

Year 6 English Home Learning – w/b 11.05.20

Activity 1


Have a look at the revision cards or in your revision books to recap the active and passive voice.

Parts of a Clause

A **clause** is a group of words which contains a **verb**.
All **verbs** have a **subject**.

Fred winked — This clause is about **Fred**.
Harry followed — This clause is about **Harry**.
George patted — This clause is about **George**.

The **subject** is what the clause is about.



In some **clauses** there is something the **verb** acts on.
This is called the **object**.


Parts of a Clause

SUBJECT VERB OBJECT

A **clause** is a group of words which contains a **verb**.
All **verbs** have a **subject**.

Fred winked an eye
Harry followed the twins
George patted a piece of parchment

The **subject** is what the clause is about.
The **object** is affected by the verb.



In some **clauses** there is something the **verb** acts on.
This is called the **object**.

Active Voice

Active voice is when the **subject** 'does' the verb.

George was doing the tapping. — *George tapped the parchment.*
Fred was doing the revealing. — *Fred revealed the passages.*
Harry was doing the holding. — *Harry held the map.*

The **subject** 'acts' out the verb in the active voice.

SUBJECT VERB OBJECT

Passive Voice

Passive voice changes the emphasis of a sentence.

This clause is about the map. — *The map was taken by the twins.*
This clause is about the entrance. — *The entrance is found by Harry.*
This clause is about the passages. — *The passages were lit by the wand.*
This clause is about the secrets. — *The secrets are shared by the twins.*

Passive voice is when the verb is done to the subject.

Is and are are used for present forms.
Was and were are used for past forms.

SUBJECT VERB AGENT

Now complete the following sections to test your knowledge of the active and passive voice.

Section A

Complete in your books.

Identify the voice of these sentences. Are they **active** or **passive**?

Active or Passive?	A	P
<i>Hagrid feeds Fang.</i>		
<i>Professor McGonagall flicked her wand.</i>		
<i>The lesson was taught by Snape.</i>		
<i>The books were collected by Ginny.</i>		
<i>The Knight Bus is driven by Ern.</i>		
<i>Bludgers are hit by Beaters.</i>		
<i>Neville watered the mandrake plant.</i>		
<i>Hermione loves homework!</i>		
<i>Hogwarts was founded by four people.</i>		
<i>The window was broken.</i>		
<i>Ron supports the Quidditch team, the Chudley Cannons.</i>		
<i>The game was won.</i>		

Section B

Please complete in your books.

*Rewrite these sentences to change the mood from **active** to **passive**.*

Fang sniffed the footprints.

Malfoy told a lie.

The team won the match.

Snape collects stamps.

Ron chews the sweet.

Mrs Weasley knits horrible jumpers.

Filch swept the hallway.

*Rewrite these sentences to change the mood from **passive** to **active**.*

The pumpkins were carved by Hagrid.

The first-year was pushed by Goyle.

The cup was won by Slytherin.

Sherbet Lemons are enjoyed by Dumbledore.

Quidditch is watched by many students.

Students are sorted by the Sorting Hat.

Ron was confused by the telephone.

Section C

Please complete this section in your book.

Writing in the passive voice moves the emphasis away from the **agent** (doer) and towards the **subject** (the thing affected by the verb)

Emphasis on Fred

Fred ate the Puking Pastille.

Emphasis on the pastille

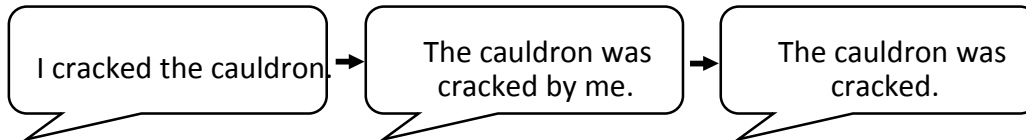
The Puking Pastille was eaten by Fred.

Removing **the agent** changes impact further.
The agent of the verb is unimportant is not mentioned.

Emphasis only on the pastille

The Puking Pastille was eaten.

The passive voice is useful when you wish to minimise attention for the agent.



Help the Weasley Twins write excuses to minimise the blame in their latest pranks.
Use **passive voice** and try removing the agent.

