

Annual Examinations for Secondary Schools SAMPLE PAPER

YEAR 9

ENGLISH LITERATURE (MQF 2-3)

TIME: 2 HRS

Name: _____

Class: _____

SECTION A: LITERARY REVIEW

34 MARKS

Answer **EITHER** Question 1 **OR** Question 2.

You are advised to spend about 40 minutes on Section A.

In your answer you are expected to:

- provide quotations and/or close evidence from the text to support and justify your opinion/s;
- present a clear and well informed personal response based on your impression of the text.

Answer **EITHER** Question 1 **OR** Question 2

1. The school website will be posting reviews of a Shakespearean play. Write a review of a Shakespearean play you have studied. Mention some differences between a modern performance of the play and one performed in Shakespeare's time. Say whether or not you would recommend this play to your friends.

In your answer you are expected to mention:

- the genre and a brief indication of the plot;
- the effect of the setting on the enjoyment of the play;
- the main character/s and the way they would have been presented on the Elizabethan stage
- how the minor characters enrich the play;
- the main theme/s and their relevance to modern life;
- the significance of a particular scene that left an impression on you
- reasons why you would/would not recommend the play.

PLEASE TURN THE PAGE FOR QUESTION 2

OR

2. The school librarian wishes to publish a series of reviews on the school website, and has asked students to write reviews of popular novels. Write a review of a prose text you have studied, which has an unforgettable character or characters. Say why you would/would not recommend this novel to other teenagers.

In your answer you are expected to mention:

- the genre and a brief indication of the plot and how it is presented (e.g. point of view);
- the effect of the setting on the enjoyment of the story;
- the main character/s and how they develop through the course of the story;
- how the minor characters enrich the text;
- the main theme/s and their relevance to modern life;
- the significance of a particular event that left an impression on you;
- reasons why you recommend/do not recommend the novel.

Knowledge and understanding of content	Task achievement and Relevance	Organisation and Structure	Language use	TOTAL
/10	/15	/5	/4	/34
SECTION A: REVIEW				

SECTION B: POETRY APPRECIATION**34 MARKS**

Read the poem found in the **Source Booklet (Text 1)** and answer the question below. You are advised to spend about 40 minutes on Section B.

The editor of your school magazine has asked students to submit an appreciation of poems that focus on nature. Write an appreciation of ***The Sea*** by James Reeves and show how the poet treats his subject in an unusual way.

You should include the points listed below to complete your appreciation:

- comment on what the poem is about;
- comment on the poet's choice of words and/or phrases and poetic devices used and how they create a particular effect;
- comment on the organisation, form and structure of the poem;
- comment on your personal response to the poem by using evidence from the text;
- use quotations/paraphrasing when providing evidence from the text.

Knowledge and understanding of content	Relevance and selection	Organisation and Structure	Language use	TOTAL
/10	/15	/5	/4	/34
SECTION B: POETRY APPRECIATION				

PLEASE TURN THE PAGE FOR SECTION C

SECTION C: UNSEEN PROSE

32 MARKS

Read the text found in the **Source Booklet (Text 2)** and answer all the questions below.

You are advised to spend about 40 minutes on Section C.

1. Underline the best answer. 2 marks

- a. The passage is written from a
 - i. first person point of view
 - ii. second person point of view
 - iii. third person omniscient point of view
 - iv. third person limited point of view

- b. The passage is mainly about
 - i. a summer garden
 - ii. the children’s behaviour
 - iii. a childhood game
 - iv. Raghu’s behaviour

2. Desai writes that being indoors made the children “feel that their lungs were stuffed with cotton wool and their noses with dust and if they didn’t burst out into the light and see the sun and feel the air, they would choke.” (lines 6–8)

Explain what kind of atmosphere is created by the above quote. 2 marks

3. Explain how the atmosphere changes in lines 12-15. 2 marks

4. What impression do you get of the mother from the phrase “she retreated to her bath” (line 15)? 1 mark

5. With close reference to the devices used, explain how Desai creates the setting in the following lines:

“It was too hot. Too bright. The white walls of the veranda glared in the sun. The bougainvillea hung about it, purple, in livid balloons. The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal—aluminium, tin, copper, and brass.” (lines 16-19)

3 marks

6. Quote **TWO** figures of speech from the line below **and** comment on how they create a particular effect:

“the birds still drooped, like dead fruit, in the papery tents of the trees” (lines 20-21)

4 marks

	Figure of speech	Quotation	Effect created
a.			
b.			

