Each literature unit contains:

- 8 pages of teaching notes
- Activities to take students into the book, through the book and beyond the book
- Discussion questions
- 10 practical blackline masters
- National Profile outcomes
Introduction

Synopsis
Harry Potter is an orphan who discovers on his eleventh birthday that his parents were magical, and that he himself is to enrol at Hogwarts School of Witchcraft and Wizardry. Harry makes friends and enemies at this amazing school and soon becomes embroiled in an unfolding mystery. A skilfully written, entertaining and highly imaginative tale.

Reading Level
Independent reading 10 years and up; read aloud 10 to 12 years.

Overview of Unit
The activities incorporated in this unit focus primarily on narrative structure and character development. Activities include story mapping, character comparisons, viewing events from different perspectives, predicting the plot, graphing the level of excitement within a chapter and identifying the components of a narrative text.

Major Themes
Magic, good versus evil, friendship, family, bravery.

Literary Techniques
Third person narration primarily from Harry's point of view.

Grammar Focus
Standard and non-standard English, use of pronoun 'I'.

Useful Resources
Other works by J.K. Rowling
Web sites such as http://www.bloomsbury.com which review the novel.

Assessment
Students will:

Speaking and Listening
4.1 Interact confidently with others in a variety of situations to develop and present familiar ideas, events and information.
   - Present accurate summaries of decisions reached in group activities.

4.3 Control most linguistic structures and features of spoken language for interpreting meaning and developing and presenting ideas and information in familiar situations.
   - Use body movement and expressions to enhance meaning in a role-play.

Reading and Viewing
4.5 Justify own interpretation of ideas, information and events in texts containing some unfamiliar concepts and topics.
   - Read novels for their own pleasure and construct considered responses, justifying opinions with references to the text.
   - Consider events in texts from characters’ points of view.

4.7 With teacher guidance, identify and discuss how linguistic structures and features work to shape readers’ understanding of texts.
   - Recognise and discuss the purpose of important organisational elements of different types of text.
   - Discuss the effect of language forms in texts.

Writing
4.9 Use writing to develop familiar ideas, events and information.
   - Write a detailed description of a person.
   - Devise a set of explicit instructions that involve related steps.
1  The School of Magic
Split the class into two groups. Explain to one group that they will be reading a book about magic. Ask them to brainstorm and list words and ideas that they might expect to encounter in such a book. This may be done either as a large group activity with the teacher acting as scribe, or by asking students to form smaller groups and to take turns in writing down their group’s ideas.

Repeat the activity with the second half of the class, but tell them that the book is about a school and some of its students. Again, they should discuss and list their predictions about the content of this book. When completed, bring the class back together and view the lists, seeing if there is anything in common (which is probably unlikely!).

Reveal to the class that they will all be reading the same book, and that it is about both magic and school. Ask them to discuss how the two could be linked. Use questioning to guide students’ responses—What subjects might be studied at a magic school? Are they different to the subjects studied in this class? What would the teachers look like? What might they wear? Would the students be like yourselves? Would they wear school uniform? After discussion, encourage students to write about some of their ideas on BLM 1.

Students who have already read Harry Potter and the Philosopher’s Stone may realise which book is in store for them, but can still complete the worksheet by filling in whatever relevant details they can recall from the book. Encourage these students not to divulge details of the plot to the rest of the class!

2  Review Reading
Show students the book Harry Potter and the Philosopher’s Stone and give them the opportunity to share anything they already know about the book or its author. Either yourself or students may find and print out reviews of the book on the internet. Read these reviews and compare their outlines of the plot with students’ previous predictions and ideas about the book. Display the reviews around the classroom to whet students’ appetites before reading the book.

Discuss the purpose of such reviews, particularly those found on the web pages of publishing companies; compare and evaluate some of them. Do these reviews succeed in enticing you to buy the book and read it? Are some better than others in achieving this aim? Do they provide prospective readers with enough details of the plot? Do any reviews tell you too much and spoil the excitement?

As mentioned in activity 1, ‘The School of Magic’, there may be students who have already read the book. Encourage these students to offer their impressions and to comment on whether they agree or disagree with the opinions given in the reviews of the novel.
Chapter 1

The Dursleys are an ordinary family with a normal, mundane life. One day, some unusual happenings cause Mr Dursley concern, particularly when they seem connected to the Potters—relatives whom the Dursleys would rather keep a secret. That evening some magical folk appear outside the Dursleys’ home and leave a bundle on their doorstep—the infant Harry Potter. Harry’s parents have been killed and he is to be raised by his aunt and uncle.