Dear Professor McGonagall,
The bogart was released accidentally.
The cage was broken by a Quaffle. It was not expected to cause so much damage to your classroom. We are sorry that the exam was disrupted and Mr Filch was covered in ink.
Yours sincerely,
Fred and George Weasley

Tips from Fred & George

- Choose a prank or invent your own.
- Write some sentences to say what happened and give some reasons why.
- Change the order to give them a passive voice.
- Try removing the agent to remove

Flooding the girls' bathrooms

Releasing Pixies in the dining room

Swapping staff hats for Gravity-Defying Hats

Activity 2

Read the following passages and answer the questions in your books.

Reading Comprehension Text A

From Chapter 8, Harry's first sighting of Delores Umbridge (at the Ministry)

He thought she looked just like a large, pale toad. She was rather squat with a broad flabby face, as little neck as Uncle Vernon and a very wide, slack mouth. Her eyes were large, round and slightly bulging. Even the little black velvet bow perched on top of her short curly hair put him in mind of a large fly she was about to catch on a long sticky tongue.

'The chair recognises Delores Jane Umbridge, Senior Under Secretary to the Minister,' said Fudge.

The witch spoke in a fluttery, girlish high-pitched voice that took Harry aback; he had been expecting a croak.

From Chapter 13, Harry's detention with Umbridge (now she is a teacher)

'Now you are going to be doing some lines for me, Mr Potter. No, not with your quill,' she added, as Harry bent down to open his bag. 'You're going to be using a rather special one of mine. Here you are.'

She handed him a long, thin black quill with an unusually sharp point.

'I want you to write, I must not tell lies,' she told him softly.

'How many times?' Harry asked, with a creditable imitation of politeness.

'Oh, as long as it takes for the message to sink in,' said Umbridge sweetly. 'Off you go.'

She moved over to her desk, sat down and bent over a stack of parchment that looked like essays for marking. Harry raised the sharp black quill and then realised what was missing.

'You haven't given me any ink,' he said.

'Oh, you won't need ink,' said Professor Umbridge with the merest suggestion of a laugh in her voice.

Harry placed the point of the quill on the paper and wrote: I must not tell lies.

He let out a gasp of pain. The words appeared on the parchment in what appeared to be shining red ink. At the same time, the words had appeared in the back of Harry's right hand, cut into his skin as though traced there by a scalpel – yet even as he stared at the shining cut, the skin healed over again, leaving the place where it had been slightly redder than before but quite smooth. Harry looked around at Umbridge. She was watching him, her wide, toadlike mouth stretched in a smile

Comprehension A Questions

1) *She was rather squat with a broad flabby face, as little neck as Uncle Vernon and a very wide, slack mouth. Her eyes were large, round and slightly bulging.*

Which word is closest in meaning to *squat* in this context? Tick one.

bend short tall stand

1 mark

2) *He thought she looked just like a large, pale toad.*

In what ways does Delores Umbridge remind Harry of a toad?

1 mark

3) *'How many times?' Harry asked, with a creditable imitation of politeness. 'Oh, as long as it takes for the message to sink in,' said Umbridge sweetly. 'Off you go.'*

Is Umbridge really sweet? Explain your answer.

1 mark

4) Why does Umbridge not give Harry ink with his quill?

1 mark

5) How does Rowling make Umbridge seem particularly horrible in the second extract?

1 mark

Reading Comprehension Text B

From Chapter 19, Harry and George are in trouble for attacking Malfoy having been provoked (Umbridge is now High Inquisitor).

'So...I really think I will have to ban these two from playing Quidditch ever again,' she said, looking from Harry to George and back again.

Harry felt the Snitch fluttering madly in his hand.

'Ban us?' he said, and his voice sounded strangely distant. 'From playing...ever again?'

'Yes, Mr Potter, I think a lifelong ban ought to do the trick,' said Umbridge, her smile widening still further as she watched him struggle to comprehend what she had said. 'You and Mr Weasley here. And I think, to be safe, this young man's twin ought to be stopped too – if his teammates had not restrained him, I feel sure that he would have attacked young Mr Malfoy as well. I will want their broomsticks confiscated, of course; I shall keep them safely in my office, to make sure there is no infringement of my ban. But I am not unreasonable, Professor McGonagall,' she continued turning back to Professor McGonagall who was now standing as still as though carved from ice, staring at her. 'The rest of the team can continue playing, I saw no signs of violence from any of *them*. Well...good afternoon to you.'

