

Hazelwood College




Year 8 English



Knowledge Organiser

English Knowledge Organiser - Checklist

	Activity	Completed 
1	COMPASS Practice	
2	Count Dracula - Comprehension Questions 1-9	
3	Count Dracula - COMPASS Practice Questions 10-14	
4	Count Dracula - Creative Writing	
5	PEE Practice - James' New School Question 1	
6	COMPASS Practice - James' New School Question 2	
7	Level 4 Punctuation Practice - Ending Sentences Questions 1-15	
8	Level 4 Punctuation Practice - Creating Questions 1-12	
9	Semi-Colon Practice Questions 1-11	
10	The Pet Comprehension Questions 1-9	
11	My Mistake - Personal Writing	



Descriptive Writing Techniques

C.O.M.P.A.S.S.

COMPASS is a clever way to learn descriptive writing techniques. Descriptive writing techniques make your writing much more enjoyable to read. It is very important that you learn each technique so that you can spot them as well as using them in your personal and creative writing.



- **Contrast** - opposites placed close together: *hot hands but a cold heart*
- **Onomatopoeia** - sound effect words: *shriek, bang*
- **Metaphor** - comparing 2 things by saying one IS the other: *that boy is a pig*
- **Personification** - giving human characteristics to objects: *the moon stared down at me*
- **Alliteration** - words beginning with the same letter: *long, lazy days*
- **Simile** - comparing 2 things using LIKE or AS: *as black as the midnight sky*
- **Senses** - images that help you see, hear, touch, taste and smell: *the stench of decaying flesh*

COMPASS Practice

For each of the examples below, identify which COMPASS technique is being used.

	Example	COMPASS
1	He cracked his whip and the lion roared	
2	Her hair was as soft as a silken spider web (2)	
3	The horses' hooves pounded heavily on the heath	
4	The fire ran wild across the Florida hills	
5	I could hear whispering in the library	
6	The thunder rattled and growled like an old man (2)	
7	The blizzard swallowed the town greedily	
8	She hung her head like a dying flower	
9	Terror was waiting around every corner	
10	My brother was boiling mad when I banged the door (2)	
11	The book was so popular that it flew off the shelves	
12	The town square was buzzing like a beehive (3)	
13	Words are weapons that wound (2)	
14	The fizzy drink tickled her nose and she began to giggle (2)	
15	The crowd murmured as the judge gave his verdict	
16	The ballroom dancers floated across the floor like swans on lake (2)	



Count Dracula

The following extract has been adapted from Bram Stoker's 'Dracula'. It is full of COMPASS (descriptive writing) techniques. Read the story and then answer the questions that follow.

I heard a heavy step approaching behind the great door. Then there was the sound of rattling chains and the clanking of massive bolts drawn back. A key was turned with a loud grating noise and the great door swung back silently.

Within stood a tall old man, clean-shaven except for a long white moustache. He was dressed in black from head to foot, without a single



speck of colour about him anywhere. He held in his hand an antique silver lamp throwing long, quivering shadows as it flickered in the draught of the open door. The old man motioned me in with his right hand, saying in excellent English, "Welcome to my house! Enter freely and of your own free will!" He made no attempt to meet me but stood like a statue made of stone. The instant, however, that I stepped over the threshold, he moved forward and holding out his hand grasped mine with a strength that made me squirm. His hand was as cold as ice - more like the hand of a dead person than a living man.

He bowed in a courtly way as he said, "I am Dracula, and I bid you welcome, Mr. Harker, to my house. Come in; the night air is chill but my house is warm." I rejoiced to see a well-lit, welcoming room in which a table was spread for supper, and a mighty hearth on which a great fire of logs flamed and flared angrily.

Suddenly, I heard, as if from down the valley, the howling of many wolves. Count Dracula's eyes gleamed, and he said, "Listen to them, the children of the night. What music they make!"

Count Dracula

1. How can you tell from the extract that Count Dracula is someone who cares about keeping his home secure? Provide 3 pieces of evidence. (3)

2. What is unusual about Count Dracula's appearance? (1)

3. What is causing the lamp to flicker? (1)

4. Suggest a reason why Count Dracula tells Mr. Harker to enter the house "of your own free will"? (1)

5. What causes Mr. Harker to squirm? (1)



6. What 2 reasons does Mr. Harker have to feel happy when he comes into Dracula's house? (2)

7. Do you agree that Dracula is a friendly character? In your answer, use a quotation from the extract. (2)

8. How does Dracula feel about the wolves? Use a quotation from the extract to support your opinion. (2)

9. Suggest 3 reasons why Mr. Harker might feel uneasy or scared in Count Dracula's house. Explain each reason and provide evidence from the extract to back up your opinions.



