

Lesson 1 - Comprehension

Harry Potter and the Philosopher's Stone

Nearly ten years had passed since the Dursleys had woken up to find their nephew on the front step, but Privet Drive had hardly changed at all. The sun rose on the same tidy front gardens and lit up the brass number four on the Dursleys' front door; it crept into their living room, which was almost exactly the same as it had been on the night when Mr. Dursley had seen that fateful news report about the owls. Only the photographs on the mantelpiece really showed how much time had passed. Ten years ago, there had been lots of pictures of what looked like a large pink beach ball wearing different-colored bonnets - but Dudley Dursley was no longer a baby, and now the photographs showed a large blonde boy riding his first bicycle, on a carousel at the fair, playing a computer game with his father, being hugged and kissed by his mother. The room held no sign at all that another boy lived in the house, too.



Yet Harry Potter was still there, asleep at the moment, but not for long. His Aunt Petunia was awake and it was her shrill voice that made the first noise of the day.

"Up! Get up! Now!"

Harry woke with a start. His aunt rapped on the door again.

"Up!" she screeched. Harry heard her walking toward the kitchen and then the sound of the frying pan being put on the stove. He rolled onto his back and tried to remember the dream he had been having. It had been a good one. There had been a flying motorcycle in it. He had a funny feeling he'd had the same dream before.

His aunt was back outside the door.

"Are you up yet?" she demanded.

"Nearly," said Harry.

"Well, get a move on, I want you to look after the bacon. And don't you dare let it burn, I want everything perfect on Duddy's birthday."

Harry groaned.

"What did you say?" his aunt snapped through the door.

"Nothing, nothing . . ."

Dudley's birthday - how could he have forgotten? Harry got slowly out of bed and started looking for socks. He found a pair under his bed and, after pulling a spider off one of them, put them on. Harry was used to spiders, because the cupboard under the stairs was full of them, and that was where he slept.

When he was dressed he went down the hall into the kitchen. The table was almost hidden beneath

all Dudley's birthday presents. It looked as though Dudley had gotten the new computer he wanted, not to mention the second television and the racing bike. Exactly why Dudley wanted a racing bike was a mystery to Harry, as Dudley was very fat and hated exercise - unless of course it involved punching somebody. Dudley's favorite punching bag was Harry, but he couldn't often catch him. Harry didn't look it, but he was very fast.

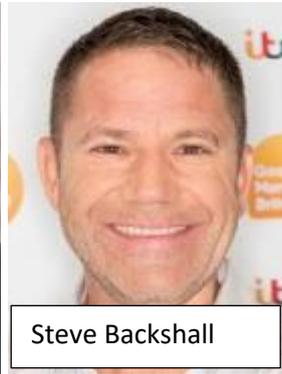
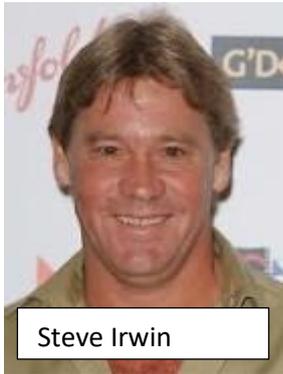
Perhaps it had something to do with living in a dark cupboard, but Harry had always been small and skinny for his age. He looked even smaller and skinnier than he really was because all he had to wear were old clothes of Dudley's, and Dudley was about four times bigger than he was. Harry had a thin face, knobby knees, black hair, and bright green eyes. He wore round glasses held together with a lot of Scotch tape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead that was shaped like a bolt of lightning. He had had it as long as he could remember, and the first question he could ever remember asking his Aunt Petunia was how he had gotten it.

Questions

1. What impression do you get of Aunt Petunia? What makes you think this?
2. Why might Harry feel like he had had the same dream before?
3. Find all the adjectives that describe Harry's appearance.
4. What do you think is meant by the 'fateful news report'?
5. What language feature is used in Dudley's name?
6. How old do you think Dudley might be?
7. Why does the author say Aunt Petunia's voice is shrill? What impact does this have?
8. Why would the author say that the sun 'crept' into the living room?
9. What type of person is Dudley? Justify your response using examples from the text.
10. Find as many examples of alliteration as you can.