And with a look of the utmost satisfaction, Umbridge left the room, leaving a horrified silence in her wake.

BY ORDER OF THE MINISTRY OF MAGIC (Decree 24)

Student Organisations, Societies, Teams, Groups, and Clubs are henceforth disbanded. An Organisation, Society, Team, Group, or Club is hereby defined as a regular meeting of three or more students...

BY ORDER OF THE MINISTRY OF MAGIC (Decree 25)

The High Inquisitor will henceforth have supreme authority over all punishments, sanctions, removals of privileges pertaining to the students of Hogwarts...

BY ORDER OF THE HIGH INQUISITOR OF HOGWARTS (Decree 26)

Teachers are hereby banned from giving students any information that is not strictly related to subjects they are paid to teach.

Comprehension B Questions

6) How long will Harry, George and Fred be banned from playing Quidditch?

1 mark

7) *'Ban us?' he said, and his voice sounded strangely distant.*

Why does Harry's voice sound distant?

1 mark

8) *I will want their broomsticks confiscated, of course...*

What does the word *confiscated* mean?

1 mark

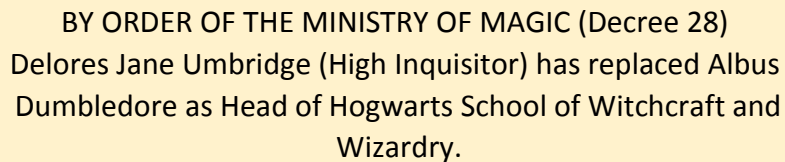
9) How do you think Professor McGonagall feels about this? What clues are there in the text?

1 mark

10) Look at the three decrees issued by Umbridge. The language is very formal. Rewrite one using informal language.

2 marks

Reading Comprehension C



BY ORDER OF THE MINISTRY OF MAGIC (Decree 28)
Delores Jane Umbridge (High Inquisitor) has replaced Albus
Dumbledore as Head of Hogwarts School of Witchcraft and
Wizardry.

The notices had gone up all around the school overnight, but they did not explain how every single person within the castle seemed to know that Dumbledore had overcome two Aurors, the High Inquisitor, the Minister for Magic and his junior assistant to escape. No matter where Harry went within the castle, the topic of conversation was Dumbledore's flight, and though some of the details may have gone awry in the retelling, it was surprising how accurate the rest of their information was...

* * *

Filch seemed to be in an extremely good mood; he hummed creakily under his breath as they climbed the marble staircase. As they reached the first landing he said, 'Things are changing around here, Potter.'

'I've noticed,' said Harry coldly.

'Yerse...I've been telling Dumbledore for years and years he's too soft with you all,' said Filch, chuckling nastily. 'You filthy little beasts would never have dropped Stink Pellets if you'd known I had it in my power to whip you raw, would you now? Nobody would have thought of throwing Fanged Frisbees down the corridors if I could've strung you up by the ankles in my office, would they? But when Educational Decree Number Twenty-Nine comes in, Potter, I'll be allowed to do them things...Here we are,' he said leering down at Harry as he rapped three times on Professor Umbridge's door and pushed it open. 'The Potter Boy to see you, Ma'am.'

Umbridge's office, so very familiar to Harry from his many detentions, was the same as usual except for the large wooden block lying across the front of her desk on which golden letters spelt out the word: HEADMISTRESS. Also, his Firebolt and Fred and George's Cleansweeps, which he saw with a pang, were chained and padlocked to a stout iron peg in the wall behind the desk.

Umbridge was sitting behind the desk, busily scribbling on some of her pink parchment, but she looked up and smiled widely at their entrance.

Reading Comprehension C Questions

11) What shocking news is shared in Decree 28?

_____ 1 mark

12) *No matter where Harry went within the castle, the topic of conversation was Dumbledore's flight...*

What does *flight* mean in this context?

_____ 2 marks

13) Why is Filch so cheerful?

_____ 2 marks

14) *Umbridge's office, so very familiar to Harry from his many detentions, was the same as usual except for the large wooden block lying across the front of her desk on which golden letters spelt out the word: HEADMISTRESS. Also, his Firebolt and Fred and George's Cleansweeps, which he saw with a pang, were chained and padlocked to a stout iron peg in the wall behind the desk.*

What **three** reasons why Harry might be angry with Umbridge are we reminded of?

