

## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

- 1. Start with the grammar – *Sentence Forms*.** Follow the instructions.
  - Use the *Sentence Forms Revision Cards* to help you.
- 2. Complete *Apostrophes* activities.** Follow the instructions.
  - Read the extract from Chapter 9.
  - Use the *Apostrophes Revision Cards* to help you.
- 3. Start by reading** the extracts from Chapter 10.
  - Read *Extract A* – then answer the questions on it.
  - Read *Extract B* – then answer the questions on it.
  - If you can, challenge yourself by reading *Extract C* and answering the questions. Don't give up too easily!

Brilliant! Well done. Work with a grown-up to check the answers.

*Discuss any wrong answers. Can you see what went wrong?*

### Now try the Fun-Time Extras

Think about the ordinary challenges of starting a new school, and additional difficulties of Hogwarts (*moving stairs, ghosts, magic* etc.).

Make a list of examples of these challenges, separating ordinary and magical ones. Which are most / least scary?

# Sentence Forms Revision Cards

**Sentence Forms** - Sentences can appear in 4 forms:

<b>Statement</b>	<i>What tricky staircases they are!</i>
<b>Question</b>	<i>Mrs Norris had lamp-like eyes.</i>
<b>Command</b>	<i>Why was the third floor corridor out of bounds?</i>
<b>Exclamation</b>	<i>Take care with transfiguration magic.</i>

Can you match the form to the sentence?



**We can identify a sentence's form by looking at its purpose.**

*Professor Flitwick did recognise Harry.*  
*Did Professor Flitwick recognise Harry?*  
*Recognise Harry, Professor Flitwick.*  
*How Professor Flitwick did recognise Harry!*

Is it giving information?  
- *statement.*

Is it seeking information?  
- *question.*

Is it giving instructions?  
- *command.*

Is it an emotional reaction?  
- *exclamation.*



## Sentence Forms - Statements

Statements are the most common sentence form.  
They give information.

*Whispers followed Harry from the moment he left his dormitory.*  
*There were a hundred and forty-two staircases at Hogwarts.*  
*The ghosts did not help.*  
*Argus Filtch was the caretaker.*

Statements are punctuated with a **full stop** at the end.

## Sentence Forms - Questions

Questions seek information.

*Did you see his scar?*  
*Why is Peeves such a nuisance?*  
*Where is Herbology?*  
*Will Harry be friends with Malfoy?*



Questions are punctuated with a **question mark** at the end.

## Sentence Forms Revision Cards

### Sentence Forms - Commands

**Commands** give instructions.  
They often open with an imperative verb.

Stay away from the Forbidden Forest.

Speak clearly when saying a spell.

Remember the password.

Learn the names of different stars and planets.



Commands are punctuated with a **full stop** at the end.

### Sentence Forms - Exclamations

**Exclamations** express strong emotional responses:  
surprise, anger, pleasure etc.

How annoying that cat is!

What a disaster the spell was!

How funny Transfiguration was!

What a noise Peeves made!

Exclamations can be a word or phrase...



But as a complete sentence they begin with what or how.



How shocking!

Exclamations are punctuated with an **exclamation mark** at the end.

# Sentence Forms

## Section A

- Read the sentences.
- Identify the sentence forms.
- What punctuation mark should go at the end of each sentence?

Sentence

Exclamation

Question

Command

1. What a risk Harry took riding a broom
2. Madame Hooch teaches flying
3. What sort of broom is best for flying
4. Grip your broom tightly

## Section B

- Read the sentences.
- Tick the one which must end in a **question mark**.

Ask a prefect if you have forgotten the password

What a good idea to keep the dormitories safe

The people keep vanishing from the portraits

Can you remember the password

## Section C

- Rearrange the words to make this statement a question using the only the given.
- Punctuate correctly.

They are going to fall off.

## Section D

- Rearrange the words to make this **question** a **statement** using only the given words.
- Punctuate correctly.

Have you always been so mean, Malfoy?

## Section E

- Circle the box which describes the **function** of the sentence below and add the correct punctuation.

Sentence

Exclamation

Question

Command

How dangerous that was

## Extract from Chapter 9 Harry Potter and the Philosopher's Stone

A barn owl brought Neville a small package from his grandmother. He opened it excitedly and showed them a glass ball the size of a large marble, which seemed to be full of white smoke.