Lesson 2 – Research information about famous people who have helped educate us about nature

Research one of these famous naturalists (people who study and work with nature):



You might have another idea about someone who has educated you about nature and conservation – you could research them instead!

A large area for student work, featuring a vertical red margin line on the left, a vertical yellow margin line on the right, and horizontal blue lines for writing.

Lesson 3- Plan a biography

Features	Notes for my biography
<i>Title</i>	
<i>Overview paragraph – what is this person famous for?</i>	
<i>Childhood events – did anything inspire them to pursue this career?</i>	
<i>Early life, events and achievements</i>	
<i>Later life, events and achievements</i>	
<i>Concluding paragraph – how have they changed the world?</i>	

Lesson 4 – Write a biography

Using the information in the table from yesterday, you are going to write a biography of someone who has changed the world's views about nature and conservation.

L.O: To write a biography	I have written in third person
	I have used paragraphs to separate ideas
	I have used different ways to start my sentences
	I have used parenthesis () - - , , to add in extra information

Lesson 5 - Grammar Revision

Punctuation

Full stops at the end of sentences.

Question marks at the end of questions?

Exclamation marks at the end of exclamations!



Commas

To separate lists of things or adjectives.

It was a cold, damp, dreary day when it happened.

We bought a cake, bread, doughnuts and a pastie at the bakery.

Commas before or at the end of speech.

He said, "I am ten years old."

"I am ten years old," he said.

Extra information can be shown by **brackets**

The lady (in a red coat) walked down the road.

By **commas**

The lady, who was wearing a red coat, walked down the road.

By **dashes**

The lady - in a red coat - walked down the road.

Colons

2 reasons for using a colon:

- Instead of because in a sentence
- Instead of "that is to say" or "here's what I mean" in a list sentence.

Semi colons

2 reasons for using a semi colon:

- For a list that includes extra information e.g. There was a dragon with wings of steel; a house elf whose name was Clarence; the evil wizard that we had met earlier in the story and a frog which had lost its croak.
- To join two main clauses which are related to each other e.g. The sun was shining; we played in the garden all day.

Apostrophes

They are used to show possession or where letters are omitted.

Possession

The frog's pond is looking very dry. (One frog)

The frogs' pond is looking very dry. (Lots of frogs)

Omission

Should + not = shouldn't

Will + not = won't

Might + have = might've

Put the commas in these sentences:

One gloomy cloudy miserable day Pritam asked Jess "Are you going to dodgeball club?"

Jess who was ten years old ran to the local shop and quickly bought brownies bakewells muffins and flapjacks.

Put dashes in the right place:

Danny hauled in the fish a three kilogram monster and put it into his keep net.

Put the brackets in the right place:

Albert an ex train driver and Reg a retired postman decided to climb the Shard.

Decide where semi colons could go in these sentences:

The school was in chaos when I got there I stayed in the playground.

The rain was pouring down we were let in early.

Decide where the colons could go in these sentences:

There was only one thing he wanted power.

You must bring some important things to school a pen, a rubber, a pencil sharpener and a protractor.

Add apostrophes to these sentences:

Theyre not very happy because Gills lost her hat.

The nurses common room is on the second floor.

(lots of nurses)

Answers

Put the commas in these sentences:

One gloomy, cloudy, miserable day Pritam asked Jess, “Are you going to dodgeball club?”

Jess, who was ten years old, ran to the local shop and quickly bought brownies, bakewells, muffins and flapjacks.

Put dashes in the right place:

Danny hauled in the fish- a three kilogram monster- and put it into his keep net.

Put the brackets in the right place:

Albert (an ex train driver) and Reg (a retired postman decided) to climb the Shard.

Decide where semi colons could go in these sentences:

The school was in chaos when I got there; I stayed in the playground.

The rain was pouring down; we were let in early.

Decide where the colons could go in these sentences:

There was only one thing he wanted; power.

You must bring some important things to school; a pen, a rubber, a pencil sharpener and a protractor.

Add apostrophes to these sentences:

They're not very happy because Gill's lost her hat.

The nurses' common room is on the second floor.
(lots of nurses)