_____ 2 marks

15) Now think about all three extracts. Why is Umbridge a dangerous enemy?

_____ 3 marks

Activity 3

Delores Umbridge works for the Ministry for Magic and has been set the task to check the standards of education at Hogwarts – a little bit like Ofsted. The power goes to her head and she makes lots of unnecessary changes to Hogwarts, even taking Dumbledore's job. She enforces an enormous amount of rules that the children don't like. Umbridge also becomes the Defence Against the Dark Arts teacher – a lesson where the young witches and wizards learn how to defend themselves against enemies. Usually, children learn and practise spells in this lesson but she has changed this, meaning that the students may not be equipped with the skills that they need to survive in the wizarding world. The Ministry for Magic (including Umbridge) refuse to believe that Lord Voldemort, an extremely powerful and bad wizard who is out to get Harry in particular, has returned to cause harm to Harry. Because of this, and the fact the Umbridge won't teach them what they need to know, Harry sets up his own secret Defence Against the Dark Arts group to help witches and wizards stay safe. Umbridge suspects that something is going on and bans all clubs that she has not approved. The group that Harry has formed, who call themselves Dumbledore's Army, is discovered and the children involved are taken to Professor Dumbledore's office. Umbridge is outraged about the club and tries to accuse Dumbledore of setting the group up. She got this information wrong however, it was actually Harry who set up the group, but because it is called Dumbledore's Army, Umbridge presumed it was Dumbledore who had started the group. Because of this, Umbridge banishes Dumbledore to Azkaban Prison. Dumbledore refuses to go and instead disappears mysteriously, leaving Umbridge in charge of Hogwarts.

For your writing this week, I would like you to pretend to be Delores Umbridge and write a school report for Harry Potter. Have a look at the following clips (as well as using the extracts you have read) and use them to:

- Create a spider diagram (or the picture below) to reflect on what Delores Umbridge is like – what phrases does she use? What angers her? How might this make her feel towards Harry Potter?
- Use the table to help you gather your ideas to write in your report.

<https://www.youtube.com/watch?v=qMHqkRYt64&safe=active>

<https://www.youtube.com/watch?v=slf08hY6pR8&safe=active>

<https://www.youtube.com/watch?v=fEOuMCd5e9l&safe=active>

<https://www.youtube.com/watch?v=EkBlawyn0VI&safe=active>



What does Harry do that may anger Umbridge?	
What punishment/punishments does she serve to Harry?	

Time for Writing

Using what you have learned from the synopsis, reading the extracts and from the film clips, I would like you to write Harry's end of year report as if you were Delores Umbridge. If your mum and dad allow you to, have a look at your own school reports to look at the language used. Obviously, they're all very positive. Do you think Harry's would be the same? Remember that Harry lives away from his carers throughout the year, so make sure you include plenty of detail about the events that have taken place in Harry's school year so that they're aware of exactly what's happened.

You may wish to break your report down into sections, like your own school report is although it may look more like this:

Defence Against the Dark Arts	In this section you could discuss how Harry works during this lesson and discuss the things that have happened.
Teacher Comments	In this section you can talk about Harry in general – how he acts around school, does he follow the rules?

Things to think about:

- Try not to start every sentence with 'Harry' or a pronoun. Use adverbials to rearrange sentences.
- Put plenty of detail into his report so that his carers (Petunia and Vernon), know exactly how he behaves.
- Use formal language thinking about the way in which Umbridge would write.
- Give examples of the situations Harry has found himself in and details about the things he has done wrong.
- Try and give some positive points (although I don't think there would many)

Here are some example phrases for you to adapt and expand (to include more detail) in your own writing. They're in no particular order:

Harry Potter is a very bright wizard but answers back during lesson time, which is unacceptable. Because of this behaviour, he has received several detentions. In one particular lesson, he questioned the strategies in which I use to teach my students.

The school rules have changed somewhat this year, yet Harry has simply disregarded these.

During the year, Harry took it upon himself to set up a secret club in which he felt he was qualified to teach his peers defensive spells.

I am disgusted by the way Harry has been flouting the rules this year and I hope his behaviour improves before his return to school in September.