Questions

- What do you think might be ‘wrong’ with the Potters? Why are the Dursleys so secretive?
- What are your thoughts about these mysterious events and people?
- Has the author provided an interesting orientation which makes you want to read on?

Session 1

After reading the descriptions given in the text of the physical appearance of the main characters, ask students to select one character to sketch. They should label their drawings with information drawn directly from the text, for example Hagrid has ‘long tangles of bushy black hair’, and ‘hands the size of dustbin lids’. The portraits can be displayed and used to begin word banks of personality traits, to be added to progressively as the book is read.

Chapter 2

Ten years later Harry’s life with the Dursleys is far from ideal. He is disliked by his aunt and uncle and is bullied at every opportunity by his spoilt cousin Dudley. Some strange events seem to indicate that Harry might have special powers.

Questions

- What has Harry been told about his parents? Is this information correct?
- Does Harry have any friends at school? Have you ever felt the way he is feeling?
- How does the author want us to feel about Harry?

Session 2

Harry and Dudley are vastly different characters. Ask students to suggest personality traits which have become evident for each of these characters and compare them. Distribute BLM 2, which gives some details about Dudley and Harry. Instruct students to fill in the gaps in the table with the contrasting trait of the other character; an example is given on the BLM. They may choose to work with a partner.
Chapter 3, 4 and 5

Unusual letters addressed to Harry begin to arrive in the post, but his Uncle Vernon will not let him read them and tears them up. The family flees to a remote island to escape the letters, but they are found there by Hagrid, a messenger sent by Albus Dumbledore, a famous wizard and headmaster of Hogwarts School of Witchcraft and Wizardry. Hagrid reveals Harry's magical background to him and delivers a letter which informs Harry that he is to commence studies at Hogwarts. Hagrid then takes Harry to the mysterious Diagon Alley to purchase his school supplies.

Questions
- Why doesn't Uncle Vernon want Harry to read the letters sent to him?
- How would Mr Dursley have felt when Hagrid burst in? How did Harry react?
- What is unusual about Harry's magic wand? Do you think this may be important later on?
- How is Harry feeling at the end of the day? Why?

Session 3
Help students keep track of the story's sequence of events, settings and characters, by beginning a story map. Distribute BLM 3 (which summarises the first five chapters) and read through the events together, discussing when and where they occurred. Give each student a large sheet of paper and ask them to cut and paste the given events in sequence, leaving room at the bottom to continue the story map as the book is read.

Chapter 6, 7 and 8

On the train to school Harry meets fellow students Neville Longbottom and Hermione Granger. Harry also meets Ron Weasley and his brothers who are able to tell him more about Hogwarts and what to expect there. Upon arrival, the new students are sorted into houses, Harry being placed in Gryffindor. During the ensuing days the first year students become acquainted with their new teachers, one of whom seems to have a particular dislike for Harry.

Questions
- How has Dudley's attitude to Harry changed?
- How does Ron feel about his family?
- Which of the houses at Hogwarts would you like to be in? Explain why.
- What could be the reason for Snape disliking Harry?

Session 4
Examine the difference between the language used by Hagrid and that of the other characters. Ask students to suggest reasons why the author has chosen to have Hagrid speak in this way. Have students select a section of Hagrid's speech from Chapter 5 and rewrite it in Standard English, as either an individual activity or a group construction. Encourage students to read or 'perform' the two versions for the class (after an opportunity for rehearsal). Discuss which version is the most effective and why.

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**Chapters 9, 10 and 11**

Harry discovers upon mounting a broomstick for the first time that he has a remarkable talent for flying. He is enlisted to play for Gryffindor’s team in the game of Quidditch, a very complicated aerial ball game. While prowling the school corridors one night, Harry and Ron, plus Hermione and Neville, discover a three-headed dog guarding a trap door and wonder what mystery they have stumbled upon. Hermione is angry with them for taking such risks and refuses to speak to them; when the boys save her from a troll, however, they become firm friends. Harry performs well in his first Quidditch game thanks to some help from Hermione, who spots Professor Snape trying to put a spell on Harry and intervenes.

**Questions**

- How do Harry’s feelings change during the course of Chapter 9?
- What do you think the three-headed dog is guarding?
- What complications has the author introduced in these chapters?

