Homework about Charles Dickens

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| Place of birth | Portsmouth |
| Childhood | He was put to work in a factory |
| Education | He studied shorthand at night. Then began to work as a reporter for a newspaper |
| Beginning of literary career | In 1833 his first story appeared and in 1836 he published *Sketches by Boz* |
| Works | Reporter of Parliamentary debates, novelist, journalistic and editorial activies |

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1.A lot of children were poor and were obliged to work in factories and mines.

2. It is a critique of the oppressions.

3.The novel reflects the economic insecurity and humiliation Dickens experienced as a child.

4.He is brought up in a workhouse in an inhuman way.

5.Oliver is eventually idnapped by the gang and forced to commit burglary.

6.Oliver was adopted by a middle-class family.

7.Oliver discovered he has noble origins.

8.The most important setting is London, which shows three social levels: world of the workhouse, criminal world, middle class.

9.In workhouses labour was required, families were separated and rations of food and clothing were small and poor.

10.Dickens attacked the social evils of his times, such a poor houses, unjust courts and the underworld.

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They are frightened, fearful and distressed.

Es.2 pag. 304

1.In a workhouse.

2.They had a lot of hangry.

3.Boys draw lots and Oliver had to ask more food.

4.Authorities were shocked and offered a reward of five pounds to anybody who would take Oliver Twist.

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1.The voice of the narrator is outside the novel. He adopted the point of view of children in the workhouse.

2.Children draw lots and Oliver had to ask for more food. Authorities were shocked and offered a reward of five pounds to anybody who would take Oliver Twist.

3.It is a detailed description, make to understand the way of thinking of the authorities and the dynamics in workhouses.

4.The function of the narration is comunicate the feelings of children. In the dialogue s it is underlined authorities mentality.

5.Children were disperate, hungry, poor, mistreated. Authorities are sad, cruel, insensitive.

6.An image of two social antithetical classes.