

OLIVER IN LONDON

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To infer how negative deeds can be harmful
- To recognise the innocence of a character
- To note the contrast in characters
- To predict the events
- To correlate the text with graphic representations

Pre-reading



This section focuses on *assessment for learning*. It indicates and prepares the reader for what is to follow, which is about the social problems that children face in the 1800s.

Group work

- Guide students to discuss the questions given in the Reader. Note the relevant points on the board.
- Write the following questions, and have each group work on them. Put up their answers on a chart or on the board.

Ask students:

- Can friendships arise out of bad relationships?
- In today's world is it important to choose friends with virtues/good habits?

Tell students

- that they will be reading an interesting graphic-story with a strong message.
- that they will have to identify the core message in the story and predict the events at different stages.

READING

Students comprehend, relate text to images, predict, evaluate

Play the audio track for the introduction and let students listen. / Read the introduction aloud.

Let students take turns to read the parts of the characters and the narrator. Stop after the specified segments to discuss/explain/check comprehension.

Read the introduction.

Ask students:

*Why did Oliver walk all the way to London?
Who does he meet on the way?*

Images 1 to 3

Why does Oliver run away from the orphanage? What does Dodger offer Oliver? Where does Dodger take him? What does Oliver want to learn from Fagin? (To bring beautiful things like the silk handkerchiefs which the other boys brought) Does Oliver suspect anything wrong? How do you know?

Predict: *Will Oliver learn how to do this?*

Images 4 to 6

How does Fagin dress up? Why do the two boys walk behind him, trying not to be seen? Does Oliver know what is happening? Why did

Dodger walk towards Fagin? (To distract Fagin so that the two boys could pick his pocket) Who does Fagin praise? Why? Does Oliver know what is happening? What does Fagin ask Oliver to do?

Predict: *Do you think Oliver will be able to do it?*

Images 7 to 10

When Oliver takes the handkerchief from Fagin and gets praised, does he know what he is doing? (No) Why does Fagin keep Oliver indoors for some days? (To make him practice picking pockets) Who went with Oliver after playing the game? Why doesn't Oliver know what is happening? (He is an innocent boy.) Does Oliver realise that he has joined a band of pick pockets?

Predict: Will they get caught?

Images 11 to 13

When does Oliver finally realise the nature of Fagin's work? (When they pick the pocket of the wealthy gentleman at the bookstall) Did

he like being associated with pick pickpockets? How do we know his feelings? (He was burning inside...) How is Oliver caught?

Predict: What will happen to Oliver?

Images 14 , 15

Why does the gentleman think that Oliver Twist is the thief? (Because he was running away) What happens at the courtroom? Why does the accuser let Oliver go? Why is Oliver Twist cleared of all charges at the courtroom? (The owner of the bookstall tells them that he saw two other boys commit the crime and that Oliver Twist was innocent,) What happens to Oliver due to fear and anxiety? What happens to Oliver in the end?

Post-reading

Group discussion

- *Is stealing justified?*
- *Suggest ways to solve stealing problems.*

Discuss and share with class.

GRAMMAR		Adverbs and placement of Adverbs
Adverbs		
Revise adverbs with inputs in the Reader		
Placement of adverbs		
Ask students to name some adverbs, and list them out on the board. Help them categorise the adverbs by checking which WH question it answers. Demonstrate with this table.		
Types of Adverbs		
Type	WH question answered	Example
Manner	How	<i>slowly, suddenly, carefully</i>
Place	Where	<i>outside, here, there</i>
Time	When	<i>now, yesterday, today, then</i>
Frequency	How often	<i>always, sometimes, never</i>
Degree	How much	<i>very, almost, quite</i>
Adverbs either go in the beginning, middle or at the end of a sentence.		

Group work (6 groups)

Give each group an A4 size paper according to the number of words in each sentence given below. Number the groups from 1 to 6. Now dictate the words, in jumbled order, from sentence 1 for group 1 and ask students to write one word in each A4 size paper. The words should be enlarged/ written with a marker pen so that they are visible to the rest of the class. Now, with the given words, ask the group to frame a sentence in the correct order. Tell them to come to the front of the class and stand in the correct order, holding their papers up so that the rest of the class may read the sentence aloud.

Continue the activity with the other groups till all the sentences are formed.

Example:

- | | |
|---|-------------------------------|
| 1. I will go out tomorrow. | 2. Usually, I take the train. |
| 3. She doesn't always eat pizza. | 4. I have never been abroad. |
| 5. Rita often goes to Nagaland to see her aunt. | 6. He read the letter slowly. |

You may extend the activity if the students are not familiar with the position of adverbs, using your own sentences.

Pair work

Frame sentences using one word from each of the 5 types of adverbs given in the table .

VOCABULARY

Onomatopoeic words

hoot	slurp	screech	hissss	bang	woof	crassshhhhh	
pop	zip	boink	bam	POW	poof	swoosh	kerplunk

Ask students where they would usually find these words? (In a comic book)

Tell students that *onomatopoeic words* are words that are used to describe *sound*. For example, the words we use to describe the noises that animals make are all onomatopoeic, such as a dog's bark, a cat's meow, or a cow's moo.