**Session 6**

Distribute BLM 5 and ask students to read through the table of summarised events. Discuss with them the feeling of suspense created in the chapter and the author’s reasons for writing in this way. Have them rate each event on an ‘excitement scale’ from 1 to 10, colouring in the boxes from left to right on each line of the table to graph their scores. Compare results and ask students to justify their choices.

**Session 7**

Ask students to use the outline given on BLM 6 to write their own instructions for how to play Quidditch. This will require a great deal of referring back to the text for details (Chapters 10 and 11). Revise the structure and language to be used in a procedure text.

**Session 8**

At the end of Chapter 10, after Hermione has been rescued from the troll by Harry and Ron, the three become friends. Ask students to form groups and improvise a conversation between these three characters. The conversation could include an acknowledgment that their feelings have changed, reasons for the change, as well as apologies and thanks. After rehearsal, invite students to perform their dialogues for the rest of the class.

**Chapters 12 and 13**

Harry uses his invisibility cloak to prowl unseen around the school and finds a mirror which shows him his heart’s deepest desire—his family. He and his friends also discover that the three-headed dog is guarding a Philosopher’s Stone which will turn any metal into gold, and also produces the Elixir of Life. Harry overhears a conversation which seems to indicate that Snape is trying to force Professor Quirrell into helping him to steal the Stone.

**Questions**

- Why did Harry see his family in the Mirror of Erised?
- Why is the Philosopher’s Stone so desirable? Would you like to own it? Why or why not?
- How is Professor Quirrell feeling at this point in the story?
- What do you think Harry will do about this situation? Are we given any clues in the text?

**Session 9**

Ask students to ‘step into the shoes’ of a character and to describe what they might see in the Mirror of Erised. Encourage students to infer from the text and draw on what they have learned about each character’s personality. Distribute BLM 7 and invite students to write in the first person as the characters Hermione, Neville and Hagrid. Remind them to think about the type of language each would use, particularly Hagrid.
Chapters 14 and 15

As they prepare for their final exams, Harry and his friends discover that Hagrid is raising a baby dragon in his cottage. In helping Hagrid to get rid of this creature, they are caught out of bounds and must do detention in the Forbidden Forest at night as punishment. While in the forest, Harry witnesses a cloaked figure drinking the blood of a slain unicorn. A centaur saves Harry from attack and tells him that this cloaked figure is drinking unicorn blood to stay alive until he can steal the Philosopher's Stone. Harry realises this is Voldemort and that he is seeking the Philosopher's Stone to enable him to return to power, and Harry fears for his life.

Questions

- What is a centaur?
- Why did Voldemort kill the unicorn?
- Why would he now have only ‘half a life’?
- How does the author want us to feel at this point? Why?

Session 10

Harry's relationships with the major characters are examined in BLM 8. Split students into groups and distribute the worksheet. Ask them to discuss Harry's relationships with the characters listed—how he feels about each of them, how they feel about him, and whether the relationship changes during the course of the book. Have students record their thoughts, and a group spokesperson report back to the class.

Session 11

As the end of the school year approaches, Harry and his classmates are preparing for exams. Distribute BLM 9 and ask students to utilise both what they know about the characters, and their own imagination, to complete a report card comment for each character. An example is given as a starting point. Read through this with students, discussing the type of language used. Encourage the use of positively phrased comments.

Session 12

Discuss the episode in the Forbidden Forest. Ask students to consider how they would be feeling if they were Harry and compile a list of keywords and phrases on the chalkboard. Allow students to select words for inclusion in their own word bank on BLM 10, then encourage them to write an account of this incident from Harry's perspective.

Chapters 16 and 17

Harry is convinced that an attempt to steal the Stone is imminent. He, Ron and Hermione successfully pass the three-headed dog and solve several puzzles in order to reach the final chamber, which Harry enters alone. Here he encounters not Snape but Quirrell, whose body and soul are shared by Voldemort. Harry manages to defeat the powers of evil and becomes once again a hero.

Questions

- What is the unexpected twist in the final chapter?
- Why couldn't Quirrell bear to touch Harry's bare skin?
- Is the complication completely resolved at the end of the book? What might have been the author's reasons for ending this way?

Session 13

Ask students to look back at the character portrait they drew in Session 1 and the list of personality traits they have been compiling for that character. Allow them to add any final information from the closing chapters, then have them write a detailed description of their chosen character using all the information they have gleaned.

