

## 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.*

If you have the book, film or audio book read, watch or listen to Chapter 5 of Harry Potter and the Philosopher's Stone. If you don't you can still complete these activities.

### 1. Start with the grammar – *Delicious Noun Phrases*

- Read the extract from Chapter 5 of Harry Potter and the Philosopher's Stone AND/OR watch the film from 19min19 – 20m46).
- Use the *Noun Phrases Revision Cards* to help you.

### 2. Complete the *Modal Verbs* activities. Follow the instructions.

- Read the extract from Chapter 6.
- Use the *Modal Verbs Revision Cards* to help you.

### *If you have the book, film or audio book read the rest of Chapter 6.*

*The journey to Hogwarts introduces many of the main characters and includes lots of details about their looks and personalities. Writers add extra information using relative clauses.*

### 3. Complete Relative Clauses Part A and Part B. Follow the instructions.

- Use the *Relative Clauses Revision Cards* to help you.

**That's Great!** Work with a grown-up to check the answers.

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

### 4. Now for some writing. Write a paragraph explaining which Hogwarts house you think you should be in. Use modal verbs, noun phrases and relative clauses.

#### Try the Fun-Time Extras

There is lots to explore about the world of Harry Potter on the [wizarding world](http://www.wizardingworld.com) website.

Design a fun fact sheet of things you have discovered there, e.g.

- Find out which house you would be in if you went to Hogwarts  
<https://www.wizardingworld.com/news/discover-your-hogwarts-house-on-wizarding-world>
- Try out the quizzes
- Check out JK Rowling's archive and note down something interesting you have found out

## Extract from Chapter 5 Harry Potter and the Philosopher's Stone

'Welcome,' said Hagrid, 'to Diagon Alley.'

He grinned at Harry's amazement. They stepped through the archway. Harry looked quickly over his shoulder and saw the archway shrink instantly back in to solid wall.

The sun shone brightly on a stack of cauldrons outside the nearest shop. *Cauldrons – All sizes – Copper, Brass, Pewter, Silver – Self-Stirring – Collapsible* said a sign hanging over them.

'Yeah, you'll be needin' one,' said Hagrid, 'but we gotta get yer money first.'

Harry wished he had about eight more eyes. He turned his head in every direction as they walked up the street, trying to look at everything at once: the shops, the things outside them, the people doing their shopping. A plump woman outside an apothecary's was shaking her head as they passed, saying, 'Dragon liver, seventeen Sickles an ounce, they're mad...'

A low, soft hooting came from a dark shop with a sign saying *Eeylops Owl Emporium – Tawny, Screech, Barn, Brown and Snowy*. Several boys of about Harry's age had their noses pressed against a window with broomsticks in it. 'Look,' Harry heard one of them say, 'the new Nimbus Two Thousand – fastest ever –' There were shops selling robes, shops selling telescopes and strange silver instruments Harry had never seen before, windows stacked with barrels of bat spleens and eels' eyes, tottering piles of spell books, quills and rolls of parchment, potion bottles, globes of the moon...

'Gringotts,' said Hagrid.

