

## The Victorian Compromise (p 299)

Es 1

“Compromise” is something intermediate between two different things. I think it is related to the Victorian age because it was an age of progress but at the same time it was characterised by poverty.

Es 2

My predications were correct.

Es 3

NOUN	ADJECTIVE
Stability	Stable
Duty	Dutiful
Respectability	Respectable
Comfort	Comfortable
Charity	Charitable
Patriarchy	Patriarchal
Chasteness	Chaste
Prudery	Prudent

Es 4

1. Stability
2. Moralised
3. Dutiful
4. Respectful
5. Owners
6. Comfortable
7. Charitable
8. Drunk
9. Patriarchal
10. Prudent

Es 5

1. Because they were moralised and so they had to face a large number of problems on such a scale;
2. It was defined by the upper and middle classes;
3. Respectability distinguished the middle from the lower class and was a mixture of both morality and hypocrisy, severity and conformity to social standards. The family was a patriarchal unit. Sexuality was generally repressed in its public and private forms.
4. It means that the Victorian age was an intermediate age between progress and poverty.

## The Victorian Novel (p 300)

Es 1

The picture is a clear representation of the patriarchal family of the Victorian Age.

Es 2

1. Because there was an enormous growth in the middle classes, who were avid consumers of literature.
2. They were published in the pages of periodicals.
3. They wanted to reflect the social changes that had been in progress for a long time.
4. They depicted society as they saw it.
5. There were two kinds: social and humanitarian ones and psychological ones.
6. They are:
  - a. The voice of the omniscient narrator provided a comment on the plot and erected a rigid barrier between “right” and “wrong”, light and darkness.
  - b. The setting was the city.
  - c. The plot was long and often complicated by subplots.
  - d. Writers concentrated on the creation of characters and thus achieved deeper analysis of the characters’ inner life.
  - e. Retribution and punishment were to be found in the final chapter.

**Oliver wants some more (pp 303/304)**

Es 2

1. The scene takes place in a room.
2. The problem is that they’re all very hungry and they’re afraid of asking the master for some more food.
3. The main event in the passage is Oliver Twist’s request for some more .
4. After Oliver’s request, the master becomes very pale: he can’t believe to what he has just heard.

Es 3

1. The narrator is a third person, omniscient, intrusive one.
2. The children are very hungry and a boy threatens his companions saying that he is afraid he might eat the boy who sleeps next to him. Oliver Twist is chosen to go to the master and ask for some more gruel. The last part of the narration is about the master’s and the board’s reaction at Oliver request and the boy’s confinement.
3. The description is detailed and there is the technique of grotesque.

4. The function of the narration is to characterise the main characters and the environment and to create an atmosphere of absurdity. Dialogues are much more short.
5. The boys' world is characterised by fear, misery and hunger, while the master is characterised by hypocrisy.
6. The extract plays a lot on contrast: for example "long grace" vs "short commons".

Analysis:

The text is an extract from the second chapter of Charles Dickens's "Oliver Twist", a novel written between 1837 and 1839. This extract reveals Dickens's awareness of the social problems of his time. The first paragraph introduces the scene, the characters and the situation. There are some children in a canteen described as a "large stone hall". The word "stone" anticipates children's conditions. A master with an apron stands at one side of the room ladles the gruel for the boys at meal-times. Every boy is allowed to have one porringer of gruel and no more, even if the children are literally suffering "the tortures of slow starvation". This aspect is even more underlined by the image of the boys cleaning up the bowls with their spoons. Then there is the introduction of the main character: Oliver Twist, one of the children. He chooses to go to the master and ask for some more food, because a boy who was very hungry and who was also very tall for his age, threatened him and his companions saying that he might eat someone during the night if he doesn't have one more porringer of food. The second paragraph contains a dialogue between Oliver Twist and the master. Oliver decides to go to the master and say he wants some more food. The master's reaction is exaggerated to sound ridicule: his fat and healthy face turns pale at Oliver's temerity, the assistants are paralysed with wonder and the boys with fear. The child had the courage to ask him to break the rules imposed by the board of the parish and the only idea to break the schemes imposed by authority terrorises him, even if it's for a good cause. Also, the members of the board are shocked by the fact and can believe to what they're hearing.

The intelligent reader may notice the use of Grotesque, use by Charles Dickens to represent master's reaction and the reaction of the members of the parish at Oliver's request.

