

*Student and teacher: Use this cover sheet for mailing or faxing.*

**ASSIGNMENT BOOKLET 4B**

ELA3104 English Language Arts 30-2  
Module 4: Section 4 Assignment and Final Module Assignment

| <b>FOR STUDENT USE ONLY</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                   | <b>FOR OFFICE USE ONLY</b>                                                                                                        |
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| <p>Date Assignment Submitted:</p> <p>_____</p><br><p>Time Spent on Assignment:</p> <p>_____</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>(If label is missing or incorrect)</p> <p>Student File Number:</p> <p>_____</p><br><p>Module Number: _____</p> | <p>Assigned Teacher: _____</p><br><p>Assignment Grading: _____</p><br><p>Graded by: _____</p><br><p>Date Assignment Received:</p> |
| <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"><p style="text-align: center;"><b>Student's Questions and Comments</b></p><div style="height: 150px; border: 1px solid black;"></div></div> <div style="display: flex; align-items: center;"><div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 10px;">Apply Module Label Here</div><div style="border: 1px solid black; border-radius: 15px; padding: 10px; flex-grow: 1; text-align: center;"><div style="display: flex; justify-content: space-around; margin-bottom: 10px;"><div style="text-align: left;">Name</div><div style="text-align: left;">Address</div><div style="text-align: left;">Postal Code</div></div><div style="display: flex; justify-content: space-around;"><div style="width: 30%; border-bottom: 1px solid black; height: 40px;"></div><div style="width: 30%; border-bottom: 1px solid black; height: 40px;"></div><div style="width: 30%; border-bottom: 1px solid black; height: 40px;"></div></div></div></div> <div style="margin-left: 10px; font-style: italic; font-size: small;">Please verify that preprinted label is for correct course and module.</div> |                                                                                                                   |                                                                                                                                   |

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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# English Language Arts 30-2

## Module 4

### The Fictional World

#### *ASSIGNMENT BOOKLET 4B*

## FOR TEACHER'S USE ONLY

### Summary

|                         | Total Possible Marks | Your Mark |
|-------------------------|----------------------|-----------|
| Section 4 Assignment    | 75                   |           |
| Final Module Assignment | 25                   |           |
|                         | 100                  |           |

### Teacher's Comments

English Language Arts 30-2  
Module 4: The Fictional World  
Assignment Booklet 4B  
Section 4 Assignment and Final Module Assignment  
Learning Technologies Branch  
ISBN 0-7741-2488-1

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.**

|                               |   |
|-------------------------------|---|
| This document is intended for |   |
| Students                      | ✓ |
| Teachers                      | ✓ |
| Administrators                |   |
| Home Instructors              |   |
| General Public                |   |
| Other                         |   |



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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## ASSIGNMENT BOOKLET 4B

### ENGLISH LANGUAGE ARTS 30-2: MODULE 4

### SECTION 4 ASSIGNMENT AND FINAL MODULE ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 100 marks out of the total 200 marks for the assignments in Module 4. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic. Be sure to proofread your answers carefully.

You're encouraged to use a computer for these assignments. If you use a computer, submit a printed copy that has been carefully proofread. Include your name, course name, and assignment question number on each page.

75

### Section 4 Assignment: The Feature Film

**Read all parts of your assignment carefully and record your answers in the appropriate places.**

10

- Now that you've read a scene from a shooting script, you should be able to create one of your own. Suppose that you wanted to make a film version of one of the stories in *Between the Lines* 12. Develop a shooting script for one scene.

Here are some tips to help you with this assignment:

- Select one story from *Between the Lines* 12.
- Choose an interesting part of the story for your scene.
- Model your shooting script on the one in Lesson 1 of your Student Module Booklet.
- Use one column for camera directions and visual information, such as location and props.
- In the other column, include the dialogue and directions for the actors.
- You may use the conversation in the story for your dialogue, but you may also add words as necessary.
- Use some method to differentiate between the dialogue and the stage directions. (For example, you can use italics for the stage directions if you're using a computer. If you're handwriting, you can use two colours or print the dialogue and use script for the stage directions. Note: Stage directions are usually placed within parentheses.)
- Be sure to indicate the name of the story your script is based on.

