1. The opening (ll. 1-10)
   Make sure you know the meaning of the adjectives listed here:

Which of these adjectives would you use to describe the atmosphere that is
conveyed in the first 9 lines?
Substantiate your choice of words by picking out 5 significant words in the 9 lines.

2. Privet Drive, Little Whinging
   Describe Privet Drive and its inhabitants.

3. Would you like to live there and raise your children there?

4. The Dursleys: Aunt Petunia (Harry’s late mother’s sister) and Uncle Vernon

   * Below you will find a number of statements concerning Aunt Petunia and Uncle
     Vernon. Decide whether you find the statements true or false. Be prepared to
     argue for your decisions.

<table>
<thead>
<tr>
<th>Petunia and Vernon…</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>take a keen interest in what happens in the world</td>
<td></td>
<td></td>
</tr>
<tr>
<td>take pride in a well-kept lawn and garden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are concerned with appearances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>would prefer Harry to watch the news with them instead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of lying in the flowerbed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>worry about their son, Dudley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>do not care for news about famous people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>are proud of having a wizard in their family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have their mail delivered by owls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   * Aunt Petunia and Uncle Vernon do not simply say things. They shoot questions,
   grunt, say [sth.] scathingly, snarl, bellow, sniff, say [sth.] in a triumphant way,
   breathe and whisper.

   Try to speak the following sentence in each of the above-mentioned ways:
“I’d like to know what Harry’s really up to.”

* Sum up in 3-5 adjectives how you would characterize Petunia and Vernon

5. **Harry**
All the words in the diagram below are used about Harry. Complete the diagram by changing the word class of each word.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>tension</td>
<td></td>
</tr>
<tr>
<td>frustration</td>
<td>angry</td>
</tr>
<tr>
<td>hopelessness</td>
<td>plagued</td>
</tr>
<tr>
<td>temporary relief</td>
<td>desperate</td>
</tr>
<tr>
<td></td>
<td>resigned</td>
</tr>
</tbody>
</table>

So, using the adjectives you can now conclude that Harry is…

5. **Harry – and the others**
In this exercise you are to take turns assuming the role of one the characters. The first student names a square, e.g. B2, and the second student has to perform the task contained in that square. After that, the second student names another square and the third student has to perform that task. Continue until all the tasks have been performed. (If you finish before the other groups, the same task may be performed more than once.) *When you are given a task, you must talk for at least one minute.*

<table>
<thead>
<tr>
<th>You are Harry. Describe how you felt when you heard the loud crack.</th>
<th>You are Uncle Vernon. Explain why Harry makes you so upset.</th>
<th>You are Uncle Vernon. Explain what you think of your son, Dudley.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are a neighbour. Explain what you think of the Dursleys and their nephew, Harry.</td>
<td>You are Harry. Describe what happens inside you when Uncle Vernon is “strangling” you.</td>
<td>You are Dudley. Describe what you do in the evenings, and how you get away with it.</td>
</tr>
<tr>
<td>You are Aunt Petunia. Describe your thoughts when you heard the loud crack.</td>
<td>You are Harry. Describe your feeling after the owls have delivered yet another inane (intetsigende) letter from Ron and Hermione.</td>
<td>You are Harry. Explain what you want so badly to hear on the news, and describe how you would react if it was suddenly there.</td>
</tr>
</tbody>
</table>
6. **Idioms connected with the body.**  
In these pages, Rowling uses 3 phrases that are connected with the stomach: *Harry felt a dull, sinking sensation in his stomach; his stomach turned over; his stomach unclenched.*  
Write 5-10 sentences about pp. 7-13 in which you use idioms connected with other parts of the body. Using a dictionary (LDCE or ODCE), find such idioms under:  
- leg:  
- nose:  
- hand:  
- heart:  
- ear:  
- mouth:  
- eye:  
- arm:  
- finger:  
- foot:  

7. **Non-realistic elements**  
Find as many non-realistic elements as possible on pp. 7-13.

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**J. K. Rowling**

**Harry Potter and the Order of the Phoenix (2003)**

**Chapter one: Dudley Demented**

**A: Understanding the text. Pair work**
1. Who is Sirius, and what does he advise Harry to do?  
2. How does Harry feel about taking Sirius' advice?  
3. What does Harry dream about? And what does he dream of?  
4. In what way is Harry's scar magical?  
5. What does Dudley Dursley look like?  
6. What is Dudley's position in his gang? Among other children?  
7. Why does Harry not fear Dudley? And how can we see that he doesn’t?  
8. How does Dudley strike back?  
9. Why does it suddenly turn dark and cold?  
10. How does Harry manage to drive away the assailants?  

**B: A verbal fight and a magical one! Group work**
1. Act out the scene where Harry and Dudley taunt each other (p. 17, l. 11 – p. 9, l. 22)
   Two persons are Harry: One speaks his lines; the other says what he is thinking while speaking!
   Two persons are Dudley: One speaks his lines; the other says what he is thinking while speaking!
   If necessary, you may shorten the passage.

2. Make a drawing of the showdown scene (pp. 21-23).
   The drawing must be accompanied by a caption which explains what happens so that even muggles will understand!

C: Potter Etymology
Have you thought about the names and unfamiliar words that Rowling uses? Do any of them remind of words you know from e.g. Latin, French, Greek…?
Try to dissolve or figure out the meaning of as many words as possible from this list:

<table>
<thead>
<tr>
<th>Apparate/Disapparate</th>
<th>Sirius Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dementor</td>
<td>Albus Dumbledore</td>
</tr>
<tr>
<td>Lumos</td>
<td>Lucius Malfoy</td>
</tr>
<tr>
<td>Expecto Patronum</td>
<td>Draco Malfoy</td>
</tr>
<tr>
<td>Voldemort</td>
<td>Remus Lupus</td>
</tr>
<tr>
<td>St. Brutus’</td>
<td>Severus Snape</td>
</tr>
</tbody>
</table>

D: Compare The Lion, the Witch and the Wardrobe and Harry Potter
1) Compare the two fantasy texts with regard to:
   * the main character (age, personality, etc.)
   * other characters
   * the setting (time and place)
   * magical inventory
   * the existence/co-existence of the real world and the magical world.

2) Debate
   Prepare arguments for and against the statement that The Lion, the Witch and the Wardrobe and Harry Potter and the Order of the Phoenix are children’s literature.