**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*

|  |
| --- |
| beans  fudge  lolly  cake  doughnut  sweets  ice cream  lollipop  truffles  chocolate  bar |

Unit 2 Session 1 Grammar 1

**Reading Comprehension, A**

* Read the extracts from Chapter 5.
* 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 Read from ‘The last shop was narrow…’**  **1)** What colour are the letters over the wand shop door?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **2)** *It was a tiny place, empty except for a single spindly chair which Hagrid sat on to wait.*  Which word is closest in meaning to *spindly*? Tick one.  old turning thin cracked  1 mark  **3)** *Harry felt strangely as though he had entered a very strict library.*  What does this tell you about the shop and how it makes Harry feel?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **4)** Give **one example** of a hint that something exciting or mysterious is about to happen.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **5)** Name one detail that makes this shop seem unusual or different to other shops.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark |

Unit 2 Session 2 Comprehension 1

**Reading Comprehension B**

|  |
| --- |
| **Box B –**  **Questions 6-10 are about Extract B**  **6)**  *Hagrid must have jumped too, because there was a loud crunching noise and he got quickly off the chair.*  What do you think the *crunching noise* was?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **7)** Name two things that are unusual about Ollivander’s eyes.  a.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  b.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **8)** *‘Your father, on the other hand, favoured a mahogany wand…’*  What does the word *favoured* mean in this context?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **9)** *‘Hmmm,’ said Mr Ollivander, giving Hagrid a piercing look.*  Do you think Ollivander believes Hagrid? Explain your answer using words from this text.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **10)** Why does Rowling list the different measurements that Ollivander makes? What image is she building of this character?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2 marks |

Unit 2 Session 2 Comprehension 1

**Reading Comprehension C**

|  |
| --- |
| **Box C – Questions 11-14 are about Extract C**  **11)** Find **2 verbs** which tell you about Ollivander’s quick way of moving.  a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **12)** What two details show that Harry has found the right wand?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2 marks  **13)** How does Rowling build tension before revealing which other wand shares feathers from the same phoenix as Harry’s?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2 marks  **14)** Now think about all three extracts. What do you think the main point of this scene is?  **Tick one.**   * Ollivander is a mysterious character. * Hagrid has his wand disguised as a pink umbrella. * Harry has a strange connection with Voldemort. * Harry will be a powerful wizard.   Can you explain your thinking?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3 marks |

Unit 2 Session 2 Comprehension

Then they visited the apothecary’s, which was fascinating enough to make up for its horrible smell, a mixture of bad eggs and rotted cabbages. Barrels of slimy stuff stood on the floor, jars of herbs, dried roots and bright powders lined the walls, bundles of feathers, strings of fangs and snarled claws hung from the ceiling. While Hagrid asked the man behind the counter for a supply of some basic potion ingredients for Harry, Harry himself examined silver unicorn horns at twenty one Galleons each and minuscule, glitter black beetle eyes (five Knuts a scoop).

Outside the apothecary’s, Hagrid checked Harry’s list again.

‘Just yer wand left – oh yeah, an’ I still haven’t got yeh a birthday present.’

Harry felt himself go red.

‘You don’t have to – ‘

‘I know I don’t have to. Tell yeh what, I’ll get yer an animal. Not a toad, toads went outta fashion years ago, yeh’d be laughed at – an’ I don’ like cats, they make me sneeze. I’ll get yer an owl. All the kids want owls, they’re dead useful, carry yer post an’ everythin’.’

Twenty minutes later, they left Eeylops Owl Emporium, which had been dark and full of rustling and flickering, jewel-bright eyes. Harry now carried a large cage which held a beautiful snowy owl, fast asleep with her head under her wing. He couldn’t stop stammering his thanks, sounding just like Professor Quirrell.

‘Don’ mention it,’ said Hagrid gruffly. ‘Don’ expect you’ve had a lotta presents from them Dursleys. Just Ollivanders left now – only place fer wands, Ollivanders, and yeh gotta have the best wand.’