| Assessment Criteria                                                                                                                                                                                                                                                                                |                 | Received |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------|
| <b>Ideas and Impressions</b> <ul style="list-style-type: none"> <li>• An interesting scene has been selected as a basis for the script.</li> <li>• The camera and stage directions are clear, appropriate, and complete.</li> <li>• The dialogue is carefully chosen or well developed.</li> </ul> | <b>6 marks</b>  |          |
| <b>Form and Structure</b> <ul style="list-style-type: none"> <li>• The script follows the designated format.</li> <li>• The ideas flow smoothly and coherently.</li> </ul>                                                                                                                         | <b>2 marks</b>  |          |
| <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• The language used is correct and effective.</li> </ul>                                                                                                                                                                              | <b>2 marks</b>  |          |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                       | <b>10 marks</b> |          |

**Name of the story that this script is based on:**

[illegible]

(There is more room for your answer on the following page.)



[illegible]

(There is more room for your answer on the following page.)

[illegible]

**When you have completed this question, return to page 68 in the Student Module Booklet.**

5

2. In this lesson, you thought about different camera shots that can be used when making a movie. For each of the following camera shots, briefly explain the effect that the shot would have on the audience.

| Shot                                                                                                 | The Effect of Each Shot on the Audience |
|------------------------------------------------------------------------------------------------------|-----------------------------------------|
| a close-up shot of a hand reaching for a dagger                                                      |                                         |
| a low angle shot of a heavily armed soldier                                                          |                                         |
| a panorama shot of a battlefield, littered with abandoned equipment and the bodies of men and horses |                                         |
| an aerial shot of several trucks trekking across a desert                                            |                                         |
| a tracking shot of a car speeding along a curving mountain road                                      |                                         |

**When you have completed this question, return to page 74 in the Student Module Booklet.**

12

3. One method of advertising a movie is through posters which can be seen at libraries, theatres, and in video stores. Turn to pages 180, 182, and 184 of *Between the Lines 12*, and study the movie posters reprinted there. Then complete the following chart by answering the questions in complete sentences.

|                                                                                                                  | Pearl Harbour | A. I. | Apollo 13 |
|------------------------------------------------------------------------------------------------------------------|---------------|-------|-----------|
| What is your initial impression of the poster? How does it make you feel?                                        |               |       |           |
| Is the poster effective? Does it succeed in arousing your interest in the movie? (Give reasons for your answer.) |               |       |           |
| What impact is created by colour and the choice of images?                                                       |               |       |           |
| What does the text (that is, the verbal message) contribute to the poster?                                       |               |       |           |

**When you have completed this question, return to page 76 in the Student Module Booklet.**



- b. What characters are introduced? What do you learn about them? (If you need help with the names of the characters, use the following website: <http://us.imdb.com/search>)

[illegible]

- c. What conflict or conflicts are introduced in the first five minutes?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

- d. Describe the setting of the film. (Think about both time and place.) How do you learn about the setting? (If more than one setting is used in the first five minutes, focus on the first one shown.)

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- e. What mood or atmosphere is created in the first five minutes? How is this mood established?

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- f. To maintain the audience's interest, the director must develop suspense or tension throughout the film. Explain how the director keeps the audience curious and interested in the rising action of the film.

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**Now view the remainder of your feature film. Then answer the following questions.**

6

5. List the two most important characters in the film and give the names of the actors who played them. You can obtain the names of the actors in your film at the following website:

**<http://us.imdb.com/search>**

Describe each character’s personality. Then think about the actor chosen to play this role. Why do you think that the director selected the actor for the part? Do you feel that the choice was effective?

|                                                             |                                                                               |                                                                               |
|-------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
|                                                             | <div>Character’s Name:</div> <div></div> <div>Actor’s Name:</div> <div></div> | <div>Character’s Name:</div> <div></div> <div>Actor’s Name:</div> <div></div> |
| Describe the character’s personality.                       |                                                                               |                                                                               |
| Why do you think this actor was selected to play this role? |                                                                               |                                                                               |
| Was this choice effective? Why or why not?                  |                                                                               |                                                                               |

3

6. Analyze three different types of camera shots used in this film. Name the type of shot, and describe the subject of each shot (what was shown on screen) and its effect.

| Camera Shot | Describe the subject of the shot and its effect. |
|-------------|--------------------------------------------------|
|             |                                                  |
|             |                                                  |
|             |                                                  |