Ask students to list out some more onomatopoeic words they can think of.

(Zoom, woo hoo, vroom, whimper, growl, whisper, squeak, squawk, splash, splatter, snap, rumble, murmur)

Now complete the exercises in the book.

SPEAKING

Express agreement / disagreement

This task can be used for *assessment as learning*. Students role play the situations using the given vocabulary, while expressing themselves and communicating effectively.

Organise students in pairs and encourage them to speak to each other. Go around the class as they are speaking and correct them, if required.

Guide students through the exercise with expressions, voice modulation and intonation. Ask the class to list out some of the words/phrases they would use in order to express agreement or disagreement. Write all the words/phrases on the board.

Activity

Write these words on the board.

family photos	phone	laptop	certificates	wallet
favourite jeans	food	comics	60" HDTV	water
keys	blankets	books	jewellery	
favourite stuffed toy which you had since you were born				

Pair work

Tell students to imagine that both students in the pair share a house and have just found out that a fire has broken out in their house. From the list of things on the board, they are allowed to save only ten things.

Their task is to give their opinions and reach an agreement on which five items to choose and in which order to rescue them. Students are encouraged to justify their opinions and give reasons using the agreement and disagreement words and phrases discussed earlier. When everyone has finished, each pair reads out their results and the class discusses the findings.

LISTENING

While listening — news article

Tell students that they are about to listen to a news article about a police arrest. The information will be factual. Instruct them to listen carefully and say if the statements are True or Not True as they are listening.

Allow them to read the questions before hearing the audio. Inform them that the recording will only be played twice. Now play the audio track. Let the students listen carefully. Instruct them to write the answers to the questions. Give students sufficient time to write their answers.

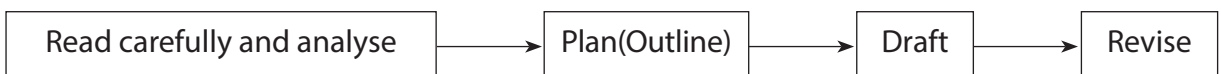
Play the audio track one more time so that they may include any missed out information.

WRITING

Process writing

Tell students that they are going to learn how to brainstorm to develop ideas to continue the story.

Tell them they need to follow this process.



Tell students that they have completed the first step in the reading section. Have them discuss the following review questions in their groups and write down the answers:

Read carefully and analyse – Review

- a. Brainstorm endings to the story after Oliver is put in the coach.
- b. Jot down how the new endings would be brought in step-by-step in your story.
- c. Choose the ending that is most convincing for you.

Encourage students to use their own creativity.

Draft: Students work individually to put their ideas into written text. The outline now is converted into paragraphs. Remind students about the paragraph structures they learnt in the previous lessons.

Revise: They revise focusing on word choices and checking for any mistakes.

STUDENTS' BOOK ANSWER KEY

Oliver in London

Pre-reading

- a. She is taking a cookie.
No, because it belongs to another and one should ask before taking.
- b. Someone is stealing another's purse.
In both pictures, something is being stolen or taken without another's permission
- c. No. An honest person does not take another's belongings without telling them.

Comprehension

- A.**
 1. Oliver met Artful Dodger after he had escaped from the orphanage, where he had been treated cruelly, and was sitting by the wayside, on his way to London.
 2. The 'game' that Oliver played for several days was watching and learning how to take things out from strangers' pockets without them knowing it.
 3. The day Fagin allowed Oliver to go out with Dawkins and Bates, Oliver had thought he would learn something worthwhile. Instead, he saw Dawkins and Bates target an old gentleman in a bookshop, pick his pocket and run off. It was then that the mystery of the handkerchiefs and Fagin became clear to Oliver and he realised to his horror that Dawkins and Bates were actually pickpockets.
 4. When the old man realised that his pocket had been picked, he looked around and saw Oliver running off. So, he thought that Oliver was the thief as he must have picked his pocket and was running off with what he had stolen.
- B.**
 1. a. Fagin said these words to Oliver.
 - b. Bates and Dawkins were boys who lived with Fagin. They had been taught to pick pockets and bring the stolen things to Fagin.
They had just picked Fagin's pocket. While Dawkins had stepped on Fagin's foot to distract him, Bates and another boy had stolen things from his pockets.
 - c. Fagin thought that they would be 'great men' as they were very good at picking pockets and this would make them very rich some day. He also said this because he thought that that would make Oliver want to pick pockets like Dawkins and Bates.

2.
 - a. 'He' refers to Oliver.
 - b. Oliver had just seen Bates and Dawkins steal an old gentleman's silk handkerchief.
 - c. Oliver was struck with terror because he was with Bates and Dawkins, who had just picked an old gentleman's pocket, and he was afraid that the man would think Oliver was a thief like them.
 - d. Oliver started running after this.