7. Comment on **FOUR** literary devices used to describe the dog and discuss their effect. (lines 21-25). 4 marks

8. "tumbling, shoving, pushing" (line 26) What does this choice of words show the reader about the children? 1 mark

9. What does the image of the torn sleeve show us about the children's attitude (lines 30-32)? 1 mark

10. Comment on the use of direct speech in the passage. 1 mark

11. Focus on Raghu and comment on how Desai depicts this boy. 3 marks

12. With close reference to devices used, discuss the various contrasts depicted throughout the passage. 8 marks

END OF PAPER

Annual Examinations for Secondary Schools 2022

YEAR 9

**ENGLISH LITERATURE
SOURCE BOOKLET**

In this booklet, you will find the texts which you need to read to be able to answer the questions in Section B and Section C of the Main Paper.

Text 1:

The Sea by James Reeves

The sea is a hungry dog,
Giant and grey.
He rolls on the beach all day.
With his clashing teeth and shaggy jaws
5 Hour upon hour he gnaws
The rumbling, tumbling stones,
And 'Bones, bones, bones, bones! '
The giant sea-dog moans,
Licking his greasy paws.

10 And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and snuffs and sniffs,
Shaking his wet sides over the cliffs,
And howls and hollos long and loud.

15 But on quiet days in May or June,
When even the grasses on the dune
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,

20 So quiet, so quiet, he scarcely snores.

PLEASE TURN THE PAGE FOR TEXT 2

TEXT 1

It was still too hot to play outdoors. They had had their tea, they had been washed and had their hair brushed, and after the long day of confinement in the house that was not cool but at least a protection from the sun, the children strained to get out. Their faces were red and bloated with the effort, but their mother would
5 not open the door, everything was still curtained and shuttered in a way that stifled the children, made them feel that their lungs were stuffed with cotton wool and their noses with dust and if they didn't burst out into the light and see the sun and feel the air, they would choke.

"Please, ma, please," they begged. "We'll play in the veranda and porch—we won't
10 go a step out of the porch."

"You will, I know you will ——"

"No—we won't, we won't," they wailed so horrendously that she actually let down the bolt of the front door so that they burst out like seeds from a crackling, overripe pod into the veranda, with such wild yells that she retreated to her bath
15 that was to help her face the summer evening.

It was too hot. Too bright. The white walls of the veranda glared in the sun. The bougainvillea hung about it, purple, in livid balloons. The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal—aluminium, tin, copper, and brass. No life stirred at this arid
20 time of day—the birds still drooped, like dead fruit, in the papery tents of the trees; some squirrels lay limp on the wet earth under the garden tap. The outdoor dog lay stretched as if dead on the veranda mat, his paws and ears and tail all reaching out like dying travellers in search of water. He rolled his eyes at the children—two white marbles rolling in the purple sockets, begging for sympathy—
25 and attempted to lift his tail in a wag but could not. It only twitched and lay still.

The children, felt released. They began tumbling, shoving, pushing against each other, frantic to start. "Let's play hide-and-seek."

"Who'll be It?"

"You be It."

30 The shoves became harder. Some kicked out. There was a tearing sound of cloth, but it was lost in the heavy panting and angry grumbling, and no one paid attention to the small sleeve hanging loosely off a shoulder.

Raghu was It. He started to protest, to cry "You cheated—Mira cheated—Anu cheated——" but it was too late, the others had all already streaked away. There
35 was no one to hear when he called out, "Only in the veranda—the porch—Ma said—Ma said to stay in the porch!" No one had stopped to listen, all he saw were their brown legs flashing through the dusty shrubs, scrambling up brick walls, leaping over compost heaps and hedges, and then the porch stood empty in the purple shade of the bougainvillea, and the garden was as empty as before; even
40 the limp squirrels had whisked away, leaving everything gleaming, brassy, and bare.

Adapted from *Games at Twilight* by Anita Desai



Annual Examinations for Secondary Schools 2022

YEAR 9 ENGLISH LITERATURE MARKING SCHEME

Markers are reminded that assessment criteria AC 12.2a applies to this paper: AC 12.2a I can use language with reasonable accuracy.

