**I WANT SOME MORE – ANALYSIS**

The extract taken in analysis belongs to the novel “Oliver Twist” written by Charles Dickens between 1837 and 1839.
Starting from the title, the reader can suppose he or she will read about someone who wants something in addition to something he or she have yet.
The narrator is the third person narrator and it’s omniscient. The writer’s intention is underline the difficulties of the poor children and their life conditions during the Victorian Age.
The use of language is relevant to provide an indirect criticism of the typical society problems during the Victorian Age.
The extract starts with the introduction of the setting: the scene takes place in a workhouse during a meal-time. The narrator puts his attention on the words “a large stone” and “the master” to underline the opposition between master’s power and the sad place where the poor children live and children’s fragility. This opposition is given using the passive voice too. Therefore, the use of the language is functional to underline children’s condition and the opposition with master’s role.
The master is characterized with his power in take decisions and in give judgments. Master’s authority is underlined with the “apron” and the help of two women to give more importance to the master’s role as if his work is something high. This aspect is an addition to raise his work.
The whole effect of the opposition, made by the novelist, is an asymmetric balance between the master, assisted by women, and the children considered inferior than him.
Right from the start, the narrator uses the irony because the language being in excess creates the comic effect, so the reader can criticise the society. Indeed, the narrator uses the hyperbole and the exaggeration, so in this way the master become a caricature with the use of the language. The use of ironic language creates entertainment, but at the same time, it makes a criticism of the society: sad children’s conditions.
“At meal-time” reveals the reader that the children’s condition is their everyday lifestyle.
Going on with the reading, the reader can understand that children could eat just what the master gave them and couldn’t ask for a copper more, but they could have some more just during “occasions of great public rejoicing”. With this rule, it seems that everything is standardize and unchanged. The writer uses another time the irony: “in sucking their fingers most assiduously, with the view of catching up any stray splashes of gruel that might have been cast thereon”. The phrase uses the Victorian technique of the grotesque that deforms the profile of the reality, and it demoralized and exaggerate things. Children, indeed, are forced to clean even the smallest drop of soup because they are hungry, and they can’t have how much food they need to feed themselves.
Going on with the reading of the extract, the reader can understand that children, without the right portion of food, “suffered the tortures of slow starvation for three months…” and “he might some night happen to eat the boy who slept next him”. The reader can understand children were very hungry, and this condition, bring them to eat everything. Another information given to the reader it’s that, during the Victorian Age, poor children who hadn’t enough food to survive were destined to starvation.
Similarities help to understand the children’s condition reduced to animals. Even the “grace” children had to say to the muster reveals children’s subordination.
The narrator characterized children with their actions: these make the reader understand there are afraid and hungry.
The master’s reaction after Oliver’s answer reveals master’s authority and power in opposition with the boy’s one. The muster turned pale, he was stupefied of the answer and on every face started to lower horror. The answer of the master was terrifying: Oliver would be hung and sold to another master. The scene reveals a very distance between adults and children in difficult conditions. Adults didn’t have any suffer for those little children and they didn’t help them to find a better life.
In conclusion, the reader can have a real vision of the Victorian Age and people’s condition of life thanks to all the details given by the narrator and his ability in use the exaggeration, hyperbole and adjectives that put the accent on the poor children’s condition.