4

7. Describe two special effects that were used in this film. Then explain their impact on the audience.

| Special Effect | Impact on Audience |
|----------------|--------------------|
|                |                    |
|                |                    |

4

8. Explain how music and sound effects were used in this film. Refer to two specific instances and explain the emotional impact of the music or sound effect.

| Music or Sound Effect | Emotional Effect |
|-----------------------|------------------|
|                       |                  |
|                       |                  |

④

9. Select two different sets used in this movie. Briefly describe the details of each set and explain why each set was effective.

| Describe the set. | Why is this set effective? |
|-------------------|----------------------------|
|                   |                            |
|                   |                            |

⑧

10. Films have much in common with other literary texts, such as novels, short stories, and drama. Filmmakers use many techniques that other literary text creators use, but they also use some techniques that are unique to filmmaking. As you were viewing the film, you probably recognized various techniques that you encountered in other texts. The following questions will help you explore the techniques the filmmaker used.

The following assessment criteria will be used to evaluate the quality of your responses on the following three pages.

| Assessment Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                | Received |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------|
| <b>Thought and Support</b><br><br><b>The responses demonstrate</b> <ul style="list-style-type: none"> <li>• awareness of the narrative techniques that filmmakers use to tell the story</li> <li>• awareness that suspense in film builds until it reaches a climax</li> <li>• ability to identify and describe the climax in the film</li> <li>• awareness of the choices the film director made to signal the climax</li> <li>• reflection about the filmmaker's success in creating a satisfying viewing experience</li> <li>• skill in selecting appropriate and relevant supporting details</li> </ul> | <b>8 marks</b> |          |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>8 marks</b> |          |

- a. What narrative techniques were used to tell the story in this film? Did the film use flashbacks, printed messages on the screen, or voice-overs? (You may wish to review page 63 of Lesson 1 before responding to this question.)

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- b. The suspense or tension in a film eventually leads to a crisis or climax. Describe the climax of the film, and explain how the director emphasized this important scene.

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[illegible]

7

11. Suppose you were a movie reviewer working for your local newspaper. Write a short movie review critiquing this film. Remember that a critique should include both praise and criticism. You can find sample movie reviews in newspapers and magazines and on the Internet, but remember, plagiarizing another writer’s work is unacceptable.

In your review, you should answer the following questions:

- What is your overall reaction to the film?
- What are the strengths of the film?
- What are the film’s weaknesses?
- Who are the main actors in the film? How well do the actors perform their roles?
- Does this film attract and maintain the audience’s interest?
- Would you recommend this film to others?

| Assessment Criteria                                                                                                                                                                                                                                                                                                                     |                | Received |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------|
| <b>Thought and Support</b> <ul style="list-style-type: none"><li>• The content is informative and interesting.</li><li>• A perceptive understanding of the film has been demonstrated.</li><li>• Both strengths and weaknesses have been assessed.</li><li>• Opinions have been supported with specific and relevant details.</li></ul> | <b>5 marks</b> |          |
| <b>Writing Skills</b> <ul style="list-style-type: none"><li>• The writing flows smoothly and coherently.</li><li>• The language is correct and effective.</li></ul>                                                                                                                                                                     | <b>2 marks</b> |          |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                                                            | <b>7 marks</b> |          |

(There is more room for your answer on the following page.)

[illegible]

**When you have completed this question, return to page 82 in the Student Module Booklet.**

25

## Final Module Assignment

5

1. Review all of the journal writing that you've done for this module. Select the one you like best and are willing to share. Revise and edit this entry; then copy it in the space provided. (If you decide to type your journal entry on a computer, attach a copy of it here.) Don't forget to indicate which entry you're submitting. You'll be evaluated according to the Journal Assessment Criteria provided in Module 1.

This is journal entry \_\_\_\_\_.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

15

2. In this module, you've studied two fictional worlds presented in a novel and a film. Although these media present stories in different ways, they also have much in common. For example, both novels and films have elements such as characters, setting, conflict, suspense, theme, irony, contrast, and symbolism.

Select one of these elements, and in an essay of approximately 400 words, explain the similarities and/or differences in the way this particular element was used in the film and the novel.