SECTION A – REVIEW

(34 marks)

- *Candidates should be rewarded for their knowledge of the text (including quotations) and for relevance.*
- *Answers should be written in a coherent and organised manner.*
- *Candidates should be penalised for contradictory, irrelevant and disorganised answers.*

Students answer either Question 1:

Question 1	<p>The school website will be posting reviews of a Shakespearean play. Write a review of a Shakespearean play you have studied. Mention some differences between a modern performance of the play and one performed in Shakespeare’s time. Say whether or not you would recommend this play to your friends.</p> <p style="text-align: center;">In your answer you are expected to mention:</p> <ul style="list-style-type: none"> • the genre and a brief indication of the plot; • the effect of the setting on the enjoyment of the play; • the main character/s and the way they would have been presented on the Elizabethan stage • how the minor characters enrich the play; • the main theme/s and their relevance to modern life; • the significance of a particular scene that left an impression on you • reasons why you would/would not recommend the play.
Genre/Type	Review
Writer	Year 9 student
Audience	Readers of the school website (mainly students)
Purpose	Recommending a Shakespearean play to one’s friends, with a focus on some differences between a modern performance of the play and a performance in Shakespeare’s time.

OR Question 2

Question 2	<p>The school librarian wishes to publish a series of reviews on the school website and has asked students to write reviews of popular novels. Write a review of a prose text you have studied, which has an unforgettable character or characters. Say why you would/would not recommend this novel to other teenagers.</p> <p>In your answer you are expected to mention:</p> <ul style="list-style-type: none"> • the genre and a brief indication of the plot and how it is presented (e.g. point of view); • the effect of the setting on the enjoyment of the story; • the main character/s and how they develop through the course of the story; • how the minor characters enrich the text; • the main theme/s and their relevance to modern life; • the significance of a particular event that left an impression on you; • reasons why you recommend/do not recommend the novel.
Genre/Type	Review
Writer	Year 9 student
Audience	Readers of the school website (mainly students)
Purpose	Recommending a novel, especially for its unforgettable character/s, to one's friends

The Learning Outcomes addressed in Section A - Review are:

- LO4** I can recommend a literary text such as poetry, prose and drama to others and give reasons for this.
- LO8** I can use evidence from literary texts (poetry, prose and drama), such as close reference, paraphrase and commentary, to support my writing and can present these quotes using proper conventions.
- LO10** I can interact with a Shakespearean text. *(This learning outcome applies to schools who do not opt for a set Shakespeare play)*
- LO11** I can write well organised literature essays about poetry, prose and drama, using the appropriate conventions.
- LO12** I can write accurately using a range of vocabulary and sentence structures for clarity, purpose and effect.

RATING SCALE – LITERATURE REVIEW (34 marks)

	MQF3	MQF3	MQF2	MQF1
	10 – 9	8 – 5	4 – 3	2 – 0
	Students characteristically	Students characteristically	Students characteristically	Students characteristically
Knowledge and Understanding of Content (10 marks)	<ul style="list-style-type: none"> demonstrate an excellent understanding and knowledge of the text by going beyond the surface level 	<ul style="list-style-type: none"> demonstrate understanding and knowledge of the text but with some flaws 	<ul style="list-style-type: none"> demonstrate limited understanding and knowledge of the text 	<ul style="list-style-type: none"> demonstrate very limited knowledge and understanding of the text
	15 – 14	13 – 10	9 – 5	4 – 0
Task Achievement and Relevance (15 marks)	<ul style="list-style-type: none"> demonstrate a well informed personal response present appropriate textual references as supporting evidence use persuasive language confidently to recommend the text 	<ul style="list-style-type: none"> demonstrate a reasonably well informed personal response present fairly appropriate textual references as supporting evidence use persuasive language fairly well to recommend the text 	<ul style="list-style-type: none"> demonstrate a limited personal response present limited textual references as supporting evidence use persuasive language in a limited way to recommend the text 	<ul style="list-style-type: none"> demonstrate a very limited or no personal response present very limited or no textual references as supporting evidence barely use any persuasive language to recommend the text
	5 – 4	3 – 2	1	0
Organisation and Structure: (5 marks)	<ul style="list-style-type: none"> organise their writing in paragraphs in a coherent and cohesive way 	<ul style="list-style-type: none"> organise their writing in paragraphs in a coherent and cohesive way but are not consistently successful 	<ul style="list-style-type: none"> organise their writing with very limited success 	<ul style="list-style-type: none"> show no attempt to organise their writing
	4	3	2	1
Language use: (4 marks)	<ul style="list-style-type: none"> use an excellent range of vocabulary and sentence structures with accurate spelling and punctuation 	<ul style="list-style-type: none"> use an adequate range of vocabulary and sentence structures with some inaccurate spelling and punctuation 	<ul style="list-style-type: none"> use a limited range of vocabulary and sentence structures with weak spelling and punctuation 	<ul style="list-style-type: none"> use a very limited range of vocabulary and poor sentence structures with very weak spelling and punctuation