Session 14

Provide students with plenty of opportunity to discuss the book's ending and their reactions to it. Did they like the ending? Had they expected that the book would end in this way? Was the conclusion satisfying or would they have liked something else to happen? Were clues given earlier in the text about the story's ending? Encourage interested students to hunt through the chapters for these clues.
1 Narrative structure
Ask students to refer back to their story map which has been under construction during their reading of *Harry Potter and the Philosopher's Stone*. Allow them time to check that their maps are complete, then group them and encourage sharing of maps. Students can compare their selection and summarising of events, deciding whether too much or too little information has been included. Allow students to further modify their maps at this stage.

Revise with students the basic structure of a narrative—orientation, one or more complications, series of events, and finally the resolution. Discuss which part of the book provides the orientation and ask students to mark this in some way on their story maps. Decide together on the major complication in the story and any minor complications which relate to it, which help to sustain suspense and interest. Mark these on the story map by labelling the relevant parts, or colour coding them. Finally, identify those events which mark the resolution. Encourage students to keep their story map and to use it as a reminder of the structure to follow when writing narratives of their own.

2 Movie world
When searching for information on the internet about J.K. Rowling, students may discover that Warner Brothers has bought the film rights to the Harry Potter stories. Encourage discussion about why ‘The Philosopher's Stone’ would make a good movie. Ask students to form groups and to select an incident in the book which lends itself to dramatisation. Students may do this at a simple level without scripts or props, perhaps using one or two sessions for practice, and then performing their piece for the class. Otherwise groups may choose to do this exercise on a larger scale and actually write a script, design costumes, learn their lines and perform for another class, at a school assembly or record their efforts on video. Be guided by students’ enthusiasm as to how big a production this should be!

3 Read on!
If students have enjoyed the book, introduce them to its sequels *Harry Potter and the Chamber of Secrets* and *Harry Potter and the Prisoner of Azkaban*. These may be offered as independent reading or as serial reading for the whole class.

4 Reviews
Having begun this unit of work with a hunt for reviews, it would be appropriate as a culminating activity to have students create their own. Discuss again the purpose of a book review and ask students to give a brief oral report on their impressions of the book, either to the class or a small group. Encourage students to do a written book report, or something more unusual such as a computer-designed slide show, a class Harry Potter webpage or an audio/videotaped presentation. Arrange to present the reviews to another senior primary class and gain feedback from them—Did the reviews tell you enough about the story? Which reviews held your interest most effectively? Were you keen to go and read the book yourself?
Integrated Activities

1 Maths
Assist students in working out how the Gringotts currency system works. Chapter 5 states that 29 bronze knuts = 1 silver sickle and 17 silver sickles = 1 gold galleon. Encourage students to use this currency to devise a shopping list, complete with prices for Harry's school supplies.

In Diagon Alley, wand lengths are measured in inches. Familiarise students with imperial measurements, and instruct them in how to convert wand lengths from inches to centimetres using a calculator.

Have students create and solve number problems with the winning and losing of house points at Hogwarts. Begin a class house points system if one is not already in use.

2 Creative and Performing Arts
Have students draw characters after reading their descriptions in the text, as outlined in Session 1. Using a large box and a collection of scrap materials, allow students to create a diorama scene of one of the settings in the novel, such as the Forbidden Forest.

The Hogwarts school song is sung to whatever tune each singer cares to choose! Have students try singing their own school song in this way and let them listen to music where different melodies are played tunefully in counterpoint. Provide some tuned percussion instruments and encourage students to create their own melody for the Hogwarts school song.

As outlined in Beyond the Book, have students act out part of the story.

3 Science and Technology
Allow students to utilise their computer skills to find book reviews on the internet or create a slide show review.

Publish some of the unit's written activities using a word processing program.

Students may choose to video or audiotape a dramatisation or review of the book.

Have students experiment with some simple chemical 'spells' under teacher supervision.

4 PE/PD/Health
Allow students to try playing a ground-level version of Quidditch!

In the story, Neville's broken wrist is mended by magic. Encourage students to find out how are fractures treated in the real world.

Harry's life with the Dursleys provides the opportunity to sensitively explore some family issues. Ask students to suggest where someone could turn for help if they, like Harry, were in a difficult or unhappy family situation. Remember to keep discussion very general so no student feels uncomfortable.

