

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.

Harry Potter – If you have the book / audio book / film of Harry Potter and the Philosopher's Stone it would be great to watch, read or listen to Chapter 12.

1. Time to write – The Mirror of Erised.

- Read the extract from Chapter 12.
- Choose a character and write about what they might see in the mirror.

2. Check your understanding of phrases and clauses using the revision cards.

This will help you with the next task.

3. Adverbials – Quidditch commentary

- If you have the film, watch clip of Harry's first Quidditch match **HP film** (1hr13m– 1hr20m).
- **Or** watch this two-part clip online <https://www.youtube.com/watch?v=1A6z7R-aaDw>
- **Or** read the extract provided.
- Use the *Adverbials Prompt* and the *Adverbials Revision Cards* to help you write a short commentary on a Quidditch match.

Try the Fun-Time Extras

- Practise reading your commentary aloud with suitable intonation and expression. Record your commentary or 'perform' it to family members.
- Create your own Quidditch team – give yourself a name, design a kit for your team to wear and give your team players names and short descriptions of their strengths and weaknesses. You might like to look at <http://harrypotter.wikia.com/wiki/Quidditch> for inspiration.

Extract from Chapter 12 Harry Potter and the Philosopher's Stone

Read the extract below:

That third night he found his way more quickly than before. He was walking so fast he knew he was making more noise than was wise, but he didn't meet anyone.

And there were his mother and father smiling at him again, and one of his grandfathers nodding happily. Harry sank down to sit on the floor in front of the mirror. There was nothing to stop him staying here all night with his family. Nothing at all.

Except –

'So – back again, Harry?'

Harry felt as though his insides had turned to ice. He looked behind him. Sitting on one of the desks by the wall was none other than Albus Dumbledore. Harry must have walked straight past him, so desperate to get to the mirror he hadn't noticed him.

'I – I didn't see you, sir.'

'Strange how short-sighted being invisible can make you.' said Dumbledore, and Harry was relieved to see that he was smiling.

'So,' said Dumbledore, slipping off the desk to sit on the floor with Harry, 'you, like hundreds before you, have discovered the delights of the Mirror of Erised.'

'I didn't know it was called that, sir.'

'But I expect you've realised by now what it does?'

'It – well – it shows me my family –'

'And it showed your friend Ron himself as Head Boy.'

'How did you know -?'

'I don't need a cloak to become invisible,' said Dumbledore gently. 'Now, can you think what the Mirror of Erised shows us all?'

Harry shook his head.

'Let me explain. The happiest man on earth would be able to use the Mirror of Erised like a normal mirror, that is, he would look into it and see himself exactly as he is. Does that help?'

Harry thought. Then he said slowly, 'It shows us what we want... whatever we want...'

'Yes and no,' said Dumbledore quietly. 'It shows us nothing more or less than the deepest, most desperate desire of our hearts.'

You, who have never known your family, see them standing around you. Ronald Weasley, who has always been overshadowed by his brothers, sees himself standing alone, the best of all of them. However, this mirror will give us neither knowledge or truth. Men have wasted away before it, entranced by what they have seen, or been driven mad, not knowing if what it shows is real or even possible.

'The Mirror will be moved to a new home tomorrow, Harry, and I ask you not to go looking for it again. If you ever *do* run across it, you will now be prepared. It does not do to dwell on dreams and forget to live, remember that. Now, why don't you put that admirable Cloak back on and get off to bed?'

Harry stood up.

‘Sir – Professor Dumbledore? Can I ask you something?’

‘Obviously, you’ve just done so,’ Dumbledore smiled. ‘You may ask me one more thing however.’

‘What do you see when you look in the Mirror?’

‘I? I see myself holding a pair of thick, woollen socks.’

Harry stared.

‘One can never have enough socks,’ said Dumbledore. ‘Another Christmas has come and gone and I didn’t get a single pair. People will insist on giving me books.’

It was only when he was back in bed that it struck Harry that Dumbledore might not have been quite truthful. But then, he thought, as he shoved Scabbers off his pillow, it had been quite a personal question.

Think about this:

Erised is desire backwards. When people look into the mirror they see what their heart most desires.

- What do you think other characters would see (*Hermione, Malfoy, Hagrid, etc.*)?
- What might *you* see if *you* looked in the mirror?
- Now pick one character and make some notes on what they might see and how they might feel.

Now for some writing:

Using your notes, write a description of what your chosen character (without saying their name) can see in the mirror and how they feel and react to this sight.

Give your writing the title ‘Who am I?’ and challenge someone in your house to guess which character you have written about.