'It's a Rememberall!' he explained. 'Gran knows I forget things - this tells you if there's something you've forgotten to do. Look, you hold it tight like this and if it turns red – oh...' His face fell because the Rememberall had suddenly glowed scarlet, '...you've forgotten something...'

Neville was trying to remember what he'd forgotten when Draco Malfoy, who was passing the Gryffindor table, snatched the Rememberall out of his hand. Harry and Ron jumped to their feet. They were half hoping for a reason to fight Malfoy, but Professor McGonagall, who could spot trouble quicker than any teacher in the school, was there in a flash.

'What's going on?'

'Malfoy's got my Rememberall, Professor.'

Scowling, Malfoy quickly dropped the Rememberall back on the table.

'Just looking', he said, and he sloped away with Crabbe and Goyle behind him.

JK Rowling tells the reader lots about the characters and plot through dialogue. To make the characters speech sound convincing the author uses less formal language and contractions. We use apostrophes to show contractions. Highlight the examples of contractions in the extract above. What other ways do we use apostrophes?

## Apostrophes Revision Cards

### Apostrophes show **contractions**.

I'm

can't

you'll

you've

didn't

it's

it is

I am

cannot

did not

you have

you will

Match the  
contractions to the  
words with the same  
meaning.



### Contractions

Contractions show the way that we **actually** speak.



We tend to speak quite quickly, with our words shortening.  
Sometimes we **miss out sounds** completely.

We might write:

but we are more likely to say:

*You do not know you will make  
a fool of yourself.*

*You don't know you'll  
make a fool of yourself.*

### Apostrophes show **possession**

To show **possession** we add '**s** to the end of the **noun**.

The owl owns  
its wings.



**Ron**  
**school**  
**owl**  
**spider**

*Ron's rat does nothing.*

*The school's rules are strict.*

*The owl's wings wafted the room.*

*The spider's fangs were huge.*

**Possession** means that something is *owned* by the **noun**.

The '**s** goes at the end of the **noun** when it is singular.

### Apostrophes show **possession**

#### Plural Possessive - s

If the **noun** already ends in **s** because it is **plural**...  
add '**'** to the end of that **noun**.

*girls*

*the girls' dormitory*

*twins*

*the twins' tricks*

*teachers*

*the teachers' table*

*owls*

*the owls' hoots*

The '**'** goes at the end  
of the **noun**.



If we added another **s** to a **plural noun** it would be hard to say!

## Apostrophes - Contractions

Underline the apostrophes which indicate **contraction**.

Neville's parcel isn't what he expected. It's a Remembrall from his grandmother.

Harry's owl didn't bring him post usually, so he wasn't expecting anything.

Ron wouldn't like to be Hermione's partner as they'd end up arguing.

Malfoy's cruelty couldn't be ignored by Harry. He wouldn't say such things.

Replace the contractions with the **expanded forms** of the words.

We'll meet you in the trophy room that's always locked.

Can't a person eat in peace in this place?

You mustn't go wandering round the school at night. Think of the points you'll lose Gryffindor if you're caught.

## Apostrophes – Possession (singular)

Underline the apostrophes which indicate **possession**.

At eight o'clock the arrival of the owls interrupted Hermione's lecture.

Harry hadn't had a single letter since Hagrid's note.

Malfoy's owl was always bringing him packages from his parents.

Neville's gift glowed red which meant he'd forgotten something.

Punctuate the sentences below to show **possession**.

*Hint: One sentence does not need any apostrophes.*

Professor Snapes lessons were always difficult and Harrys temper was tested.

Herbology was taught in the schools greenhouses.

Professor Binns lessons were very boring.

Professor Flitwick taught Charms on a pile of his books.

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe - contracted form	Apostrophe - possession
Be quiet in Snape's lessons.		
Neville's in trouble with McGonagall.		
Quidditch is the school's main sport.		
Mrs Norris has bulging eyes like Filch's.		
You'll be sorry you crossed me.		

## Apostrophes – Possession (plural)

Tick the sentences which show the correct meaning.

<i>The boy's cauldron melted into a twisted blob.</i>	Two boys, who were sharing a cauldron, melted it.
<i>The boys' cauldron melted into a twisted blob.</i>	
<i>The girl's toilets were haunted.</i>	The toilets, which are used by all of the girls, have a ghost living there
<i>The girls' toilets were haunted.</i>	
<i>The twin's plan was cunning.</i>	Fred had a cunning plan which he had not shared with George.
<i>The twins' plan was cunning.</i>	
<i>The bat's cave was dark.</i>	A solitary bat sleeps in a tiny cave for one.
<i>The bats' cave was dark.</i>	

Punctuate the sentences below to show **possession**.

