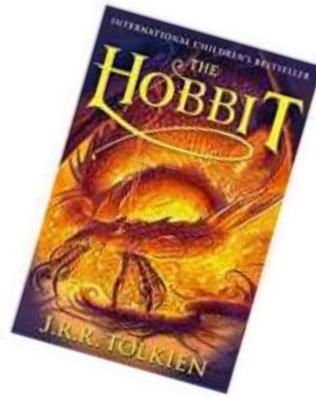
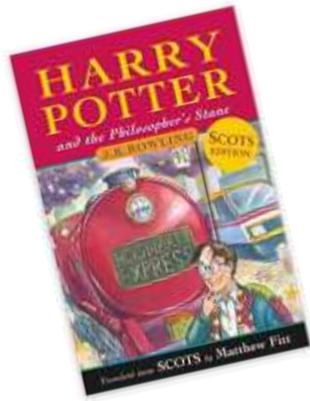


## Upper KS2 English Activity Pack

### Who Lives in a House Like This?



## Before Reading – Prior Knowledge Activation

(warm up your brain!)

Make a list of all the stories/films you can think of that have a house/building in them which is important to the story. Here are a couple of suggestions to start you off...

Jack and the Beanstalk – a cottage and the giant's castle

The Lion, the Witch and the Wardrobe – the house the children are staying in containing a magic wardrobe



Keep going – how many can you think of?

### Match the Meaning!

In the story, there are some words you might not know. See if you can **match the words to the meanings** – copy them in your books

Now cut out the words and meanings and **play pairs** with them. Put them face down and turn over two at a time. When the word and meaning match, you can keep the pair. Time yourself – playing the game properly – what's the quickest time you can collect all the pairs? To challenge yourself, mix them up each time you play. You could ask an adult or a brother or sister to play the game with you.



### Who Lives in a House Like This?

<b>fleet</b>	<i>Places to store food – often a large cupboard or small room</i>	<b>turret</b>	<i>An old fashioned word for chemist</i>
<i>A type of little tower on a castle or large house</i>	<b>blissfully</b>	<i>Navy, convoy, vessels, formation of ships</i>	<b>tottering</b>
<i>Enchanted, under a spell, magical</i>	<b>pantries</b>	<i>Wobbly, swaying, unsteady</i>	<i>Happily, cheerfully, delightedly, joyfully</i>
<i>another word for climbed or to scramble over something</i>	<b>bewitched</b>	<b>clambered</b>	<b>apothecary</b>

### Text Extracts

## **Description of Hogwarts Castle from JK Rowling's**

### **'Harry Potter and the Philosopher's Stone'**

"Yeh'll get yer firs' sight o' Hogwarts in a sec," Hagrid called over his shoulder, "Jus' round this bend here."

There was a loud "Ooooooh!"

The narrow path had opened suddenly onto the edge of a great black lake. Perched atop a high mountain on the other side, its windows sparkling in the starry sky, was a vast castle with many turrets and towers.

"No more 'n four to a boat!" Hagrid called, pointing to a fleet of little boats sitting in the water by the shore. Harry and Ron were followed into their boat by Neville and Hermione.

"Everyone in?" shouted Hagrid, who had a boat to himself, "Right then— FORWARD!"

And the fleet of little boats moved off all at once, gliding across the lake, which was as smooth as glass. Everyone was silent, staring up at the great castle overhead. It towered over them as they sailed nearer and nearer to the cliff on which it stood.

"Heads down!" yelled Hagrid as the first boat reached the cliff; they all bent their heads and the little boats carried them through a curtain of ivy which hid a wide opening in the cliff face. They were carried along a dark tunnel, which seemed to be taking them right underneath the castle, until they reached a kind of underground harbour, where they clambered out on to the rocks and pebbles.

"Oy, you there! Is this your toad?" said Hagrid, who was checking his boats as people climbed out of them.