Phrases and Clauses Revision Cards

Phrases are groups of words which act together as a unit of meaning

Noun Phrases

enormous beaver-skin boots

a long moleskin overcoat

their secret weapon

Quidditch practice

Prepositional Phrases/Adverbials

from the upstairs window

in the championship

underneath Harry

before too long

These phrases do not make sense by themselves - but they can make up part of a clause.



A **Clause** is a group of words which contains an active verb

The Quidditch season began.

The news about Harry leaked out.

He felt nervous before playing.

They noticed Snape limping.

The Quidditch season began and poor Harry felt nervous before playing.

A sentence can be made up of one or more clauses.



Each clause can be made up of one or more phrases.



Clauses can be **main clauses** or **subordinate clauses**.

As they entered November, the Quidditch season began.

The Quidditch season began although no one had seen Harry playing.

A sentence has a main clause, which makes sense by itself.



Subordinate clauses expand on the main clause but cannot stand alone.

Extract from Chapter 12 Harry Potter and the Philosopher's Stone


Read the extract below:

The Weasley twins' friend, Lee Jordan, was doing the commentary for the match, closely watched by Professor McGonagell.

'And she's really belting along up there, a neat pass to Alicia Spinnet, a good friend of Oliver Wood's, last year only a reserve – back to Johnson and – no, Slytherin have taken the Quaffle, Slytherin captain Marcus Flint gains the Quaffle and off he goes – Flint flying like an eagle up there – he's going to sc – no, stopped by an excellent move by Gryffindor Keeper Wood and Gryffindor take the Quaffle – that's Chaser Katie Bell of Gryffindor there, nice dive around Flint, off up the field and – OUCH – that must have hurt, hit in the back of the neck by a Bludger – Quaffle taken by Slytherin – that's Adrian Pucey speeding off towards the goalposts, but he's blocked by a second Bludger – sent his way by Fred or George Weasley, can't tell which – nice play by the Gryffindor Beater anyway, and Johnson back in possession of the Quaffle, a clear field ahead and off she goes – she's really flying – dodges a speeding Bludger – the goalposts are ahead – come on, now, Angelina – Keeper Bletchley dives – misses – GRYFFINDOR SCORE!'

This is part of the commentary on the Quidditch match by Lee Jordan. Have you heard commentaries before? Sometimes people listen to commentaries on the radio, even when they can't see the action. Commentaries on sports matches describe the action so that people who can't be there can still enjoy the game.

Adverbials Revision Cards



Adverbials

Adverbials tell us more about a **verb**.

The frog *croaked*

Adverbials can be

- hungrily
- a word,
- a phrase, on the lily pad
- or a clause.
- as spring arrived

Adverbials

answer the questions...

Harry rode his broom

Where? Harry *rode* his broom **into the clouds**.

When? Harry *rode* his broom **during the match**.

How? Harry *rode* his broom **with ease**.


Adverbials

Adverbials often have a preposition at their head.


The bludger *struck* with deadly precision.

The bludger *struck* between his eyes.

The bludger *struck* at midnight.



The preposition links the **adverbial** to the rest of the sentence.



Fronted Adverbials

Adverbials can be placed at the beginning or end of a clause. When an **adverbial** appears *in front* of the sentence it is modifying... it is called a **fronted adverbial**.

No special punctuation needed

Comma after the fronted adverbial

Snape chanted **during the game**.

During the game, Snape chanted.

Flint blocked Harry **with a mean sneer**.

With a mean sneer, Flint blocked Harry.

Ron lost his temper **before long**.

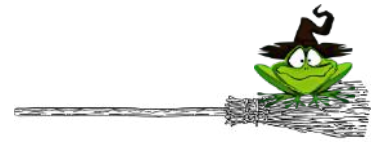
Before long, Ron lost his temper.

Hermione took action **finally**.

Finally, Hermione took action.

Fronted adverbials are separated from the main part of the sentence by a **comma**.

Adverbials Prompt



Use the prompts below to write your own commentary.

Useful Prepositions/Openers

Where?

above / below
 over / under
 from / to
 between / against
 outside / inside
 on / off / at / by
 towards/away
 behind/ in front

When?