5 Media studies
Guide students in discussing some basic marketing strategies by comparing the covers of the 'children's edition' of the Harry Potter books (as shown in this Literature Unit) with the 'adult' covers recently released. The adult cover has a black and white photograph of a train, which appears to be leaving a city station. Ask them to consider why the publisher has chosen to produce two different editions of the books. Discuss the reasons for Harry Potter and the Philosopher's Stone being published as Harry Potter and the Sorcerer's Stone in the United States.
What would you expect to encounter as a student at a magic school?
Fill in some of your ideas for each of the categories below.

<table>
<thead>
<tr>
<th>Category</th>
<th>Idea 1</th>
<th>Idea 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSONS</td>
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<tr>
<td>TEACHERS</td>
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<td>STUDENTS</td>
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<td>UNIFORM</td>
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<td>SPORT</td>
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</tbody>
</table>

Any other ideas? Write them on the back of this sheet.
Harry and Dudley are cousins but, in appearance, personality and the way they are treated, they are opposites.

Complete the table below by filling in an opposite trait to the one provided for either Harry or Dudley. The first row has been completed to help you get started.

<table>
<thead>
<tr>
<th>HARRY</th>
<th>DUDLEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neglected and disliked by his aunt and uncle.</td>
<td>Spoilt and overindulged by his parents.</td>
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<tr>
<td>Skinny, dark hair, green eyes.</td>
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<tr>
<td>Gets into trouble and is punished for the slightest thing.</td>
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</tr>
<tr>
<td>Sleeps in the cupboard under the stairs.</td>
<td>Is friends with a gang of bullies at school.</td>
</tr>
<tr>
<td>Is spoken to unkindly and given orders all the time.</td>
<td></td>
</tr>
<tr>
<td>Has a scar on his forehead.</td>
<td>Throws tantrums, whinges and complains.</td>
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<tr>
<td></td>
<td>Is featured in lots of photos around the house.</td>
</tr>
</tbody>
</table>

Discuss and then answer these questions.

• How do you think Harry feels about Dudley and why? ____________________________________________

• How do you think Dudley feels about Harry and why? ____________________________________________

• Why has the author chosen to portray these characters in this way? How does she want the reader to feel? ________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
A story map can provide the reader with a summary of the plot, settings and characters involved in a book. Cut out and paste these events from the first five chapters of the book on a large sheet of paper to start a story map of your own. Make sure you put them in the correct order. Use arrows on your story map to show the sequence of events. Leave room to add events to your map as you read the rest of the story.

The baby Harry Potter is left on his aunt and uncle’s doorstep as his parents have been killed.

Hagrid takes Harry to Diagon Alley to buy his school supplies.

Now ten years old, Harry finds that he is sometimes capable of strange things.

Hagrid gives Harry the letter which tells him he is to go to Hogwarts School of Witchcraft and Wizardry.

Harry is taken to the zoo on Dudley’s birthday and finds he can talk to a snake.

Letters addressed to Harry arrive in the post, but he is not allowed to read them.

Mr Dursley notices strange things happening in his neighbourhood.

Harry is neglected by the Dursleys and unloved, compared to Dudley who is very spoilt.

Mr Dursley takes the family to a remote island to avoid any more letters.

Albus Dumbledore’s messenger, Hagrid, bursts into the shack with Harry’s letter.
Character hunt

Find characters in the book who fit these criteria and write their name(s) in the boxes. There may be more than one correct answer, and some characters may appear in several boxes. You will need to refer back to the text to check some details.

Which character...

<table>
<thead>
<tr>
<th>rides a flying motorbike</th>
<th>is headmaster of Hogwarts</th>
<th>keeps losing his toad</th>
<th>is the twin brother of Fred</th>
<th>talks about being a prefect</th>
</tr>
</thead>
<tbody>
<tr>
<td>wears a turban on his head</td>
<td>has a job making drills</td>
<td>has red hair and five brothers</td>
<td>dislikes and bullies Harry</td>
<td>always tries to be clever</td>
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<tr>
<td>delivers Harry's letters</td>
<td>is the caretaker at Hogwarts</td>
<td>takes Harry to Diagon Alley</td>
<td>teases Ron about his family</td>
<td>has a long neck and a spoilt son</td>
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<tr>
<td>goes to the zoo with Dudley</td>
<td>meets Harry buying robes</td>
<td>gives Dudley a pig's tail</td>
<td>appears first as a tabby cat</td>
<td>receives dozens of birthday gifts</td>
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<tr>
<td>attempts to kill baby Harry</td>
<td>is first to wear the Sorting Hat</td>
<td>prowls the halls with Filch</td>
<td>teaches Potions and hates Harry</td>
<td>is a poltergeist</td>
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</tbody>
</table>

Some of the book's characters are likable and others are not. Use your coloured pencils to shade in the boxes above:

- yellow if the character is likable and represents ‘good’
- blue if the character is unpleasant and appears ‘bad’.