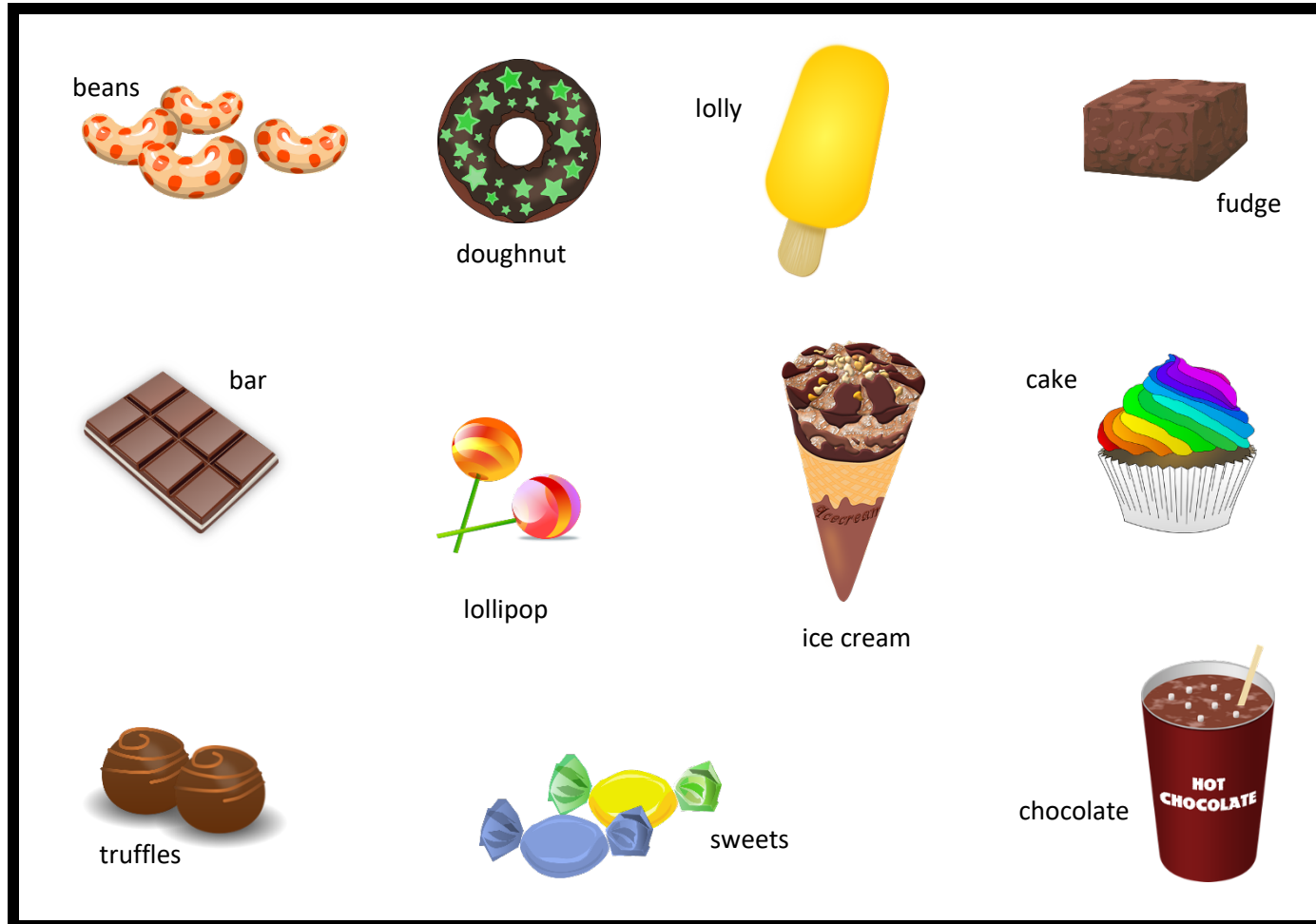
They had reached a snowy-white building which towered over the other little shops. Standing beside its burnished bronze doors, wearing a uniform of scarlet and gold, was –

'Yeah, that's a goblin,' said Hagrid quietly as they walked up the white stone steps towards him. The goblin was about a head shorter than Harry. He had a swarthy, clever face, a pointed beard and, Harry noticed, very long fingers and feet. He bowed as they walked inside.

JK Rowling builds a picture of the scene in front of Harry. Think about how she does this. Good writing builds description through interesting word choice, including building impactful **noun phrases**.

## Delicious Noun Phrases

- Invent new treats that might be enjoyed in the magical world of Harry Potter.
- Begin with a **noun** and develop, adding **adjectives**, **adverbs**, **determiners**, and **prepositional phrases** until you have a tempting expanded noun phrase.
- Check that the expanded noun phrase works by putting it in a sentence and replacing it with a pronoun.



some horribly enchanted, fly-covered  
fudge

those absolutely snot-green frog cakes

an every flavour exploding toffee

the last grumbling truffle covered in  
moon dust

### Other useful Nouns

drops  
rings  
sticks  
mixture  
toffee  
pops  
twists  
pie

**Remember** – a  
noun phrase can be  
replaced by a  
pronoun

# Noun Phrases Revision Cards

## Nouns

A **noun** names a person, place, idea, thing or feeling.