The girls dormitory was covered in slime and toads.

The owls hoots rung through the hall as they swooped in.

Rons brothers always knew how to get him cross.

Nobody could find the cause of the broomsticks failure to fly.

The childrens one chance of surviving was to stick together.

‘What’s he doing?’ Harry whispered. ‘Why isn’t he down in the dungeons with the rest of the teachers?’

‘Search me.’

Quietly as possible, they crept along the next corridor after Snape’s fading footsteps.

‘He’s heading for the third floor,’ Harry said, but Ron held up his hand.

‘Can you smell something?’

Harry sniffed and a foul stench reached his nostrils, a mixture of old socks and the kind of public toilet no one seems to clean.

And then they heard it – a low grunting and the shuffling of gigantic feet. Ron pointed: at the end of the passage to the left, something huge was moving towards them. They shrank into the shadows and watched as it emerged into a patch of moonlight.

It was a horrible sight. Twelve feet tall, its skin was a dull, granite grey, its great lumpy body like a boulder with its small bald head perched on top like a coconut. It had short legs thick as tree trunks with flat, horny feet. The smell coming from it was incredible. It was holding a huge wooden club, which dragged along the floor because its arms were so long.

The troll stopped next to a doorway and peered inside. It wagged its long ears, making up its tiny mind, then slouched slowly into the room.

‘The key’s in the lock,’ Harry muttered. ‘We could lock it in.’

## Reading Comprehension, A



- Read the extracts from Chapter 10.
- Answer the questions.
- Work through each section at a time, **reading Extract A first** and answering the **Questions in Box A**.

### Box A – Questions 1-5 are about Extract A

1) Where are most of the teachers?

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1 mark

2) Name two things Harry and Ron notice which warn them that the troll is nearby, *before* they see it.

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1 mark

3) *They shrank into the shadows and watched as it emerged into a patch of moonlight.*

Which word is closest in meaning to *shrank*? Tick one.

deflated    shortened    shook    retreated

1 mark

4) How is the troll '*like a boulder*'?

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1 mark

5) *The troll stopped next to a doorway and peered inside. It waggled its long ears, making up its mind, then slouched slowly into the room.*

Choose **one interesting verb** from the text above. What image of the troll does the verb create?

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1 mark

'Good idea,' said Ron nervously.

They edged towards the open door, mouths dry, praying the troll wasn't about to come out of it. With one great leap, Harry managed to grab the key, slam the door and lock it.

'Yes!'

Flushed with their victory they started to run back up the passage, but as they reached the corner they heard something that made their hearts stop – a high, petrified scream – and it was coming from the chamber they'd just locked up.

'Oh, no,' said Ron, pale as the Bloody Baron.

'It's the girls' toilets!' Harry gasped.

'*Hermione!*' they said together.

It was the last thing they wanted to do, but what choice did they have? Wheeling around they sprinted back to the door and turned the key, fumbling in their panic – Harry pulled the door open – they ran inside.

Hermione Granger was shrinking against the wall opposite, looking as if she was about to faint. The troll was advancing on her, knocking the sinks off the walls as it went.

'Confuse it!' Harry said desperately to Ron, and seizing a tap he threw it as hard as he could against the wall.

The troll stopped a few feet from Hermione. It lumbered around, blinking stupidly, to see what had made the noise. Its mean little eyes saw Harry. It hesitated, then made for him instead, lifting its club as it went.

'Oy, pea-brain!' yelled Ron from the other side of the chamber, and he threw a metal pipe at it. The troll didn't even seem to notice the pipe hitting its shoulder, but it heard the yell and paused again, turning its ugly snout towards Ron instead, giving Harry time to run around it.

'Come on, run, *run!*' Harry yelled at Hermione, trying to pull her towards the door, but she couldn't move, she was still flat against the wall, her mouth open with terror.

The shouting and the echoes seemed to be driving the troll berserk. It roared again and started towards Ron, who was nearest and had no way to escape.

Harry then did something that was very brave and very stupid: he took a great running jump and managed to fasten his arms around the troll's neck from behind. The troll couldn't feel Harry hanging there, but even a troll would notice if you stick a long bit of wood up its nose, and Harry's wand had still been in his hand when he'd jumped – it had gone straight up one of the troll's nostrils.