Pick out the examples of *COMPASS* techniques used in the Count Dracula passage. Complete the table using quotations:

	COMPASS Technique	Quotation
10	Contrast	
11	Onomatopoeia (2)	
12	Personification (1)	
13	Alliteration (2)	
14	Simile (2)	



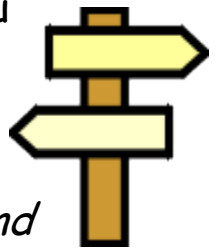
Paragraphs

To achieve Level 4 and above in your personal and creative writing, it is very important that you paragraph. To help you remember when to paragraph, think **TiPToP!**

Ti - stands for **TIME**. Start a new paragraph if you change the time, e.g. *That afternoon ...*, *The next day ...*, *Two years later ...*



P - stands for **PLACE**. Start a new paragraph if you change the place you are writing about or move to another location, e.g. *Outside the school ...*, *When I climbed into the car ...* *My bedroom was warm and welcoming ...*



To - stands for **TOPIC**. Start a new paragraph if you change to a new topic, idea or subject, e.g. *The rain began to fall ...*, *Suddenly, the phone rang ...*, *A scream was heard in the distance ...*



P - stands for **PERSON**. Start a new paragraph if you change the focus on to a new character or someone new begins to speak, e.g. *Bob was the most popular boy in the school ...*, *A man was staring at her ...*, *"Go away!" shouted Sue.*



P.E.E.

P.E.E. is used when you want to provide a more detailed answer to a question. It allows you to back up your opinion with evidence and then explain your point of view clearly.



Point - Give your opinion.

Evidence - Put in a quotation to back up your opinion.

Explanation - Explain your opinion in detail.

Here is an example of a P.E.E. answer:

Question: What do you learn about the character of George in the novel?

P.E.E. Answer: The reader learns that George is a very angry character (POINT), "George exploded" (EVIDENCE). This suggests that he loses his temper a lot and gets easily annoyed with his friend Lennie. He raises his voice and shouts at Lennie because he is cross and irritated with him (EXPLANATION).

PEE Practice

Read the passage below and then answer the questions.



James walked slowly, trance-like through the prison gates. Fun-loving and carefree, James usually lived life to the full, but the fact that he was being forced to attend this school made his blood boil with frustration and fury. He clenched his fists and dragged his feet along the gravel path, crunching and crashing through the stones like a spoilt toddler. 'Lockwood Secondary School' glowed from the arched dome of the building, the letters lit up like a Christmas tree, the bright light piercing his dark, saucer eyes. Suddenly, fear surrounded him, holding him ransom, like a hostage approaching his first day of captivity.

As he shuffled towards the main door, a blurred image of hope waved at him through the dim future ahead, "You're James, aren't you? My name's Michelle and I'm here to show you around." He stared into the eyes of the most beautiful girl he had ever seen and felt the chains loosen, releasing him from his lonely lighthouse. He winked at Michelle cheekily and smiled, "Well, aren't you a feast for the eyes!"

1. What do you learn about the character of James?
answer you should aim to write at least 4 PEEs.

PEE1



PEE2

PEE3

PEE4

2. Complete the table below, giving examples from the passage of the following COMPASS techniques.



	COMPASS	Example
1	Contrast (1)	
2	Onomatopoeia (1)	
3	Metaphor (3)	
4	Personification (2)	
5	Alliteration (2)	
6	Simile (2)	

Punctuation - Level 4

In all your writing tasks, you must show that you can use a range of punctuation accurately.

1. *All* your sentences must end in either:

- **A full stop**



- **A question mark**

(Use this when you ask a question) OR



- **An exclamation mark**

(Use this when you express a strong emotion)



2. **Speech marks** separate the words someone actually says from the rest of the sentence, e.g. "I'm going out now," I shouted.