*a wand*  
*the cauldron*  
*an owl*  
*scales*

In front of a **noun**, we often have

*a an the*

determiners

## Adjectives

An **adjective** is a describing word. It tells you more about a **noun**.

noun phrases

*a new magic wand*  
*the pewter cauldron*  
*a powerful owl*  
*brass scales*

A **noun phrase** adds extra detail to the **noun**.

These **noun phrases** include **nouns**, **adjectives** and **determiners**.

We can test a **noun phrase** by seeing if it can be replaced by a **pronoun**.

He put *the new cauldron* in his pocket.

He put *it* in his pocket.

noun phrases

*a new magic wand*  
*the pewter cauldron*  
*a powerful owl*  
*brass scales*

A **noun phrase** adds extra detail to the **noun**.

## Expanded Noun Phrases

You can develop an **expanded noun phrase** by adding a **prepositional phrase**.

*the battered, pewter cauldron*

*the battered, pewter cauldron in the shop*

*the battered, pewter cauldron with silver handles*

*the battered, pewter cauldron at the back*

The **prepositional phrase** modifies the **noun**...

and expands the image of the noun.

noun phrases

*a new magic wand*  
*the pewter cauldron*  
*a powerful owl*  
*brass scales*

### Prepositions

with, of, by, from, on, under, below, between, inside, next to, over, by, in

## Now you try!

Expand these head nouns:

*hat*

*a creased, felt hat with a dusty smell*

*telescope*

*owl*

*toad*

*broomstick*

### Remember

- noun phrases have head (main) noun
- noun phrases add detail about the head noun
- noun phrases can be replaced by a pronoun



### Prepositions

with, of, by, from, on, under, below, between, inside, next to, over, by, in

## Extract from Chapter 6 Harry Potter and the Philosopher's Stone

Harry woke at five o'clock the next morning and was too excited and nervous to get back to sleep. He got up and pulled on his jeans because he didn't want to walk into the station in his wizard's robes – he'd change on the train. He checked his Hogwarts list yet again to make sure he had everything he needed, saw that Hedwig was shut safely in her cage and then paced the room, waiting for the Dursleys to get up. Two hours later, Harry's huge, heavy trunk had been loaded into the Dursley's car, Aunt Petunia had talked Dudley into sitting next to Harry and they had set off.

They reached King's Cross at half past ten. Uncle Vernon dumped Harry's trunk on to a trolley and wheeled it into the station for him. Harry thought this was strangely kind until Uncle Vernon stopped dead, facing the platforms with a nasty grin on his face.

'Well, there you are, boy. Platform nine – platform ten. Your platform should be somewhere in the middle, but they don't seem to have built it yet, do they?'

He was quite right of course. There was a big plastic number nine over one platform and a big plastic number ten over the one next to it, and in the middle, nothing at all.

'Have a good term,' said Uncle Vernon with an even nastier smile. He left without another word. Harry turned and saw the Dursleys drive away. All three of them were laughing. Harry's mouth went rather dry. What on earth was he going to do? He was starting to attract a lot of funny looks, because of Hedwig. He'd have to ask someone.

He stopped a passing guard, but didn't dare mention platform nine and three-quarters. The guard had never heard of Hogwarts and when Harry couldn't even tell him what part of the country it was in, he started to get annoyed, as though Harry was being stupid on purpose. Getting desperate, Harry asked for the train that left at eleven o'clock, but the guard said there wasn't one. In the end the guard strode away, muttering about time-wasters. Harry was now trying hard not to panic. According to the large clock over the arrivals board, he had ten minutes left to get on the train to Hogwarts and he had no idea how to do it; he was stranded in the middle of a station with a trunk he could hardly life, a pocket full of wizard money and a large owl.