Howling with pain, the troll twisted and flailed its club, with Harry clinging on for dear life; any second, the troll was going to rip him off or catch him a terrible blow with the club.

Hermione had sunk to the floor in fright; Ron pulled out his own wand – not knowing what he was going to do he heard himself cry the first spell that came into his head:

## Reading Comprehension B



### Box B – Questions 6-10 are about Extract B

6) *...as they reached the corner they heard something that made their hearts stop...*

Who is making the noise and why does it make 'their hearts stop'?

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1 mark

7) Name **two things** that Harry and Ron do to distract the troll.

a. \_\_\_\_\_

b. \_\_\_\_\_

1 mark

8) *The shouting and the echoes seemed to be driving the troll berserk.*

What does the word *berserk* mean in this context?

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1 mark

9) Find and copy a group of words which show that the troll has dull senses.

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1 mark

10) *...or catch him a terrible blow with the club.*

What does the word *blow* mean in this context? Name another synonym which could replace it?

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2 marks

*Wingardium Leviosa!*

The club flew suddenly out of the troll's hand, rose high, high up into the air, turned slowly over – and dropped, with a sickening crack, on to its owner's head. The troll swayed on the spot and then fell flat on its face, with a thud that made the whole room tremble.

Harry got to his feet. He was shaking and out of breath. Ron was standing there with his wand still raised, staring at what he had done.

It was Hermione who spoke first.

'Is it – dead?'

'I don't think so,' said Harry. 'I think it's just been knocked out.'

He bent down and pulled his wand out of the troll's nose. It was covered in what looked like lumpy grey glue.

'Urgh – troll bogies.'

He wiped it on the troll's trousers.

A sudden slamming and loud footsteps made the three of them look up. They hadn't realised what a racket they had been making, but of course, someone downstairs must have heard the crashes and the troll's roars. A moment later, Professor McGonagall had come bursting into the room, closely followed by Snape, with Quirrell bring up the rear. Quirrell took one look at the troll, let out a faint whimper and sat quickly on the toilet, clutching his heart.

Snape bent over the troll. Professor McGonagall was looking at Ron and Harry. Harry had never seen her look so angry. Her lips were white. Hopes of winning fifty points for Gryffindor faded quickly from Harry's mind.

'What on earth were you thinking of?' said Professor McGonagall, with cold fury in her voice. Harry looked at Ron, who was standing with his wand in the air. 'You're lucky you weren't killed. Why aren't you in your dormitory?'

Snape gave Harry a swift, piercing look. Harry looked at the floor. He wished Ron would put his wand down.

Then a small voice came out of the shadows.

'Please, Professor McGonagall – they were looking for me.'

'Miss Granger!'

Hermione had managed to get to her feet at last.

'I went looking for the troll because I – I thought I could deal with it on my own – you know, because I've read all about them.'

Ron dropped his wand. Hermione Granger, telling a downright lie to a teacher?

'If they hadn't found me, I'd be dead now. Harry stuck his wand up its nose and Ron knocked it out with its own club. They didn't have time to come and fetch anyone. It was about to finish me off when they arrived.'

# Reading Comprehension C



## Box C – Questions 11-14 are about Extract C

11) What happens to make the troll unconscious?

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1 mark

12) What makes Ron finally move after being frozen in shock?

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2 marks

13) Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Harry spoke first after the troll fell.		
Quirrell fainted when he saw the troll.		
The teachers first noticed Hermione when she stood up.		
Ron knew that Hermione would tell a lie to the teachers.		

2 marks

14) Now think about all three extracts. Why are Hermione's actions surprising? Why do you think that she lies about what had happened? Can you explain your thinking?

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3 marks

# ANSWERS Sentence Forms

## Section A

- Read the sentences.
- Identify the sentence forms.
- What punctuation mark should go at the end of each sentence?

Statement	Exclamation	Question	Command
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1. What a risk Harry took riding a broom! **Exclamation**
2. Madame Hooch teaches flying. **Statement**
3. What sort of broom is best for flying? **Question**
4. Grip your broom tightly. **Command**

## Section B

- Read the sentences.
- Tick the one which must end in a **question mark**.

Ask a prefect if you have forgotten the password

What a good idea to keep the dormitories safe

The people keep vanishing from the portraits

Can you remember the password ✓

## Section C

- Rearrange the words to make this statement a question using the only the given.
- Punctuate correctly.