"Trevor!" cried Neville blissfully, holding out his hands. Then they clambered up a passageway in the rock after Hagrid's lamp, coming out at last on to smooth, damp grass right in the shadow of the castle.

They walked up a flight of stone steps and crowded around the huge, oak front door.

"Everyone here? You there, still got yer toad?"

Hagrid raised a gigantic fist and knocked three times on the castle door.

## **Description of Hogwarts' Hall – from the same book**

Source: <https://owlcation.com/academia/Scenes-from-Harry-Potter-to-help-with-descriptive-work-in-your-class-Castle-descriptions>

Feeling oddly as though his legs had turned to lead, Harry got into line behind a boy with sandy hair, with Ron behind him, and they walked out of the chamber, back across the hall and through a pair of double doors into the Great Hall.

Harry had never even imagined such a strange and splendid place. It was lit by thousands and thousands of candles which were floating in mid-air over four long tables, where the rest of the students were sitting. These tables were laid with glittering golden plates and goblets. At the top of the hall was another long table where the teachers were sitting. Professor McGonagall led the first-years up here so that they came to a half in a line facing the other students, with the teachers behind them. The hundreds of faces staring at them looked like pale lanterns in the flickering candlelight. Dotted here and there around the students, the ghosts shone misty silver. Mainly to avoid all the staring eyes, Harry looked upwards and saw a velvety black ceiling dotted with stars. He heard Hermione whisper, "It's bewitched to look like the sky outside, I read it in *Hogwarts: A History*."

It was hard to believe there was a ceiling there at all, and that the Great Hall didn't simply open on to the heavens.

Harry quickly looked down again as Professor McGonagall silently placed a four-legged stool in front of the first-years. On top of the stool she put a pointed wizard's hat. This hat was patched and frayed and extremely dirty. Aunt Petunia wouldn't have let it in the house.

### **Description of Diagon Alley from the same book**

Vampires? Hags? Harry's head was swimming. Hagrid, meanwhile, was counting bricks in the wall above the dustbin.

"Three up... two across..." he muttered. "Right, stand back, Harry."

He tapped the wall three times with the point of his umbrella.

The brick he had touched quivered—it wriggled—in the middle, a small hole appeared—it grew wider and wider—a second later they were facing an archway large enough even for Hagrid, an archway on to a cobbled street which twisted and turned out of sight.

"Welcome," said Hagrid, " to Diagon Alley."

He grinned at Harry's amazement. They stepped through the archway. Harry looked quickly over his shoulder and saw the archway shrink instantly back into solid wall.

The sun shone brightly on a stack of cauldrons outside the nearest shop. *Cauldrons—All sizes—Copper, Brass, Pewter, Silver—Self Stirring—Collapsible* said a sign hanging over them.

"Yeah, you'll be needin' one," said Hagrid, " but we gotta get yer money first."

Source: <https://owlcation.com/academia/Scenes-from-Harry-Potter-to-help-with-descriptive-work-in-your-class-Castle-descriptions>

Harry wished he had about eight more eyes. He turned his head in every direction as they walked up the street, trying to look at everything at once: the shops, the things outside them, the people doing their shopping. A plump woman outside an apothecary was shaking her head as they passed, saying, "Dragon liver, sixteen sickles an ounce, they're mad ..."

A low, soft hooting came from a dark shop with a sign saying *Eeylops Owl Emporium—Tawny, Screech, Barn, Brown and Snowy*. Several boys of about Harry's age had their noses pressed against a window with broomsticks in it. "Look," Harry heard one of them say, "the new Nimbus Two Thousand—fastest ever," There were shops selling robes, shops selling telescopes and strange silver instruments Harry had never seen before, windows stacked with barrels of bat spleens and eels' eyes, tottering piles of spell books, quills and rolls of parchment, potion bottles, globes of the moon...

"Gringotts," said Hagrid.

They had reached a snowy-white building which towered over the other little shops.