Here are some tips to help you with this assignment:

- Begin by brainstorming a list of similarities and differences between the novel and the film.
- Select a particular element for your essay. For example, you might want to compare the main characters, the conflicts, or the way suspense was developed.
- In your introduction, tell your reader what movie and novel you're comparing.
- Support your ideas by referring to details in the novel and film.
- Organize your ideas into paragraphs.

| Assessment Criteria                                                                                                                                                                                                              |                 | Received |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------|
| <b>Thought and Support</b> <ul style="list-style-type: none"> <li>• The ideas are thoughtful and clear.</li> <li>• A perceptive comparison has been made.</li> <li>• Supporting details are appropriate and relevant.</li> </ul> | <b>9 marks</b>  |          |
| <b>Form and Structure</b> <ul style="list-style-type: none"> <li>• The ideas flow smoothly and coherently.</li> </ul>                                                                                                            | <b>3 marks</b>  |          |
| <b>Writing Skills</b> <ul style="list-style-type: none"> <li>• The language used is correct and effective.</li> </ul>                                                                                                            | <b>3 marks</b>  |          |
| <b>TOTAL</b>                                                                                                                                                                                                                     | <b>15 marks</b> |          |

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your answer on the following page.)

[illegible]

(There is more room for your answer on the following page.)

[illegible]

5

3. Read the excerpt from the story “Odour of Chrysanthemums” by D. H. Lawrence. Then complete the multiple-choice questions based on the reading.

from ODOUR OF CHRYSANTHEMUMS<sup>1</sup>

*The events in the following excerpt take place in an English coal-mining village in the early 1900s.*

The house was quiet. Elizabeth Bates took off her hat and shawl, and sat down. It was a few minutes past nine. She was startled by the rapid chuff of the winding-engine<sup>2</sup> at the pit, and the sharp whirr of the brakes on the rope as it descended. She put her hand to her side, saying aloud: “Good gracious!—it’s

5 only the nine o’clock deputy<sup>3</sup> going down,” rebuking herself.

She sat still, listening. Half an hour of this, and she was wearied out.

“What am I working myself up like this for?” she said pitifully to herself.

“I [shall] only be doing myself some damage.”

She took out her sewing again.

10 At a quarter to ten there were footsteps. One person! She watched for the door to open. It was an elderly woman, in a black bonnet and a black woollen shawl—his mother. She was about sixty years old, pale, with blue eyes, and her face all wrinkled and lamentable. She shut the door and turned to her daughter-in-law peevishly.<sup>4</sup>

15 “Eh, Lizzie, whatever shall we do, whatever shall we do!” she cried.

Elizabeth drew back a little, sharply.

“What is it, mother?” she said.

The elder woman seated herself on the sofa.

“I don’t know, child, I can’t tell you!”—she shook her head slowly.

20 Elizabeth sat watching her, anxious and vexed.

“I don’t know,” replied the grandmother, sighing very deeply. “There’s no end to my troubles, there isn’t. The things I’ve gone through, [I’m] sure it’s enough—!” She wept without wiping her eyes, the tears running.

“But, mother,” interrupted Elizabeth, “what do you mean? What is it?”

25 The grandmother slowly wiped her eyes. The fountains of her tears were stopped by Elizabeth’s directness. She wiped her eyes slowly.

“Poor child! Eh, you poor thing!” she moaned. “I don’t know what we’re going to do, I don’t—and you as you are—it’s a thing, it is indeed!”

Elizabeth waited.

*Continued*

<sup>1</sup> **Chrysanthemums**—in the past, these spicy smelling flowers were used at funerals to cover the smell of the decaying body.

<sup>2</sup> **winding-engine**—motor used for hoisting and lowering the elevator at a coal-mine

<sup>3</sup> **deputy**—coal-mine overseer who is responsible for safety

<sup>4</sup> **peevishly**—fretfully

30 “Is he dead?” she asked, and at the words her heart swung violently, though she felt a slight flush of shame at the ultimate extravagance of the question. Her words sufficiently frightened the old lady, brought her to herself.

“Don’t say so, Elizabeth! We’ll hope it’s not as bad as that; no, may the Lord spare us that, Elizabeth. Jack Rigley came just as I was sittin’ down to a glass  
35 afore going to bed, an’ ’e said: ‘Appen you’ll go down th’ line, Mrs. Bates. Walt’s had an accident. ‘Appen you’ll go an’ sit wi’ ’er till we can get him home.’ I hadn’t time to ask him a word afore he was gone. An’ I put my bonnet on an’ come straight down, Lizzie. I thought to myself: “Eh, that poor blessed child, if anybody should come an’ tell her of a sudden, there’s no knowin’ what’ll ‘appen  
40 to ‘er.’ You mustn’t let it upset you, Lizzie.”