3. **Commas** can be used for lots of different reasons:

- Separating items in a list, e.g. *I love biscuits, buns, cake and pastries.*
- Separating extra bits of information in a sentence, e.g. *Mary, my cousin, is coming to stay tomorrow.*
- Separating the main part of a sentence, e.g. *If it is not raining, we can go for a walk this afternoon.*
- Separating speech from the main part of a sentence, e.g. *"I'll see you tomorrow," he said quietly.*
- Separating connectives from the rest of a sentence, e.g. *However, it is important that you ...*



Punctuation - Level 4

Copy these sentences out, adding the correct punctuation at the end.

- If it is a statement (telling you something), add a **full stop**.
- If it is a question, add a **question mark**.
- If it is an exclamation (expressing emotion), add an **exclamation mark**.

1. The grass was bright green and the sky was turquoise

2. What was causing the horrendous shadow

3. I was absolutely horrified

4. Would the vehicle crush me to death

5. I woke up screaming hysterically

6. Was there no way out of this hell hole

7. Help me

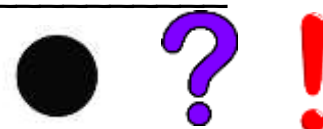
8. Why was I frozen with fear

9. I spun around and fled in agony

10. The creature just kept crawling towards me

11. I was going to be flattened like a pancake

12. There was a patchwork of fields



13. Why would this misery not stop

14. Was it too late to flee for my life

15. Stop screaming now

Now, change these statements into questions. The first one is done for you.

1. I glanced over my shoulder.

Did you glance over your shoulder?

2. There was no way to escape.

3. The wheel loomed over me.

4. The rim of the wheel touched my back.

5. It was the same dream again.

6. I began to slowly turn round.

7. There was a movement on the ground.

8. It kept coming towards me.

9. I spun round and fled.

10. My lungs were aching.

11. I felt in danger of being overrun.

12. I could not cry.



Punctuation Level 5 and above

Try to use a wider range of punctuation if you want to achieve Level 5 or above:

1. A **colon** comes before:

- A list, e.g. *I have three friends: Mary, Chloe and Bethany.*
- An explanation, e.g. *David must leave school early: he has a dental appointment in the afternoon.*



2. A **semi-colon** separates two sentences that are closely connected, e.g. *The rain started falling heavily; everyone ran for cover under the trees.*



3. **Ellipsis** is used when you want the reader to think about what happens next, e.g. *As I opened the door and stared into the darkness, I couldn't believe my eyes ...*



4. **Brackets** are used when you want to add some extra information to a sentence that is not essential, e.g. *My last holiday (three years ago) was a complete disaster.*



5. A **dash** is used when you want to pause before you say something important, e.g. *She was the most beautiful girl in the world - and I was going to marry her!*



Semi-colon Practice

Rewrite the following sentences so that they make sense by inserting a semi-colon:



1. Werewolf legends may have sprung from the myths of the Norse gods the gods could change into animal forms.

2. It is not easy to distinguish a werewolf from a vampire they share many characteristics.

3. A werewolf's third finger is supposed to be longer than the second finger this makes it easy to identify a werewolf.

4. Transformed, the creature appears as an extremely large wolf it crawls on all fours.



5. It has repulsive facial features these are recognisable as human.

6. Many people will say that it devours animal flesh raw its appetite is enormous.

7. England's unpopular King John was believed to be a werewolf he reigned from 1199 to 1216.

8. There are many ways to become a werewolf stripping naked and rolling in the sand under a full moon is one way.

9. Drinking from a stream from which a wolf has drunk is also dangerous it can result in you transforming into a werewolf.

10. Shooting a werewolf with a plastic bullet is the best way of freeing a human from the curse of the werewolf the bullet must be silver.

11. There may be a connection between the werewolf legend and a rare disease this disease causes fur to grow on people's skin.



Comprehension - *The Pet*



Peter Johnson loved pets and he was always kind to animals. He put out milk for stray cats, he hung up seeds for birds and he went to the park each day to feed the ducks. But his pride and joy was his dog Rex, a German Shepherd.

Rex was good at tricks and he did what Peter told him to do. He could shake paws and roll over and play dead. Peter even trained Rex to go to the shop each day to fetch him his newspaper. Rex sat outside the shop and barked until Mr Patel came out with the paper. Mr Patel gave it to Rex who trotted home with it in his mouth. It was always a bit soggy and wet but Peter didn't mind. His dog was smart!