### **Description of Bilbo Baggins' Hobbit Hole from 'The Hobbit' by JRR Tolkien**

In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare sandy hole with nothing in it to sit down on or eat: it was a hobbit-hole, and that means comfort.

It had a perfectly round door like a porthole, painted green with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs and lots and lots of pegs for hats and coats—the hobbit was fond of visitors.

The tunnel wound on and on, going fairly but not quite straight into the side of the hill—The Hill, as all the people for many miles around called it—and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage.

The best rooms were all on the left-hand side (going in) for these were the only ones to have windows—deep-set round windows looking over his garden and meadows beyond, sloping down to the river.

This hobbit was a very well-to-do hobbit, and his name was Baggins. The Baggins had lived in the neighbourhood of The Hill for time out of mind.

## Delightful Description!

These extracts have been chosen because they all contain great examples of description which help to build a clear picture in the reader's mind. Go through the story and **underline or highlight any description** that helps build a picture in your head. There is an example below to help you.

The narrow path had opened suddenly onto the edge of a great black lake. Perched atop a high mountain on the other side, its windows sparkling in the starry sky, was a vast castle with many turrets and towers.

"No more 'n four to a boat!" Hagrid called, pointing to a fleet of little boats sitting in the water by the shore. Harry and Ron were followed into their boat by Neville and Hermione.

"Everyone in?" shouted Hagrid, who had a boat to himself, "Right then— FORWARD!"

And the fleet of little boats moved off all at once, gliding across the lake, which was as smooth as glass. Everyone was silent, staring up at the great castle overhead. It towered over them as they sailed nearer and nearer to the cliff on which it stood.

## Descriptive Devices

In the table below there are examples of **different descriptive devices** used by authors. Copy each heading in your work book and see **how many examples you can find** and **how many points you can score**. One or two examples have been done for each one .... those don't count for points!

<p><b>Noun phrases</b> – 1 point each</p> <p>A noun phrase contains a noun and words which describe it. Eg.</p> <p><i>Narrow <b>path</b></i></p> <p><i>Vast <b>castle</b> with many turrets and towers</i></p>	<p><b>Powerful Verbs</b> – 1 point</p> <p>Action words that are descriptive. Eg.</p> <p><i>Perched</i></p> <p><i>Sparkling</i></p>	<p><b>Adverbs</b> – 1 point</p> <p>Words describing how a verb is done. Eg.</p> <p><i>Opened <b>suddenly</b></i></p>
<p><b>Adverbial Phrases</b> – 2 points</p> <p>Phrases telling you how, when or where and for how long. Eg.</p> <p><i>all at once</i></p>	<p><b>Similes</b> – 2 points</p> <p>When something is compared to something else using 'as' or 'like' Eg.</p> <p><i>as smooth as glass</i></p>	<p><b>Alliteration</b> – 2 points</p> <p>When words begin with the same phoneme (sound). Eg.</p> <p><i>Sparkling...starry sky</i></p>
<p><b>Repetition for Emphasis</b> – 2 points</p> <p>Eg. <i>nearer and nearer</i></p>	<p><b>Metaphor</b> – 3 points</p> <p>When something is described as if it is something else. Eg.</p> <p><i>Curtain of ivy</i></p>	<p><b>Idiom</b> – 3 points</p> <p>A word or phrase that means something different from its literal translation. Eg</p> <p><i>Legs turned to lead</i></p> <p>His legs had not literally turned to lead, but they felt really heavy (ie. he was so nervous he was struggling to walk)</p>

## Description Draw!

Choose your favourite description from the examples you have read and draw what is described. Don't forget to label your drawing with words and phrases from the text. Here's the start of an example ...

Windows  
sparkling in the  
starry sky



Perched atop a  
high mountain

## Picture a Setting ...

Imagine you had to create a setting for a new fantasy adventure. Imagine the story would become a best-seller – being read all over the world and, eventually, being made into a film.