****A magic wand…this was what Harry had been really looking forward to.

The last shop was narrow and shabby. Peeling gold letters over the door read *Ollivanders: makers of Fine Wands since 382 BC.* A single wand lay on a faded purple cushion in the dusty window.

A tinkling bell rang somewhere deep in the depths of the shop as they stepped inside. It was a tiny place, empty except for a single spindly chair which Hagrid sat on to wait. Harry felt strangely as though he had entered a very strict library; he swallowed a lot of new questions which had just occurred to him and looked instead at the thousands of narrow boxes piled neatly right up to the ceiling. For some reason, the back of his neck prickled. The very dust and silence here seemed to tingle with some secret magic.

‘Good afternoon,’ said a soft voice. Harry jumped. Hagrid must have jumped too, because there was a loud crunching noise and he got quickly off the spindly chair.

An old man was standing before them, his wide, pale eyes shining like moons through the gloom of the shop.

‘Hello,’ said Harry awkwardly.

‘Ah yes,’ said the man. ‘Yes, yes. I thought I’d be seeing you soon. Harry Potter.’ It wasn’t a question. ‘You have your mother’s eyes. It seems only yesterday she was in here herself, buying her first wand. Ten and a quarter inches long, swishy, made of willow. Nice wand for charm work.’

Mr Ollivander moved closer to Harry. Harry wished he would blink. Those silvery eyes were a bit creepy.

‘Your father, on the other hand, favoured a mahogany wand. Eleven inches. Pliable. A little more power and excellent for transfiguration. Well, I say your father favoured it – it’s really the wand that chooses the wizard, of course.’

Mr Ollivander had come so close that he and Harry were almost nose to nose. Harry could see himself reflected in those misty eyes.

‘And that’s where…’

Mr Ollivander touched the lightning scar on Harry’s forehead with a long, white finger.

‘I’m sorry to say I sold the wand that did it,’ he said softly. ‘Thirteen and a half inches. Yew. Powerful wand, very powerful, and in the wrong hands… Well, if I’d known what the wand was going out into the world to do…’

He shook his head and then, to Harry’s relief, spotted Hagrid.

‘Rubeus! Rubeus Hagrid! How nice to see you again … Oak, sixteen inches, rather bendy, wasn’t it?’

‘It was, sir, yes,’ said Hagrid.

‘Good wand, that one. But I suppose they snapped it in half when you got expelled?’ said Mr Ollivander, suddenly stern.

‘Er – yes, they did, yes,’ said Hagrid, shuffling his feet. ‘I’ve still got the pieces, though,’ he added brightly.

‘But you don’t *use* them?’ said Mr Ollivander sharply.

‘Oh, no, sir,’ said Hagrid quickly. Harry noticed he gripped his pink umbrella very tightly as he spoke.

‘Hmmm,’ said Mr Ollivander, giving Hagrid a piercing look. ‘Well, now – Mr Potter. Let me see.’ He pulled a long tape measure out of his pocket. ‘Which is your wand arm?’

‘Er-well, I’m right-handed,’ said Harry.

‘Hold out your arm. That’s it.’ He measured Harry from shoulder to finger, then wrist to elbow, shoulder to floor, knee to armpit and round his head. As he measured, he said, ‘Every Ollivander wand has a core of a powerful magical substance, Mr Potter. We use unicorn hairs, phoenix tail feathers and the heartstrings of dragons.

‘No two Ollivander wands are the same, just as no two unicorns, dragons or phoenixes are quite the same. And of course, you will never get such good results with another wizard’s wand.’

Harry suddenly realized that the tape measure, which was measuring between his nostrils, was doing this on its own. Mr Ollivander was flitting around the shelves taking down boxes.