Hagrid must have forgotten to tell him something you had to do, like tapping the third brick on the left to get into Diagon Alley. He wondered if he should get out his wand and start tapping the ticket box between platforms nine and ten.

This is a tense time for Harry because there are so many uncertainties. He doesn't know what to do or who to ask.

He will miss the train if he cannot find the platform. He should ask the guard but he might not know. He could try tapping his wand. That might work.

Can you remember what the verbs underlined above are called?

## Modal Verbs Revision Cards

### Modal Verbs

Modal verbs express **certainty**, **ability** or **obligation**.

#### Certainty

may  
might  
would  
shall  
will

#### Ability

can  
could

#### Obligation

must  
should  
ought (to)

You **can** use modal verbs to write predictively.



### Modal Verbs

*I thought I **might** miss the Hogwarts train.*

*You **could** lose your ticket for the journey.*

*They **should** help new students find the platform.*

*Harry **could not** find anyone to help him at first.*

*He **must not** panic.*

The **main verb** is modified by the modal verb.

Modal verbs are a type of helping verb (auxiliary verb).

Add **not** to make a modal verb negative.

#### Certainty

may  
might  
would  
shall  
will

#### Ability

can  
could

#### Obligation

must  
should  
ought (to)



# Modal Verbs

## Section A – Underline the modal verbs in these sentences. Circle the verb they are modifying

I think Harry will fight Malfoy by the end of term.

Hermione can be a little bossy at times.

Ron should not try to do magic until he knows what he is doing.

Neville might find his toad eventually.

Harry cannot wait to get to Hogwarts.

Malfoy should be avoided at all costs.

No one could imagine how successful the Harry Potter books would be.

## Section B – Can you choose the best modal verb?

(For greater challenge – do not reuse modal verbs!)

**Certainty**  
may might  
would shall  
will

**Ability**  
can  
could

**Obligation**  
must  
should  
ought (to)



Harry \_\_\_\_\_ start Hogwarts when he is eleven. [*certain*]

He \_\_\_\_\_ be sorted into Slytherin. [*not certain*]

He \_\_\_\_\_ use an owl to send messages. [*ability*]

Ron \_\_\_\_\_ take better care of his rat. [*obligation*]

Students \_\_\_\_\_ stay out of the Forbidden Forest. [*obligation*]

Harry \_\_\_\_\_ not avoid being recognised. [*ability*]

He \_\_\_\_\_ change into his robes before they arrive. [*obligation*]

## Section C – Now write your own predictions and thoughts about the book.

(Use modal verbs)

## Relative Clauses Revision Cards

**Relative clauses** can give more information about a **noun** or **pronoun**.

They usually begin with a **relative pronoun**.

**Hagrid** searched in his pockets.

Tell me more about **Hagrid**.

Hagrid, **who had squashed the cake in earlier**, searched in his pockets.

Hagrid, **who had lost his keys**, searched in his pockets.



Tell me more about **the pockets**.

Hagrid searched in his pockets **which were larger than potato sacks**.

Hagrid searched in his pockets **that wriggled with unknown horrors**.



**Relative Pronouns (& Relative Adverbs)**

who, which, whom, whose, that, (where, when)

**Relative clauses** can also relate to a whole clause.

Neville lost his toad.



This is a clause.

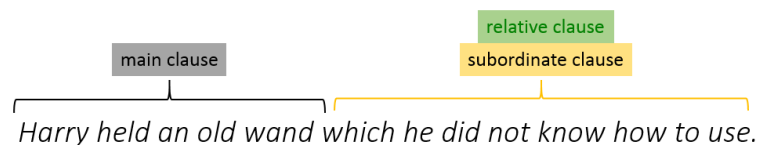
Neville lost his toad **which meant he was in trouble**.

It was not the toad which got Neville in trouble: it was the **losing of the toad**. The **relative clause** relates to the **whole clause**.



### Punctuating Relative Clauses

When the order is **main clause + relative clause** → **no comma**.



A comma would create an **unnecessary break** in the sentence.