SECTION B – POETRY APPRECIATION**(34 marks)**

- *Candidates should be rewarded for their knowledge of the text (including quotations) and for relevance.*
- *Answers should be written in a coherent and organised manner.*
- *Candidates should be penalised for contradictory, irrelevant and disorganised answers.*

Question	<p>The editor of your school magazine has asked students to submit an appreciation of poems that focus on nature. Write an appreciation of <i>The Sea</i> by James Reeves and show how the poet treats his subject in an unusual way.</p> <p>You should include the points listed below to complete your appreciation:</p> <ul style="list-style-type: none"> • comment on what the poem is about; • comment on the poet’s choice of words and/or phrases and poetic devices used and how they create a particular effect; • comment on the organisation, form and structure of the poem; • your personal response to the poem by using evidence from the text; • use quotations/paraphrasing when providing evidence from the text.
Genre/Type	Poem appreciation
Writer	Year 9 student
Audience	Readers of the school magazine (mainly students)
Purpose	Evaluating a poem as a work of art, with a focus on how the poet treats his subject in an unusual way

The Learning Outcomes addressed in Section B – Poetry Appreciation are:

- LO1** I can engage with and respond to a range of literary texts such as poetry, prose and drama written for a particular audience.
- LO2** I can respond to a range of literary devices adopted in texts such as poetry, prose and drama and explain how they might be linked to theme, setting or character.
- LO5** I can respond to different aspects of set texts.
- LO8** I can use evidence from literary texts (poetry, prose and drama), such as close reference, paraphrase and commentary, to support my explanation/discussion and can present these quotes using proper conventions.
- LO11** I can write well organised literature essays and/or speak in an organised manner about poetry, prose and drama, using the appropriate conventions.
- LO12** I can write/speak accurately using a range of vocabulary and sentence structures for clarity, purpose and effect.

INDICATIVE CONTENT

What the poem is about:

- James Reeves compares the different conditions of the sea to the various behaviour/ moods and actions of a dog – extended metaphor

Form:

- 3 stanzas of different length (9,5,6) – each depicting a different picture of the sea
- written in free verse; irregular rhyming scheme and rhythm reflect the changing mood of the sea
- enjambment/ run-on lines – flow of the sea

Literary devices used and their effect

- **Stanza 1** – sea is compared to a “hungry dog” - “giant” and “grey” (reflects the immensity and colour of the sea). The dog “rolls on the beach all day” – brings out the idea of the waves rolling onto the beach one after the other. The dog is described as having “clashing teeth and shaggy jaws” and “gnaws hour upon hour”; use of onomatopoeia –“ the rumbling tumbling stones” – image of the sea eroding the rocks; repetition of the long [o] sound in “Bones, bones, bones, bones!” – brings out the moaning sound made by the dog after “licking his greasy paws”. Could also be a reference to the fact that many have lost their lives at sea. Mood – reader is in awe of the strength and vastness of the sea
- **Stanza 2** – a stormy sea at night, wind “roars” (metaphor) – very loud noise of the strong wind; “the moon rocks in the stormy cloud” – seems to be moving; the movement of the dog changes – not “rolling” as in Stanza 1, but now he “bounds to his feet” – standing on all fours –the stormy sea gains height because of the large waves; “snuffs sniffs” – alliteration and “he shakes his wet sides over the cliffs”; together with the roaring wind – the dog “howls and hollos long and loud” – alliteration and long [o] sound - assonance – echoing sound. Mood - a sense of fear and danger
- **Stanza 3** –a contrast from the previous stanzas; depicts a peaceful picture of the beach “on quiet days in May and June”; personification – “the grasses on the dune play no more their reedy tune”; the dog now lies on the sandy shore fast asleep “with his head between his paws”; repetition of “so quiet, so quiet” emphasises the fact that the dog is nearly silent – he “scarcely snores” (alliteration) calm, relaxing mood of the sea on a beautiful day. Mood - a sense of tranquillity

