

Year 11 English – Home Learning Pack 5

Task One – Spoken Language

In the 1800s (Victorian times), children were often forced to work, in dangerous conditions and for little pay. Look at the list of jobs below. What ones wouldn't you like to do and why?

Is it right that we have an age limit on when a child can work in the UK? Why? Why not? What should the age limit be? Discuss your ideas with a trusted adult.

What Jobs Did Victorian Children Perform?

Victorian Child Labor was prevalent in the Victorian Era. Here is a list of several types of jobs that children did.

Coal mines	Laundry for pay
Chimney Sweep	Sweated Trades
Factory Worker	Matchmaking
Scare the birds from the fields	Pottery Making
Farm Worker	Textile Mill
Ship Yard	Pick Pocket
Seller in the Streets	Rail station
Domestic Servant	Hat Making
Rat Catcher	

Task Two – Reading

Oliver Twist abridged - Chapter 50 by Charles Dickens

As you read the extract, make notes on how the writer presents London.

Near the Thames at the church in Rotherhithe, where the buildings on the banks are dirtiest and the vessels on the river blackest with dust and the smoke of close-built low-roofed houses, there exists the filthiest, the strangest, the most extraordinary of the many places that are hidden in London, unknown, even by name, to the great mass of its inhabitants.

To reach this place, the visitor has to penetrate through a maze of close, narrow, and muddy streets, thronged by the roughest and poorest of waterside people. The cheapest and least delicate provisions are heaped in the shops; the coarsest and commonest articles of clothing dangle at the salesman's door. Jostling with unemployed labourers of the lowest class, ballast-heavers, coal-whippers, brazen women, ragged children, and the raff and refuse of the river, he makes his way with difficulty along, assailed by offensive sights and smells from the narrow alleys which branch off on the right and left, and deafened by the clash of ponderous wagons that bear great piles of merchandise from the stacks of warehouses that rise from every corner.

Arriving, at length, in streets remoter and less-frequented than those through which he has passed, he walks beneath tottering house-fronts projecting over the pavement, dismantled walls that seem to totter as he passes, chimneys half crushed half hesitating to fall, windows guarded by rusty iron bars that time and dirt have almost eaten away, every imaginable sign of desolation and neglect.

In such a neighbourhood, beyond Dockhead in the Borough of Southwark, stands Jacob's Island, surrounded by a muddy ditch, six or eight feet deep and fifteen or twenty wide when the tide is in, once called Mill Pond, but known in the days of this story as Folly Ditch.

At such times, a stranger, looking from one of the wooden bridges thrown across it at Mill Lane, will see the inhabitants of the houses on either side lowering from their back doors and windows, buckets, pails, domestic utensils of all kinds, in which to haul the water up.

Crazy wooden galleries common to the backs of half-a-dozen houses, with holes from which to look upon the slime beneath; windows, broken and patched, with poles thrust out, on which to dry the linen that is never there; rooms so small, so filthy, so confined, that the air would seem too tainted even for the dirt and squalor which they shelter; wooden chambers thrusting themselves out above the mud, and threatening to fall into it, as some have done; dirt-besmeared walls and decaying foundations; every repulsive poverty, filth, rot, and garbage.

In Jacob's Island, the warehouses are roofless and empty; the walls are crumbling down; the windows are windows no more; the doors are falling into the streets; the chimneys are blackened, but they yield no smoke. Thirty or forty years ago, it was a thriving place; but now it is a desolate island indeed. The houses have no owners; they are broken open, and entered upon by those who have the courage; and there they live, and there they die.

They must have powerful motives for a secret residence, or be reduced to a destitute condition indeed, who seek a refuge in Jacob's Island.

Oliver Twist Text-Focused Questions:

1. Define four of the following words: sluices, destitute, apparel, ponderous, tottering, desolation, astonishment, confined, squalor.
2. What are your first impressions of Jacob's Island? Include evidence in your answer.
3. Why do you think the writer takes us on a journey through other areas before describing Jacob's Island? (Think about the structure here when writing your answer).
4. What does the last line, 'They must have powerful motives for a secret residence, or be reduced to a destitute condition indeed, who seek a refuge in Jacob's Island' mean?
5. The Island is not an Island at all but a specific area within London; how do you think it got that name?
6. How does the writer show the poverty of London at the time? Include evidence within your answer.

Extension task: PEA chain

POINT) The writer shows the poverty in London by describing the...

EVIDENCE) This is shown in the quote: " _____ "

ANALYSIS) This gives the impression... The effect on the reader is...

Task Three – Writing

The text above includes lots of different sentence types. Complete the activity sheets below to develop your understanding of simple, compound and complex sentences.

Simple, compound and complex sentences

Grade 5 Sentences Worksheet

Label each sentence in the paragraph **simple, compound, or complex**.

Our basketball team is really good this year (simple). Our coach is great because he has been coaching for years (_____). Robert takes a lot of shots, but he misses some of them (_____). Johnny is fast since he also runs track (_____). Owen is an excellent shooter (_____). Mark makes a lot of assists (_____). The team practices often, and we work hard every game (_____). Our team will succeed because we believe in each other (_____). I love this year's team (_____). We are going to win every game, so we can be league champions (_____).

A **simple sentence** has one complete thought.
The boy ran to the store.

A **compound sentence** has two complete thoughts joined with a comma and conjunction.
The boy ran to the store, and his sister stayed home.

A **complex sentence** has one complete thought plus a dependent clause.
The boy ran to the store where he bought milk.