Rex loved to fetch things for Peter. He would bring him his slippers, toys, balls and sticks. In fact, Rex was always looking out for things to bring Peter because he was given a sweet as his reward.

One day Peter was relaxing in his garden when Rex came running up to him with a piece of dirty fur in his mouth. He dropped it in Peter's lap. Then he sat down and looked up at Peter hopefully.

'What's this then boy?' said Peter. "Some old toy you've found?'

Peter picked up the lump of fur and looked at it. To his horror he saw it wasn't an old toy at all. It was the dead body of the pet rabbit that belonged to the little girl next door.

'My goodness, Rex,' said Peter. 'This is Flopsy. You've killed her, you wicked dog!' Rex hung his head in shame. He was sorry for the rabbit but even more sorry that Peter didn't give him a sweet.

Peter jumped up and ran into the house. He put the rabbit in the sink and wiped the dirt from its fur. He looked hard to see if Rex had left any tooth marks on Flopsy's skin but he didn't find any.

'Perhaps Rex scared this poor little rabbit to death,' said Peter to himself. 'I feel so bad about this.'

Then a dreadful thought popped into Peter's head. Emma, the girl next door would be very upset to find out that Rex had killed her pet. She would cry and weep and tell her father. He would be furious with Rex. Peter didn't know what he could do to save his dog but he knew he had to do something. Then he had an idea ...

He washed the rabbit with soap and shampoo. He plugged in his hair drier and dried Flopsy's fur. He combed it and brushed it until her fur shone. When Flopsy was quite dry, Peter hid her under his coat and crept out into the garden.



He climbed over the fence and ran to Flopsy's hutch. Opening the door quietly, he set the rabbit back inside. He tried to make her look as life-like as he could by putting a carrot in her paws. Suddenly, he heard a car door slam out in the street. Emma and her Dad were coming home! Peter was so scared he jumped over the fence like a wild kangaroo and dashed back into his own house. Rex hid under the table. He knew his master was upset with him but he didn't know why.

Peter waited in fear for Emma's Dad to come knocking at the door. But he didn't come that day or the next or the day after. In the end Peter could stand it no more and went out into his garden. He saw Emma's Dad.

'Hello,' said Emma's Dad. 'I haven't seen you for a few days. Are you all right?'

Peter gulped. Then he said, 'Yes I'm fine. How about you? Is everything OK?'

Emma's Dad scratched his head. He looked puzzled. 'Well, not really,' he said.

'Oh,' said Peter. 'What's up?'

'Well,' said Emma's Dad. 'A strange thing happened a few days ago. Emma and I came home and we found her pet rabbit Flopsy dead in its hutch.'

'That's awful,' gasped Peter.



'That's not the strange bit,' said Emma's Dad. 'No, the weird thing is that the rabbit died that morning and I'd already buried it in the garden before we went out!'

Comprehension - *The Pet*

Section A: 25 marks

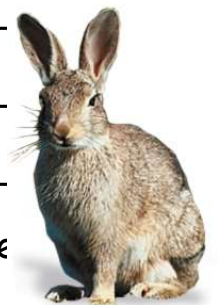
1. Give 4 examples of tricks that Rex had been taught. (4 marks)

2. Why did Rex look "hopefully" at Peter when he brought him the dead rabbit? (1 mark)

3. How did Rex react when Peter shouted at him for killing the rabbit? (1 mark)

4. Give 2 reasons why Peter was so worried about the neighbours finding out that Rex had killed their pet rabbit. (2 marks)

5. List 4 things that Peter does to make the rabbit look like still alive. (4 marks)



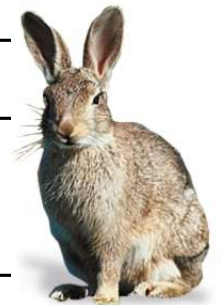
6. Write down a simile that describes Peter's panic when the neighbours come back home. (1 mark)

7. What do you learn about the **character** of Peter in this story? Write down 3PEEs in your answer. (9 marks)

PEE1

PEE2

PEE3



8. What do you think Peter should have done when Rex gave him the dead rabbit? Explain your answer. (2 marks)

9. What is the twist at the end of the story? (1 mark)

Section B: 20 marks

Describe a time when you made a mistake. Remember to:

- Paragraph
- Take care with spelling and punctuation
- Use descriptive language techniques
(COMPASS)



Personal Writing - My Mistake