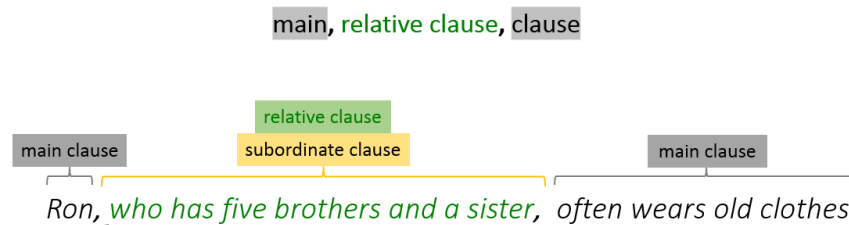
The **relative clause** tells us information needed to make sense of the main clause.

*We know which wand he is holding.*



### Punctuating Relative Clauses

When the **relative clause** splits the **main clause** → **commas**.



Commas separate the **relative clause** from the **main clause**.





# Relative Clauses

## Part A

Identify the relative clause and relative pronoun in each sentence.

- 1) Hedwig, who was Harry's owl, hooted irritably.
- 2) Hermione had read all of the books which bulged in her bag.
- 3) Harry wore glasses that were scratched and battered.
- 4) Dudley piled up his presents which he got on his birthday.
- 5) The hut, where Vernon had taken them, shook in the wind.
- 6) Aunt Petunia, who was rather nosey, flicked the curtains.

Continue identifying relative clauses and pronouns.  
Also, add **commas** where they are needed.

- 7) Dudley who was going to Smeltings School waved his stick proudly.
- 8) Harry who could not find his train asked for help.
- 9) The platform which was hidden was only for non-muggles.
- 10) The letters which were addressed to Harry arrived every day.
- 11) Waiting at the corner was a cat which was no ordinary cat.
- 12) He who must not be named gave Harry his scar.

### Relative Pronouns (& Relative Adverbs)

who, which, whom, whose, that, (where, when)

## Part B

Try adding your own relative clauses to the sentences below.

Write your new sentences, thinking carefully about punctuation.

Harry and Hagrid arrived at Gringotts bank.

It was a snowy-white building.

They walked inside the bank.

A goblin showed them through some silver doors.

Harry and Hagrid were now in a vast marble hall.

About a hundred more goblins were working behind a long counter.

Hagrid showed his key.

Griphook led them to a place.

They all climbed in a small cart.

It hurtled through twisting passages.

Harry felt his eyes watering.

Hagrid went green.

## Writing Task

Read, watch or listen to Chapter seven – The Sorting Hat. Write a paragraph which explains which Hogwarts house you think you might be sorted to and why.

- Try to use modal verbs and include reasons why you would *not* be suitable for the other houses.
- Try to include noun phrases and relative clauses to add detail to your writing.



A large rectangular writing area with a decorative orange and black zigzag border. The interior is ruled with horizontal lines for writing.

## ANSWERS Modal Verbs

### Section A – Can you spot the modal verbs in these sentences? Circle the verb are they modifying?

I think Harry will fight Malfoy by the end of term.

Hermione can be a little bossy at times.

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### Section B – Can you choose the best modal verb?

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Students must stay out of the Forbidden Forest. [*obligation*]

Harry could not avoid being recognised. [*ability*]

He should change into his robes before they arrive. [*obligation*]

### Section C – Now write your own predictions and thoughts about the book.

(Use modal verbs)

## ANSWERS Relative Clauses Part A

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Continue identifying relative clauses and pronouns.  
Also, add **commas** where they are needed.

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**Relative Pronouns (& Relative Adverbs)**  
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## ANSWERS Part B

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They walked inside the bank **which.....**

A goblin, **who...**, showed them through some silver doors **which.....**

Harry and Hagrid, **who ...**, were now in a vast marble hall **which....**

About a hundred more goblins, **whose...**, were working behind a long counter **which....**

Hagrid, **who...**, showed his key **that....**

Griphook, **who...**, led them to a place **which.....**

They all climbed in a small cart **which.....**

It hurtled through twisting passages **which....**

Harry, **who...**, felt his eyes, **which....**, watering.

Hagrid, **who.....**, went green.