‘That will do,’ he said, and the tape measure crumpled into a heap on the floor. ‘Right then, Mr Potter. Try this one. Beechwood and dragon heartstring. Nine inches. Nice and flexible. Just take it and give it a wave.’

Harry took the wand and (feeling foolish) waved it around a bit, but Mr Ollivander snatched it out of his hand almost at once.

‘Maple and phoenix feather. Seven inches. Quite whippy. Try-‘

Harry tried – but he had hardly raised the wand when it, too, was snatched back by Mr Ollivander.

‘No, no – here, ebony and unicorn hair, eight and half inches, springy. Go on, go on, try it out.’

Harry tried. And tried. He had no idea what Mr Ollivander was looking for. The pile of tried wands was getting higher and higher on the spindly chair, but the more wands Mr Ollivander pulled from the shelves, the happier he seemed to become.

‘Tricky customer, eh? Not to worry, we’ll find the perfect match here somewhere – I wonder, now – yes, why not – unusual combination – holly and phoenix feather, eleven inches and supple.’

Harry took the wand. He felt a sudden warmth in his fingers. He raised the wand above his head, brought it swishing down through the dusty air and a stream of red and gold sparks shot from the end like a firework, throwing dancing spots of light on to the walls. Hagrid whooped and clapped and Mr Ollivander cried, ‘Oh, bravo! Yes, indeed, oh, very good. Well, well, well … how curious …’

‘Sorry,’ said Harry, ‘but *what’s* curious?’

Mr Ollivander fixed Harry with his pale stare.

‘I remember every wand I’ve ever sold, Mr Potter. Every single wand. It so happens that the phoenix whose tail feather is in your wand, gave another feather – just one other. It is very curious indeed that you should be destined for this wand when its brother – why, its brother gave you that scar.

Harry swallowed.

‘Yes, thirteen and a half inches. Yew. Curious indeed how these things happen. The wand chooses the wizard, remember … I think we must expect great things from you, Mr Potter … After all, He Who Must Not Be Named did great things – terrible, yes, but great.’

Harry shivered.

**Modal Verbs**

**Section A – Can you spot the modal verbs in these sentences?**

**Which verb are they 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!)

A drawing of a cartoon character

Description generated with high confidence

**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)

Unit 2 Session 3 Grammar 2

**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.

1. Dudley who was going to Smeltings School waved his stick proudly.
2. Harry who could not find his train asked for help.
3. 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)

Unit 2 Session 4 Grammar 3

**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.

Unit 2 Session 4 Grammar 3

****Further Revision Activities** – Can be done as a whole-class session or with small groups

**Recognising relative clauses and relative pronouns**

* Ask chn to read sentences containing relative clauses aloud. Can they hear the relative clause? How can they use their voices to emphasise the clause?
* Put chn into pairs. Each child writes a short sentence with a subject and an object on a piece of paper. They swap papers and underline the word they are going to add a relative clause to on their partner’s paper. They then add a relative clause in a different coloured pen or pencil and return the paper. Get the class back together and ask chn to read out their sentences to the rest of the class. Can the chn hear the relative clause and pronoun?

**Punctuating relative clauses**

* Make links to subordinate clauses. Relative clauses are a type of subordinate clause.
* Explain that the information given is extra information. The commas act like someone adding extra information behind their hand – a bit like juicy gossip. (Dumbledore, *who still cuddles a teddy at night-time*, is a powerful wizard.)
* Give chn a large strip of paper to write a short sentence on. Now think of a relative clause and write on a second strip. Can we add it to the end of the first sentence or does it need to go next to the first noun? Chn can add strip to the end or use scissors to make a space. The cuts are like the commas.



Dumbledore

who still cuddles a teddy at night-time

is a powerful wizard.

**Omitting the pronoun**

* Chn experiment with reading out sentences with relative clauses. They try reading the sentences aloud, with and without the relative pronoun. Can they hear if it still makes sense without?

Unit 2 Session 4 Grammar 3 – Follow-up session ideas