## Victorian education (p 307)

Es 1

I think make learning can exciting when there is a good teacher that entertains the students.

Es 2

They represents different lessons during the Victorian Age. Students were from different social classes.

Es 3

1. B High school students.
2. A They received a different education according to their social class.
3. C were taught by a governess at first but then received different kinds of education.
4. A sixteen per day.
5. B Schools run by charity
6. A They dictated things to learn.
7. C caning or making pupils stand on a stool with a hat on.

## The British Empire (pp 324/325)

Es 1

Queen's properties are smaller than empress's ones. And empress's power are stronger than queen's ones.

Es 2

1. It might suggest the British colonisation of Africa
2. This symbolises England's religion duty to its colonies.

## British imperial trading routes (pp 328/329)

Es 1

It might reduce the importance of the people and native land. There were also a variety of religion and knowledges.

Es 2

Gulf of Guinea, Cape of Good Hope, Strait of Malacca, China, Hong Kong, Falkland Islands, Suez Canal, Cyprus, Aden, British Somalia.

Es 3

1. It developed its imperial expansion thanks to its domination of the seas.
2. They were: Cape of Good Hope and Strait of Malacca.
3. Because they reduced the costs of travelling to India.
4. Flows of British migrants to the colonies and the growth of Christian missionary societies.

## Charles Darwin and evolution (pp 330/331)

Es 1

Charles Darwin: philosopher, Galapagos, On the Origin of Species, theory of evolution

Es 2

Darwin is depicted like this because it is an allusion to his theory of natural selection.

Es 3

1. G
2. C
3. F
4. A
5. H
6. E
7. D

## Man's Origin (p 332)

Es 2

<b>CLOTHES</b>
Naked and bedaubed with paint
<b>APPEARANCE</b>
Tangled, long hair, mouths frothed with excitement
<b>EXPRESSION</b>
Wild, startled, distrustful
<b>ECONOMY</b>
They lived with they could catch
<b>SOCIAL ORGANISATION</b>
They had no government, and were merciless to every one not of their own small tribe

Es 3

1. An heroic little monkey
2. An old baboon
3. A savage

Es 4

1. The monkey is heroic and "braved his dreaded enemy in order to save the life of his keeper"
2. The old baboon, descending from the mountains, carries away his comrade from a crowd of astonished dogs
3. The savage delights to torture his enemies, offers up bloody sacrifices, practises infanticide without remorse, treats his wives life slaves, knows no decency and is haunted by the grossest superstitions.

Es 5

1. Man has risen to the top of the organic scale because of all his good qualities; he has not been aboriginally placed there.
2. This awareness may give man hopes for a still higher future.
3. Only with human reason we can achieve truth, not with hopes or fears.

Analysis

The text under analysis is an extract from Charles Darwin's book "The Descent of Man and Selection in Relation to Sex", written in 1871. In this work Darwin developed the theory of evolution and natural selection, according to which:

- All living creatures in existence have taken their forms through a slow process of change and adaptation in a struggle for survival;
- Favourable physical conditions determine the survival of a species, unfavourable ones its extinction;
- Man evolved, like any other animal, from less highly organised forms, namely from a monkey.

"man is descended from lowly-organised form" is Darwin's conclusion, so his thesis. Not everyone agreed with his idea, then Darwin presents some native American people ("Fuegians") he saw dancing on the sea shore and that gave him the idea that so might have been our ancestors, so this demonstrate that "we are

descended from barbarians". In Darwin's description Fuegians were naked and bedaubed with paint; their hair was long and tangles and their mouths "frothed with excitement"; their expression was wild, startled and distrustful. They had no government and had no mercy to everyone who didn't belong to their small tribe. The word "wild" is repeated three times to underline their state of life. Then Darwin describes the steps of man's descent: every man would descend from an "heroic little monkey", or from an "old baboon" as from a savage. Another terrible image about the barbarians, that are our very close ancestors, is presented in this part of the text: they delight in torturing their enemies, offer bloody sacrifices, practice infanticide without remorse, treat their wives like slaves, have no decency and they are "haunted in the grossest superstitions.

The image of the barbarians is in contrast with the positive moral qualities of the civilised human. Human race is in continuous progress; it has risen to "the very summit of the organic scale" and it hasn't been aboriginally placed there by anyone. "hopes for a still higher destiny in the distant future" underline the future of human race in the future.