.

Relative Clauses

My grandmother (**who** is ninety-two) is a gymnast.

Italy – **where** pizza is said to have been invented – is in Europe.

The vases, **which** were antiques, were extremely valuable.

POINT
 I believe that...
 It is my view that...
 In my opinion...
 The author is trying to convey the message that...
 It appears/seems that...

EVIDENCE
 When the author writes...
 A clear example of this is...
 This can be shown by...
 When considering statements such as...
 The use of...

TECHNIQUE
 ~ LINES ~ ENJAMBMENT ~ END STOPPING
 ~ ASSONANCE ~ ALLITERATION ~ METAPHOR ~ SIMILE ~ PERSONIFICATION ~ ONOMATOPOEIA ~ REPETITION ~ PUNS ~ CONNOTATION ~ DOUBLE MEANINGS ~ AMBIGUITY ~ WORD ORDER ~ ADJECTIVES ~ KEY WORDS AND PHRASES ~ SLANG ~ MISSPELLINGS ~ INTERTEXTUALITY ~ STYLE

ANALYSIS
 This demonstrates that the author wants the reader to feel/think/believe...
 The effect of [INSERT TECHNIQUE] is to make the reader consider/contemplate/evaluate...
 Based on this evidence, it appears that...
 It is clear from the quote above that...
 This is significant because it suggests that...
 The author uses these literary techniques to...

LINK
 SO WHAT? **WHY** DOES THIS POINT MATTER?

LINK IT BACK TO THE QUESTION

Subjunctive

For the subjunctive, we remove the final s at the end of the verb, so:


- I request that he **write** to her (instead of he **writes** to her)

and in the subjunctive we use the forms *I were* and *they be*, so

- I wish I **were** able to fly (instead of I **was**)
- She asked that they **be** told immediately (instead of they **were** told).

The subjunctive isn't used in English very often. Nowadays it is usually replaced with modal verbs like *might, could or should*.

DADWAVERSS! Description ~ Action ~ Dialogue ~ Where ~ Adverb ~ Verb ~ Estimation of time ~ Rhetorical questions ~ Simile ~ Subordinating Conjunction ~ Qnomatopoeia!



Simple sentences: *The werewolf growled.*

Compound sentences: The werewolf growled **and** stalked the oblivious girl.

Complex sentences: The werewolf growled **while** stalking the oblivious girl. // **While** stalking the oblivious girl, the werewolf growled.