



TeeJay

Literacy and English

CfE Second Level Practice Pack 2A

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Term 3

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1 Narrative: *The Demon Headmaster*

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These activities are based on the story *The Demon Headmaster* on pages 15–16 of Book 2A.

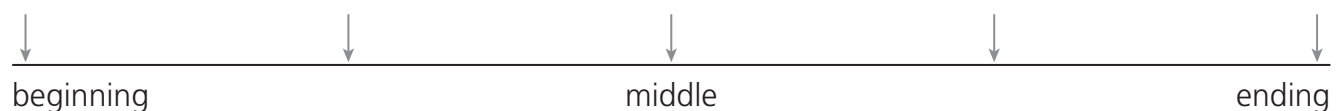
Use your knowledge of the text to complete the activities.

1 – Reading

Re-read the extract from *The Demon Headmaster*.

What are the five main events in this extract?

Place your chosen five events in chronological order on this timeline.



2 – Writing

Use your answers to the timeline exercise above to think about what will happen next in this story.

Your task is to write the next paragraph.

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Think about the following:

- The characters – will there be another character or characters with Dinah?
- The setting – will the next paragraph take place in Dinah's room or somewhere else?
- The plot – what will happen in the next paragraph?



You may find it helpful to complete this writing frame with your ideas before you write your paragraph.

The characters	
The setting	
The plot	

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3 – Listening and talking

Imagine that the book *The Demon Headmaster* has been made into a bestselling film. Your task is to create a radio advert for the film.



Think about the following:

- How will you change your voice to announce the title *The Demon Headmaster*?
- What will you include? For example, you could introduce Dinah or give a brief description of the plot.
- Will you use sounds? You could create a jingle or background noise effects to match the title of the book or film.
- How will you present your advert?

Remember, remember You could use digital technology to record your radio advert. Try to include sound effects or a jingle, and don't forget to change your voice.

4 – Punctuation, grammar and spelling

Punctuation

Here are four versions of some dialogue. Tick ✓ **one** box for the correct option and add punctuation to fix the three incorrect options.

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1. 'Well? she murmured. 'What's wrong?
Why is the school so peculiar?' ☐
2. 'Well?' she murmured. What's wrong?
Why is the school so peculiar?' ☐
3. 'Well?' she murmured. 'What's wrong Why is
the school so peculiar' ☐
4. 'Well?' she murmured. 'What's wrong?
Why is the school so peculiar?' ☐

Grammar

Here is a section of text taken from the extract. Proofread the text, checking for:

- grammar
- punctuation
- tense
- sense
- spelling mistakes.

Correct the mistakes.

Defiantly she stuc her chin up and puled a face into the mirror. I don't care if I am scared' she said out loud. 'I want to no and if thats the only way to find out, that's what I'll do



With a determined hand she closed the Curtains and climbed back into bed, feeling as through she had settled something. Curl up under the covers, she fell sleep trying to think of something bad she could do.

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Spelling

You have been investigating how to use the suffixes **-ful**, **-less**, **-ment** and **-ness**. Write six sentences that each use one of these words correctly.

hopeful

hopeless

enjoyment

happiness

useful

careless

payment

brightness

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Answers

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1 Narrative: *The Demon Headmaster*

1 – Reading

Any plausible answers.

2 – Writing

Pupils' own paragraph.

3 – Listening and talking

Answers not included for this oral activity.

4 – Punctuation, grammar and spelling

Punctuation

1. Missing inverted comma after **Well?**
2. Missing inverted comma before **What's**
3. Missing question marks after **wrong** and **peculiar**
4. Correct

Grammar

Defiantly, she **stuck** her chin up and **pulled** a face into the mirror. 'I don't care if I am scared,' she said out loud. 'I want to **know** and if **that's** the only way to find out, that's what I'll do.'

With a determined hand, she closed the **curtains** and climbed back into bed, feeling as **though** she had settled something. **Curling** up under the covers, she fell **asleep** trying to think of something bad she could do.

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