

## **ANALYSIS OF THE EXTRACT “OLIVER WANTS SOME MORE” OF OLIVER TWIST BY CHARLES DICKENS**

“Oliver wants some more” is an extract from the chapter two of the novel "Oliver Twist" by Charles Dickens. In his novel he underlines the social situation during the Victorian age, in particular in this extract he tells about the critical situation of children at the time. Childhood in the Victorian age was a bloody experience as many children had to go to work hard and without compensation due to poverty.

In my opinion, the extract can be divided into two parts: the first describing the critical situation of hunger for children and the power of the master, the second describing the extreme act of the child to ask for another soup and the reaction of the master.

The narrator in the novel is third-person and omniscient; everything he tells us is filtered through his point of view. Only at the end of the extract the narrator uses the direct speech to tell the story from the point of view of the characters, such as Oliver Twist and the master.

The setting is a workhouse where the protagonist and the other children are forced to live because of the poverty of those years.

The main theme treated by Dickens is the critique of social problems during the Victorian age. In particular in this extract the narrator underlines the inferiority of the children and the women towards the man (the master).

In this extract the narrator tells the story of a child, Oliver Twist, who asks the master of the extra soup after being drawn by the other children. The master's reaction characterizes and explains the purpose of the narrator, that is, criticizing the behavior of the master in front of the children and therefore criticizing the difference of the social classes during the Victorian age.

Immediately (in the first part of the extract) the narrator begins by presenting the setting, in particular through the detailed description of the room and the master on which all that will happen depends.

The narrator uses the cold adjective both to indicate the climatic conditions and to indicate the coldness of the situation. The narrator then uses the sinnedoche form to catapult the reader into the situation immediately.

In particular he already uses the passive form in the description of women from the beginning to emphasize their inferiority.

The description of the children is immediately ironic: the narrator points out that the cups do not need to be washed as the children lick the soup to the end (uses the verb "splasher"), uses to describe the children's hunger verbs "to deveal", "polish", verbs usually used for animals and objects. The narrator in this first sequence underlines the hunger of children using irony that makes the reader smile and reflect of the critical situation. The use of the word "master" immediately underlines the importance of man describing it as if he were doing some important action.

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In the second part of the extract the narrator underlines the reaction of the master in front of the simple request of the child. The narrator again uses irony making the master ridiculous for his

exaggerated reaction.

In particular, the narrator focuses on Oliver Twist when he has to go and ask for another soup. He is called "rebel" and this once again underlines the inferiority of the child, ironic by the narrator, of the use of this word.

The narrator uses the "to rose" and "to alarm" verbs used to describe a war or a strong danger.

The whole situation is emphasized and exaggerated and this makes it all ridiculous.

Charles Dickens chooses to use fiction as accessible to everyone and because it is the best way to express your idea about a specific topic. He with this novel vule describe the criticality of the social situation and the deep divisions within it during the Victorian age. In particular, describing the act of asking for another soup as a war, he is like talking about a war between poverty and power, present in those years. As often underlined previously, he uses an ironic language and above all uses thick rhetorical figures to emphasize the situation, to amuse the reader but at the same time to highlight the critical situation that makes this, in fact, ridiculous.