Elizabeth’s thoughts were busy elsewhere. If he was killed—would she be able to manage on the little pension and what she could earn?—she counted up rapidly. If he was hurt—they wouldn’t take him to the hospital—how tiresome he would be to nurse!—but perhaps she’d be able to get him away from the drink and  
45 his hateful ways. She would—while he was ill. The tears offered to come to her eyes at the picture. But what sentimental luxury was this she was beginning? She turned to consider the children. At any rate she was absolutely necessary for them. They were her business.

“Ay!” repeated the old woman, “it seems but a week or two since he brought  
50 me his first wages. Ay—he was a good lad, Elizabeth, he was, in his way. I don’t know why he got to be such a trouble, I don’t. He was a happy lad at home, only full of spirits. But there’s no mistake he’s been a handful of trouble, he has! I hope the Lord’ll spare him to mend his ways. I hope so. I hope so. You’ve had a sight o’trouble with him, Elizabeth, you have indeed. But he was a jolly enough  
55 lad wi’ me, he was, I can assure you. I don’t know how it is . . .”

The old woman continued to muse<sup>5</sup> aloud, a monotonous irritating sound, while Elizabeth thought concentratedly, startled once, when she heard the winding-engine chuff quickly, and the brakes skirr with a shriek. Then she heard the engine more slowly, and the brakes made no sound. The old woman did not  
60 notice. Elizabeth waited in suspense. The mother-in-law talked, with lapses into silence.

“But he wasn’t your son, Lizzie, an’ it makes a difference. Whatever he was, I remember him when he was little, an’ I learned to understand him and make allowances. You’ve got to make allowances for them—”

65 It was half-past ten, and the old woman was saying: “But it’s trouble from beginning to end; you’re never too old for trouble, never too old for that—” when the gate banged, and there were heavy feet on the steps.

*Continued*

<sup>5</sup> **muse**—reflect, think

“I’ll go, Lizzie, let me go,” cried the old woman, rising. But Elizabeth was at the door. It was a man in pit-clothes.  
70 “They’re bringin’ ‘im, Missis,” he said. Elizabeth’s heart halted a moment. Then it surged on again, almost suffocating her.  
“Is he—is it bad?” she asked.  
The man turned away, looking at the darkness:  
75 “The doctor says’ e’d been dead hours. E saw ‘im i’ th’ lamp-cabin.”<sup>6</sup>  
The old woman, who stood just behind Elizabeth, dropped into a chair, and folded her hands, crying: “Oh my boy, my boy!”  
“Hush!” said Elizabeth, with a sharp twitch of a frown. “Be still, mother, don’t waken th’children: I wouldn’t have them down for anything!”

*D. H. Lawrence* (1885–1930)  
British novelist, poet, and essayist

- a. In this excerpt, the writer’s use of dialect is indicated by dropped letters replaced by apostrophes. The use of this technique contributes most to the establishment of
- A. plot
  - B. irony
  - C. setting
  - D. theme
- b. Throughout the excerpt, the references to the activity at the mine suggest mainly that, in this village, mining
- A. brings families together
  - B. is a challenging occupation
  - C. dominates the characters’ lives
  - D. is very difficult but is predictable
- c. The fact that Elizabeth is startled by the sound of the winding-engine (lines 2 to 4) indicates that she is feeling
- A. depressed
  - B. frustrated
  - C. impatient
  - D. anxious

<sup>6</sup> **lamp-cabin**—storage area for lanterns found at the level closest to the surface of a mine

- d. Elizabeth perceives that getting her husband “away from the drink and his hateful ways” (lines 44 to 45) is a “sentimental luxury” (line 46) because she knows that
  - A. her husband is already doing the best he can
  - B. she cannot afford the time it would take
  - C. her mother-in-law will not help her
  - D. it is an unrealistic hope
  
- e. The old woman’s reaction to the news of her son’s death can best be described as one of
  - A. anger
  - B. outrage
  - C. anguish
  - D. bitterness

**When you have completed this question, submit Assignment Booklet 4B for assessment.**