3.
 - a. The court magistrate said these words.
He said these words when Oliver was brought to him by a policeman and the other people who had caught Oliver.
 - b. The magistrate wanted to send Oliver to prison because the people said that he had picked the old gentleman's pocket.
 - c. Oliver was very frightened when he heard that he would be imprisoned. The fear and the anxiety took a toll on him and he fell down unconscious. Fortunately for Oliver, the bookshop owner had seen Bates and Dawkins stealing the handkerchief and knew that Oliver was innocent. When he told this to the magistrate, the latter said that Oliver was free to go. At this, the old gentleman or Mr Brownlow offered to take Oliver with him and adopt him as his son.

- C.**
1. Oliver was puzzled about how Dawkins and Bates would be great men by playing that game and taking things out from another's pockets.
 2. *Answers may vary. Accept all logical answers. Suggested answer:* Oliver started running as he thought that people would think that he too had picked the old gentleman's pocket since he was with Dawkins and Bates.

Grammar

- A.**
2. You have to work extremely hard to pass this exam.
 3. I have looked everywhere for my gold earrings, but I can't find them.
 4. I see her sometimes when I go for my morning walk.
 5. The children were playing downstairs when he walked in.
 6. As soon as he saw his mother, Javed quickly opened his textbooks.
 7. When we visited Ranthambore National Park, we couldn't see a single tiger there.
 8. She completely forgot to send the invite to Mamta.
- B.**
- | | | | |
|--------------|--------------|----------|-----------|
| 2. indoors | 3. patiently | 4. today | 5. loudly |
| 6. yesterday | 7. upstairs | 8. here | |

Vocabulary

A. chattering, shuffled, crackling, knocked, flutter, patter, creak, sizzle

B. *Free response*

Speaking

Free response

Listening

Listening text

Local thieves nabbed

Yesterday evening, Mulat Nagar police arrested two men, who worked in a cash management company and had stolen 2 crore from bank ATMs in this area. The accused, Vinay Kumar and Arun Raja, aged 24 and 26 respectively, stole cash from 5 ATMs located across the city. Till now, the police have recovered Rs 130 lakh, cell phones, motorcycles and electronic appliances from them. As part of their duty, the duo used to go to keep cash in ATM machines. They would keep the cash in the ATMs in the morning and go back at night to steal part of the cash. They would disable the CCTV cameras and carry out their operation. DCP Mulat Nagar, N Rao, said that since they knew how to unlock the machines, they could steal cash without arousing the suspicion of the company for almost eight months.

Answers

1. F 2. T 3. F 4. T 5. T 6. T

Writing

Free response

Punctuation

1. Put the basket on the table, not on the floor, Sarita.
2. You can play cricket, football, hockey and basketball there.
3. Soon, Ravi, Sam, Sara, Resham and Ali will come for dinner.
4. Rita, when you finish reading the book, please return it to the library.
5. Yes, we have put sandwiches, cupcakes and fruit juice in the hamper.
6. Yesterday, Vinitha and I had gone for a walk in Joggers' Park.

ANSWER KEY TO WORKSHEET 4

- | | | | |
|---------------------|------------|-----------|------------|
| A. 1. nearly | 2. towards | 3. wildly | 4. never |
| 5. completely | 6. today | 7. rarely | 8. outside |
| B. 1. jingle | 2. chatter | 3. drip | 4. clapped |
| 5. rattle | 6. clatter | | |

C. *Free response*

QUESTION BANK

Oliver in London

A. Answer in brief.

1. Why does Oliver run away from the orphanage?

Ans: He ran away because he was treated very cruelly there.

2. What does Oliver want to learn from Fagin? Did he know what he was getting into?

Ans: He wanted to learn to bring beautiful things like the silk handkerchiefs which the other boys brought. No, he did not know what he was getting into.

B. Choose the correct answer.

In this episode, Oliver is presented as a _____.

- a. pick pocket
- b. an innocent boy
- c. an orphan

Ans: b

C. Read the lines and answer the questions.

1. *Sorry, sir. I didn't mean to step on your feet.*

- a. Who says this? When does he say it?
- b. Who is he addressing?
- c. What was he actually trying to do?

Ans: 1. a. Dodger says this when he walks straight into Fagin.

b. He is talking to Fagin.

c. Dodger is actually trying to distract Fagin so that the other two boys pick his pocket. They were trying to show Oliver how to pick pockets.

D. Answer in brief. (Think and answer)

1. When does Oliver finally realise the nature of Fagin's work? Did he like being associated with pick pockets? How do we know his feelings?

Ans: He realised the intensity of Fagin's work when the boys picked the pocket of a wealthy gentleman at the bookstall. He certainly did not like to be associated with them and this is clear when the narrator says that, *'he was burning inside...'*

E. Answer in detail. (Think and answer)

Is the theme of this episode, *The life of boys in London*, or *The innocence of the main character*? Support your answer.

Free response. Suggested answer:

The theme of this episode is about the innocence of Oliver. This we realise, because, throughout the episode, Oliver does not even know why he was playing this game. Only when the boys actually pick a pocket, does he realise that he is associating with boys who were stealing. In fact his heart was burning when he realised that they were stealing. Oliver fell unconscious due to fear and anxiety.