RATING SCALE – POETRY APPRECIATION

(34 marks)

	MQF3	MQF3	MQF2	MQF1
	10 – 9	8 – 5	4 – 3	2 – 0
	Students characteristically	Students characteristically	Students characteristically	Students characteristically
Knowledge and Understanding of Content (10 marks)	<ul style="list-style-type: none"> demonstrate an excellent understanding and knowledge of the text by going beyond the surface level 	<ul style="list-style-type: none"> demonstrate understanding and knowledge of the text but with some flaws 	<ul style="list-style-type: none"> demonstrate limited understanding and knowledge of the text 	<ul style="list-style-type: none"> demonstrate very limited knowledge and understanding of the text
	15 – 14	13 – 10	9 – 5	4 – 0
Task Achievement and Relevance (15 marks)	<ul style="list-style-type: none"> demonstrate a well informed personal response present appropriate textual references as supporting evidence use persuasive language confidently to recommend the text 	<ul style="list-style-type: none"> demonstrate a reasonably well informed personal response present fairly appropriate textual references as supporting evidence use persuasive language fairly well to recommend the text 	<ul style="list-style-type: none"> demonstrate a limited personal response present limited textual references as supporting evidence use persuasive language in a limited way to recommend the text 	<ul style="list-style-type: none"> demonstrate a very limited or no personal response present very limited or no textual references as supporting evidence barely use any persuasive language to recommend the text
	5 – 4	3 – 2	1	0
Organisation and Structure: (5 marks)	<ul style="list-style-type: none"> organise their writing in paragraphs in a coherent and cohesive way 	<ul style="list-style-type: none"> organise their writing in paragraphs in a coherent and cohesive way but are not consistently successful 	<ul style="list-style-type: none"> organise their writing with very limited success 	<ul style="list-style-type: none"> show no attempt to organise their writing
	4	3	2	1
Language use: (4 marks)	<ul style="list-style-type: none"> use an excellent range of vocabulary and sentence structures with accurate spelling and punctuation 	<ul style="list-style-type: none"> use an adequate range of vocabulary and sentence structures with some inaccurate spelling and punctuation 	<ul style="list-style-type: none"> use a limited range of vocabulary and sentence structures with weak spelling and punctuation 	<ul style="list-style-type: none"> use a very limited range of vocabulary and poor sentence structures with very weak spelling and punctuation

SECTION C – UNSEEN PROSE TEXT

(32 marks)

The Learning Outcomes addressed in Section C – Unseen Prose Text are:

- LO1** I can engage with and respond to a range of literary texts such as poetry, prose and drama written for a particular audience.
- LO2** I can respond to a range of literary devices adopted in texts such as poetry, prose and drama and explain how they might be linked to theme, setting or character.
- LO6** I can tackle unseen literary texts (poetry and prose) independently.
- LO8** I can use evidence from literary texts (poetry, prose and drama), such as close reference, paraphrase and commentary, to support my explanation/discussion and can present these quotes using proper conventions.

Unless the questions require the candidate to give a specific response or use specific words or phrases, award marks for answers that are similar to the models given or express the same meaning.

1. Underline the best answer. **2 x 1 mark =2 marks**

- a. The passage is written from a
- first person point of view
 - second person point of view
 - third person omniscient point of view**
 - third person limited point of view
- b. The passage is mainly about
- a summer garden
 - the children's behaviour**
 - a childhood game
 - Raghu's behaviour

2. Desai writes that being indoors made the children “feel that their lungs were stuffed with cotton wool and their noses with dust and if they didn't burst out into the light and see the sun and feel the air, they would choke.” (lines 6–8)

Explain what kind of atmosphere is created by the above quote. **2 x 1 mark = 2 marks**

The reader gets the impression that it is so hot and stuffy indoors (1 mark), that the children seem to have difficulty breathing (1 mark).

3. Explain how the atmosphere changes in lines 12-15. **2 x 1 mark = 2 marks**

As the children are released outdoors, the atmosphere is suddenly characterised by movement, energy, freedom and noise. (Award 1 mark to any two of these characteristics).

4. What impression do you get of the mother from the phrase “she retreated to her bath” (line 15)? **1 mark**

Personal response: Accept any answer that suggests that the mother needs time on her own / the mother is selfish and does not care about the children.