If a character appears to be neither of these, or if you are not given enough information to decide, leave the box white.
How do you rate?

Chapter 9 is filled with action. The main events are listed below. Reread the chapter and colour in the rating scale to graph the level of tension and excitement, 0 being least exciting and 10 being the most exciting. Be prepared to justify your choices!

<table>
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<tr>
<th>Event</th>
<th>0</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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<tbody>
<tr>
<td>Draco Malfoy snatches Neville’s Remembrall at breakfast.</td>
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<td>The flying lesson begins.</td>
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<td>Neville falls off his broom.</td>
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<td>Malfoy grabs the Remembrall again.</td>
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<td>Harry discovers he can fly.</td>
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<td>Harry is taken inside by Professor McGonagall.</td>
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<td>Harry is put on the Quidditch team.</td>
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<tr>
<td>Malfoy challenges Harry to a wizard’s duel.</td>
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<tr>
<td>Hermione and Neville follow Harry and Ron.</td>
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<td>The children creep through the dark corridors.</td>
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<td>They hear Filch approaching.</td>
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<tr>
<td>Neville knocks over the suit of armour as they run away.</td>
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<td>They flee once more and believe they have lost Filch.</td>
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<tr>
<td>Peeves shouts out and Filch begins to chase them again.</td>
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<td>The children get through a door and think they are safe.</td>
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<td>They see the three-headed dog.</td>
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<td>They manage to run away and escape from the dog.</td>
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<td>The children reach the safety of the common room.</td>
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</tbody>
</table>

Which event from this chapter did you rate as being the most exciting? __________________________

Why was this your choice? ___________________________________________________________

____________________________________________________________________________________

Does your graph show a part of the action where excitement is gradually building up to a climax? Where does this happen? ___________________________________________________________

____________________________________________________________________________________
How to play Quidditch

Complete these rules for the game of Quidditch by referring back to Chapters 10 and 11 in the text.

Equipment needed: _________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Players required: __________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

How to play:

1. The game is played on ____________________________ high up in the air.

2. The Chasers have to _______________________________________________________________
____________________________________________________________________________________

3. When the Quaffle goes through the hoops__________________________________________
____________________________________________________________________________________

4. The Keeper_______________________________________________________________________
____________________________________________________________________________________

5. The Beaters ______________________________________________________________________
____________________________________________________________________________________

6. The Seeker’s job is to ______________________________________________________________
____________________________________________________________________________________

7. When the Snitch is caught _________________________________________________________
____________________________________________________________________________________

8. There are ____________________________ ways of committing a foul.
The Mirror of Erised

What does the inscription on the mirror really say?

____________________________________________________________

What would these characters see in the mirror?
Step into their shoes and describe what you see.

Hermione

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

Neville

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

Hagrid

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

On the back of the sheet, write what you might see in the mirror.
Friends and enemies

Harry makes many friends and some enemies at Hogwarts. Write about his relationship with each of these characters.

Ron

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Hagrid

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Hermione

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Professor Snape

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Draco Malfoy

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
As the end of the school year approaches, the Hogwarts students are faced with exams and, no doubt, report cards. Read the comment which could have been written for Harry by his teachers, and then create your own for the other characters listed. Use clues from the text and your imagination!

<table>
<thead>
<tr>
<th>Student</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry Potter</td>
<td>Harry is a popular student who usually works well. His flying skills are excellent and he is a valuable asset to the Gryffindor Quidditch team. With more time devoted to his studies and less prowling around the school corridors at night, he will be able to achieve his full potential.</td>
</tr>
<tr>
<td>Hermione Granger</td>
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<tr>
<td>Neville Longbottom</td>
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<tr>
<td>Ron Weasley</td>
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<tr>
<td>Draco Malfoy</td>
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</tbody>
</table>
The Forbidden Forest

List words and phrases to describe Harry’s feelings in the Forbidden Forest.

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
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___________________________________________________________________________

Imagine that you are Harry. Using the word bank above, write about what happened in the clearing and explain how you felt. Remember to use ‘I’.

____________________________________________________________________________________
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