Think about the following points:

- Is your story going to be part of a series of stories like the Harry Potter series of The Hobbit and Lord of the Rings series?
- Is the setting going to be a castle, in the wilderness, in a mountainous place, in a jungle, under the sea etc?
- How close to reality will your setting be? Will it just have subtle magical touches or will it be all out fantastical?

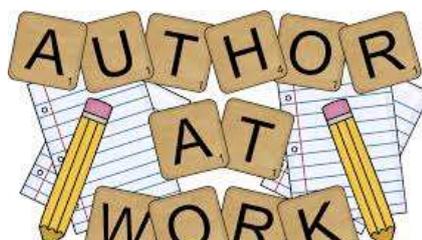
### Challenge 1

- Draw a rough sketch (or detailed drawing) to help you map out your setting
- Label it – try out some of the descriptive devices. Experiment with them and choose the ones you like best



### Challenge 2

- Now do a written description. Don't forget to use the descriptive devices you explored earlier
- Don't forget – a reader or film-maker will only have your written description to help them picture what is in your imagination
- When you have written it, ask someone you trust to read it and to tell you what they see in their 'mind's eye' – this will help you to decide whether or not you need to make some edits
- You could send your description to your teacher, or Headteacher. It would probably really cheer them up at this time.



## **This Week's Music Challenge**

'Our House' by the group Madness was a popular song over 30 years ago and still is today. If you can get online, you can listen to it here

<https://www.youtube.com/watch?v=FVPLEiFMiH8>

- What is the song about?
- If there anything in the song that reminds you of your own house?
- How do you know it was written 30 years ago?
- Why do you think it is still popular today?
- What might be different in the song if was written today?

### **Song-writer challenge**

What if someone from Hogwarts Castle or the Hobbit was going to write a song about their house? How would the song be different? Have a go at writing a couple of verses – or more.

### **"Our House"**

Father wears his Sunday best  
Mother's tired she needs a rest  
The kids are playing up downstairs  
Sister's sighing in her sleep  
Brother's got a date to keep  
He can't hang around

Our house, in the middle of our street  
Our house, in the middle of our

Our house it has a crowd  
There's always something happening  
And it's usually quite loud  
Our mum she's so house-proud  
Nothing ever slows her down  
And a mess is not allowed

Source: <https://owlcation.com/academia/Scenes-from-Harry-Potter-to-help-with-descriptive-work-in-your-class-Castle-descriptions>

Our house, in the middle of our street  
Our house, in the middle of our

Our house, in the middle of our street  
(Something tells you)  
(That you've got to get away from it)  
Our house, in the middle of our

Father gets up late for work  
Mother has to iron his shirt  
Then she sends the kids to school  
Sees them off with a small kiss  
She's the one they're going to miss  
In lots of ways

*[Instrumental Interlude]*

Our house, in the middle of our street  
Our house, in the middle of our

I remember way back then when  
Everything was true and when  
We would have such a very good time  
Such a fine time  
Such a happy time  
And I remember how we'd play  
Simply waste the day away  
Then we'd say  
Nothing would come between us  
Two dreamers

Father wears his Sunday best  
Mother's tired she needs a rest  
The kids are playing up downstairs  
Sister's sighing in her sleep  
Brother's got a date to keep  
He can't hang around

Our house, in the middle of our street

Source: <https://owlcation.com/academia/Scenes-from-Harry-Potter-to-help-with-descriptive-work-in-your-class-Castle-descriptions>

Our house, in the middle of our street  
Our house, in the middle of our street  
Our house, in the middle of our  
Our house, was our castle and our keep  
Our house, in the middle of our street  
Our house, that was where we used to sleep  
Our house, in the middle of our street  
Our house, in the middle of our street

Writer(s): Graham Mcpherson, Michael Barson, Mark Bedford, Lee Thompson,  
Daniel Woodgate, Cathal Smyth, Christopher Foreman