5. With close reference to the devices used, explain how Desai creates the setting in the following lines:

“It was too hot. Too bright. The white walls of the veranda glared in the sun. The bougainvillea hung about it, purple, in livid balloons. The garden outside was like a tray made of beaten brass, flattened out on the red gravel and the stony soil in all shades of metal—aluminium, tin, copper, and brass.” (lines 16-19) **3 marks**

Award 1 mark to any THREE of the following:

- **The use of two very short sentences at the beginning and a very long sentence at the end. The short sentences create the effect of stifling heat while the long sentence describes the flat and dry garden.**
- **The use of colour imagery: the contrast between the white walls and the purple bougainvillea. The shiny shades of metal with their orange tints “tin, copper and brass” depict a picture of a hot and dry/arid garden.**
- **The use of tactile imagery – the reference to metals which would be hot in the sun, and the reference to the stony soil without any vegetation.**
- **The use of personification: the purple leaves of the bougainvillea are “livid” – very angry balloons.**
- **The use of simile – the garden is compared to a tray “made of beaten brass” suggests that the garden is flattened by the scorching heat.**

6. Quote **TWO** figures of speech from the line below **and** comment on how they create a particular effect:

“the birds still drooped, like dead fruit, in the papery tents of the trees” (lines 20-21)

4 marks

	Figure of speech	Quotation	Effect created
a.	simile: (½ mark)	“the birds still drooped, like dead fruit” (½ mark)	The birds looked lifeless like fruit about to fall from a tree. (1 mark)
b.	metaphor: (½ mark)	“the papery tents of the trees” (½ mark)	The leaves on the trees are so dry that the trees look like tents made of paper. (1 mark)

7. Comment on **FOUR** literary devices used to describe the dog and discuss their effect. (lines 21-25). 4 marks

Award 1 mark to any FOUR of the following:

- **The use of long sentences to depict the lethargic/tired state of the dog.**
- **The use of similes to describe the lifeless appearance of the dog: “lay stretched as if dead” “his paws and ears and tail all reaching out like dying travellers in search of water”.**
- **The use of metaphor depicts the dog’s eyes, portraying agony: “two white marbles rolling in the purple sockets”.**
- **The use of punctuation, the metaphor describing the dog’s eyes is marked out by dashes for emphasis**
- **The use of diction to describe the dog’s feelings “begging for sympathy”**
- **The short sentence at the end emphasises the seemingly lifeless state of the dog.**

8. “tumbling, shoving, pushing” (line 26) What does this choice of words show the reader about the children? **1 mark**

They depict the children’s excitement, action, movement, etc. (The better students might add that the repetition of the -ing form shows the repetition of the children’s actions.)

9. What does the image of the torn sleeve show us about the children’s attitude (lines 30-32)? 1 mark

Accept any answer such as:

The image suggests that the children are playing rough/ they are careless.

10. Comment on the use of direct speech in the passage. 1 mark

Accept any answer such as:

The reader feels involved in the story / Helps make the narrative sound more realistic / The characters are animated.

11. Focus on Raghu and comment on how Desai depicts this boy. 3 marks

Personal response: could be the youngest and the other children take advantage of him / He’s ignored and left out

12. With close reference to devices used, discuss the various contrasts depicted throughout the passage. 8 marks

Award 2 marks to each of the points below.

- **The use of the passive at the beginning of the passage gives the impression the children are young, innocent and under control: “had been washed and had their hair brushed”. This contrasts with the pressure they exert on their mother to be let out of the house: “they wailed so horrendously”.**
- **Imagery is used to create a sense of stuffiness and breathlessness indoors: “feel that their lungs were stuffed with cotton wool and their noses with dust”. This contrasts with the great sense of relief when the children are let outdoors, best represented by the simile: “they burst out like seeds from a crackling, overripe pod into the veranda”.**
- **The use of diction and figures of speech to contrast the noise and energy of the children “wild yells” with the lifeless garden: “squirrels lay limp” “the dog lay stretched as if dead”. Words like “tumbling, shoving, pushing” contrast the children’s actions with the dog’s attempt “to lift his tail in a wag but could not.”**
- **The description of the children’s invasion of the hot and dry garden contrasts with their disappearance at the end of the passage, leaving “the garden ... as empty as before”.**