1. **Discuss the idea of children in Victorian fiction with reference to C. Dickens’ novel.**

In the Victorian age children, as women had a passive role, because family was a patriarchal unit. Many times, children had to work in terrible conditions, in industries, mines and as chimney sweeps; during the second revolution, child labour was very important and widely used by the capitalists. Also Charles Dickens, when was 12 years old worked in an industry of shows. In the Victorian novel, children that were innocent and virtuous are used to achieve the sense of pathos. In Oliver Twist Dickens denounces the terrible children’s situation and conditions of life in workhouse. Using irony and sarcasm in a superb way, he conveys the idea that children and also women are submitted to men and had a passive role. Dickens wants to criticize the Educative systems and the black evils of the society; moreover he wants to transmit the idea that children are considered things and their opinion was never heard.

1. **Discuss the use of language in *Oliver wants Some More.***

“Oliver wants some More” is an extract of Oliver Twist’s second chapter written by Charles Dickens.

The novelist uses the language in a sarcastic way: Dickens describes the room where children are eating and the Master exaggerating in the details and making in ridiculous the Master, who represent the ruling powerful class. The master has a asymmetric relationship with children and the narrator wants to underline the hierarchical structure of the society. Throughout the use of passive form, the novelist wants to convey the idea of submission of women and children to men (the Master) and also underlines the passive role of women and children. Dickens couldn’t openly criticize the evils of the society, but throughout the use of irony he complaint the educative systems and the conditions of poor people. By the extract, the reader can understand that Dickens tries to exorcise the pain through rice. The novelist uses the language in a contradictory way, using the narrative techniques of pathos (the reader feels empathy for the poor children) and grotesque (consists on the use of use of exaggerations and sarcasm to ridicule some situations and descriptions).

1. **Discuss the features of the Victorian Compromise.**

The Victorian age was a complex and a contradictory era: it was an age of progress, great social reforms and stability, but it was also a period characterised by poverty, injustice, children exploitation and social unrest. The great development and expansion of the industrial cities produced a gap between rich and poor classes. The Victorians believed in a world that was not real, but was the result of the Middle class mentality and behind the progress, expansion and philanthropic association there was an other world. The Victorians promoted the values of honesty, morality, dedication to the family and patriotism. During the Victorian age, there was a need to adhere to codes of social behavior, in which all were respectful, charitable and moralizing, even if people didn’t follow these values in their real life. The idea of respectability was a mixture of morality and hypocrisy, severity and conformity to social standards: it implied the possession of a house, regular attendance at church and charity activity.