They are going to fall off. **Are they going to fall off?**

## Section D

- Rearrange the words to make this **question** a **statement** using only the given words.
- Punctuate correctly.

Have you always been so mean, Malfoy? **You have always been so mean, Malfoy.**

## Section E

- Circle the box which describes the **function** of the sentence below and add the correct punctuation.

Statement	Exclamation	Question	Command
-----------	-------------	----------	---------

How dangerous that was!



## ANSWERS Apostrophes – Possession (singular)

Underline the apostrophes which indicate **possession**.

At eight o'clock the arrival of the owls interrupted Hermione's lecture.

Harry hadn't had a single letter since Hagrid's note.

Malfoy's owl was always bringing him packages from his parents.

Neville's gift glowed red which meant he'd forgotten something.

Punctuate the sentences below to show **possession**.

*Hint: One sentence does not need any apostrophes.*

Professor Snape's lessons were always difficult and Harry's temper was tested.

Herbology was taught in the school's greenhouses.

Professor Binns' lessons were very boring.

Professor Flitwick taught Charms on a pile of his books.

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe - contracted form	Apostrophe - possession
Be quiet in Snape's lessons.		✓
Neville's in trouble with McGonagall.	✓	
Quidditch is the school's main sport.		✓
Mrs Norris has bulging eyes like Filch's.		✓
You'll be sorry you crossed me.	✓	

## ANSWERS Apostrophes – Possession (plural)

Tick the sentences which show the correct meaning.

<i>The boy's cauldron melted into a twisted blob.</i>	Two boys, who were sharing a cauldron, melted it.
<i>The boys' cauldron melted into a twisted blob. ✓</i>	

<i>The girl's toilets were haunted.</i>	The toilets, which are used by all of the girls, have a ghost living there
<i>The girls' toilets were haunted. ✓</i>	

<i>The twin's plan was cunning. ✓</i>	Fred had a cunning plan which he had not shared with George.
<i>The twins' plan was cunning.</i>	

<i>The bat's cave was dark. ✓</i>	A solitary bat sleeps in a tiny cave for one.
<i>The bats' cave was dark.</i>	

Punctuate the sentences below to show **possession**.

The girls' dormitory was covered in slime and toads.

The owls' hoots rung through the hall as they swooped in.

Ron's brothers always knew how to get him cross.

Nobody could find the cause of the broomstick's failure to fly.

The children's one chance of surviving was to stick together.

## **SUGGESTED ANSWERS** Comprehension

### **Box A – Questions 1-5 are about Extract A**

1. Down in the dungeons (*1 mark*)
2. They heard it.
  - *A low grunting*
  - *Shuffling of gigantic feet (1 mark)*
3. Retreated (*1 mark*)
4. “it’s granite grey” and “lumpy” (*1 mark*)
5. Peered – the troll is still apprehensive / unsure what he’s looking at / he is curious and nosy / he is trying to find something.

Waggled its long ears – he is listening, he definitely heard something

Slouched – slowly lowered himself into the room in a calm manner  
(Award 1 mark for any verb plus a reasonable explanation)

### **Box B – Questions 6-10 are about Extract B**

6. Hermione. Their fellow student is in danger. They realise she is in the bathroom with the troll. (*1 mark*)
7. Threw a tap against the wall  
Ron shouted “Oy, Pea-Brain” and throws a piece of metal pipe. (*1 mark*)
8. Out of control / making it mad so it doesn’t know what it is doing.  
(*1 mark*)
9. “didn’t seem to notice the pipe hitting its shoulder” (*1 mark*)
10. The club might hit Harry or thump him. (*1 mark*)  
Synonyms: Thump/ Strike / Bang / Impact (*another 1 mark so 2 marks in total*)

**Box C – Questions 11-14 are about Extract C**

11. It was hit when its own club fell on it. *(1 mark)*

12. Hermione told a lie to a teacher. *(1 mark)*

13. False

False

True

False

*(2 marks)*

14. Hermione's actions are surprising because she lied to a teacher, which she has never done before and isn't something you'd expect from a studious pupil. *(1 mark)*

She lied to stop Ron and Harry from getting in to trouble as well as to thank them for saving her life. *(1 mark)*

She lied so no one would know why she was in the bathroom in the first place. *(1 mark)*

*(Award a mark for each statement above referred to – 3 marks in total)*