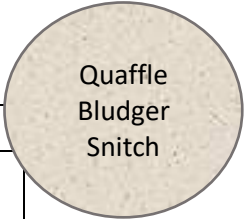
before / after
 during
 between
 on / in / at
 until

How?

with
 like
 in
 by
 as
 in
 on

Players

Gryffindor	Slytherin
Wood	Flint
Potter	Pucey
Johnson	Higgs



Clause ideas

while Slytherin are ahead

between the goal posts

through the clouds

after that vicious tackle

during the first half

Wood seizes the quaffle

Flint blocks the goal

Johnson scores

Higgs hits a bludger

Potter spots the snitch

Pucey turns his broom

The crowd roars

towards the ground

away from the beaters

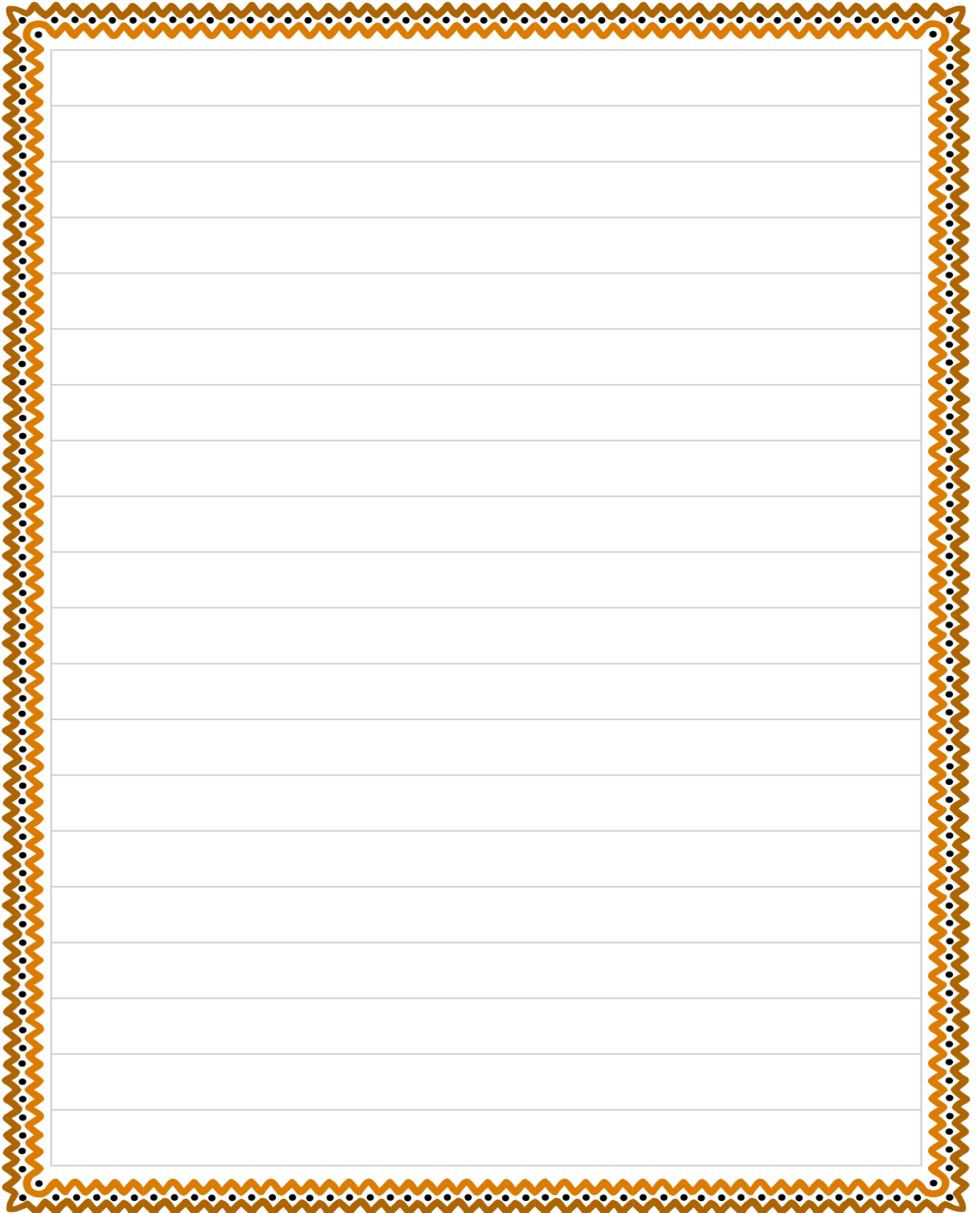
without warning

like an arrow

by accident

Writing Task

Write a short, imagined radio commentary for part of a Quidditch match.
Use adverbials to give listeners greater detail (time, place & manner).

A large rectangular writing area with a decorative orange and black border. The border consists of a repeating pattern of orange zig-zags and black dots. Inside the border, there are 20 horizontal lines for writing, creating a grid for text.