|  |  |  |
| --- | --- | --- |
| **1** | **2** | **3** |

**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.

Unit 3 Session 2 Grammar 2

**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. |  |  |

Unit 3 Session 2 Grammar 2

**Apostrophes – Possession (plural)**

Tick the sentences which show the correct meaning.

|  |  |
| --- | --- |
| *The boy’s cauldron melted into a twisted blob.* | Two boys, who were sharing a cauldron, melted it. |
| *The boys’ cauldron melted into a twisted blob.* |

|  |  |
| --- | --- |
| *The girl’s toilets were haunted.* | The toilets, which are used by all of the girls, have a ghost living there |
| *The girls’ toilets were haunted.* |

|  |  |
| --- | --- |
| *The twin’s plan was cunning.* | Fred had a cunning plan which he had not shared with George. |
| *The twins’ plan was cunning.* |

|  |  |
| --- | --- |
| *The bat’s cave was dark.* | A solitary bat sleeps in a tiny cave for one. |
| *The bats’ cave was dark.* |

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.

Unit 3 Session 2 Grammar 2

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

**Spotting apostrophes and explaining/understanding their function**

* Give chn a copy of a page of text and two highlighters. Chn go through, highlighting possessive apostrophes in one colour and contractions in another. Can they explain to a friend how they knew which was which?
* Fill out practice paper questions wrongly. Ask chn to mark it with a partner and give helpful feedback on each question.

**Punctuating possessive apostrophes**

* Ask chn to invent potions instructions which require possessive apostrophes, e.g. a unicorn’s breath, a dragon’s scale, etc. Chn can write a list of ingredients, using possessive apostrophes.
* Play a bluffing game. In small groups, with one child shutting their eyes, a chosen child performs a silly miming action with the eyes-shut child’s possession. (This *does* need supervision and a non-valuable possession. A wizard’s/witch’s hat would be good.) The owner of the hat then opens their eyes. The rest of the group write a bluff on their whiteboards (e.g. *I ate cereal out of Ella’s hat. I pulled a dragon out of Ella’s hat. I got married to Ella’s hat.*). The teaching aim is for chn to write and read sentences with possessive apostrophes but the aim of the game is to read out the sentences with a straight face. If the owner works out who is telling the truth, then the hat moves to that child and the game begins with a new owner.

**Distinguishing between singular and plural possessive apostrophes**

* Ask chn to draw contrasting illustrations to go with the pairs of sentences from the ***Apostrophes – Possession (plural)*** sheet.Encourage chn to see the difference in meaning (e.g. one bat in a cosy cave vs. a large gathering of bats in a huge cave).
* This requires some preparation. On A4 paper/whiteboard slides prepare singular & plural pairs of statements (*The girl’s hands were clapping/The girls’ hands were clapping. The boy’s knees were knocking/The boys’ knees were knocking, etc*.). Show and say the cards. If singular the girls clap hands individually. If plural the girls clap hands with a partner, etc. This is quite a silly game which can be facilitated by moving round to music until it stops and a card randomly selected.

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

**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?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **2)** Name two things Harry and Ron notice which warn them that the troll is nearby, *before* they see it.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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’*?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark |

Unit 3 Session 4 Comprehension 2

**Reading Comprehension B**

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| **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’*?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **9)** Find and copy a group of words which show that the troll has dull senses.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2 marks |

Unit 3 Session 4 Comprehension 2

**Reading Comprehension C**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Box C – Questions 11-14 are about Extract C**  **11)** What happens to make the troll unconscious?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1 mark  **12)** What makes Ron finally move after being frozen in shock?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3 marks |

Unit 3 Session 4 Comprehension 2

‘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 waggled 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.’

Unit 3 Session 4 Comprehension 2

‘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:

‘*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 her 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.’

Unit 3 Session 4 Comprehension 2