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КАФЕДРА ТЕОРИИ И ПРАКТИКИ ПЕРЕВОДА

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**МЕТОДИЧЕСКОЕ ПОСОБИЕ
ПО КУРСУ ДОМАШНЕГО ЧТЕНИЯ
ПО РОМАНУ ДЖ.К. РОУЛИНГ**

«ГАРРИ ПОТТЕР И ФИЛОСОФСКИЙ КАМЕНЬ»



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Методическое пособие содержит рекомендации и упражнения к аутентичному тексту и предназначено для аудиторных занятий по аспекту «Домашнее чтение» в рамках дисциплины «Практика устной и письменной речи» для студентов I курса факультета иностранных языков по направлению подготовки «Перевод и переводоведение» ОУ «Бакалавр» и дисциплины «Практический курс первого иностранного языка» для студентов I курса факультета иностранных языков специализации «Письменный и устный перевод» ОУ «Специалист».

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ПРЕДИСЛОВИЕ

Методическое пособие по роману Дж. К. Роулинг «Гарри Поттер и философский камень» разработано для аудиторных занятий по курсу «Домашнее чтение», который является одним из аспектов дисциплины «Практика устной и письменной речи» для студентов I курса факультета иностранных языков, которые обучаются по направлению подготовки 45.03.02 Лингвистика (профиль «Перевод и переводоведение (английский, немецкий)») ОУ «Бакалавр» и дисциплины «Практический курс первого иностранного языка» для студентов I курса факультета иностранных языков, которые обучаются по специальности 45.05.01 Перевод и переводоведение (специализация «Письменный и устный перевод (английский, немецкий)») ОУ «Специалист» дневной формы обучения.

Данное пособие поможет студентам воспринять англоязычный текст с его стилистическими и социокультурными особенностями, историческими предпосылками, а также развить навыки и умения речи и письма.

Пособие состоит из библиографической справки о писателе Джоан Кэтлин Роулинг, грамматической справки о правильном пересказе содержания книги на английском языке, фонетической справки о правильном произношении имён собственных, комплекса упражнений к каждой главе, грамматических и общих комментариев к тексту романа.

Комплекс упражнений к главам включает в себя следующее: блок вопросов по содержанию прочитанной главы; лексику для активного усвоения; блок предложений на перевод с использованием активной лексики; задания по аудированию; задания по анализу русских переводов стихотворений в произведении.

J.K.Rowling

Biography

“There’s always room for a story that can transport people to another place.”

– J.K. Rowling

J.K. Rowling, in full Joanne Kathleen Rowling, was born on 31st July, 1965 in Yate, near Bristol, England. Dianne, her younger sister, was born almost two years later and Joanne’s earliest childhood memory is of Dianne’s arrival. She, her sister and her parents lived in Winterbourne, Gloucestershire, until Joanne was nine, when the family moved to Tutshill, near Chepstow.

Joanne grew up surrounded by books as her mum and dad loved reading – she says, ‘I lived for books... I was your basic common-or-garden bookworm, complete with freckles and National Health spectacles.’ From an early age Joanne wanted to be a writer. She wrote her first book at the age of six – a story about a rabbit called Rabbit. Then when she was eleven she wrote a novel about seven cursed diamonds and the people who owned them.



Joanne went to school at Wydean Comprehensive School and then went on to study French and Classics at the University of Exeter. Her Classics studies would come in very handy later when she was thinking up all the spells in Harry Potter, some of which are based on Latin!

After graduating from the University of Exeter in 1986, Rowling began working for Amnesty International in London, where she started to write the Harry Potter adventures.

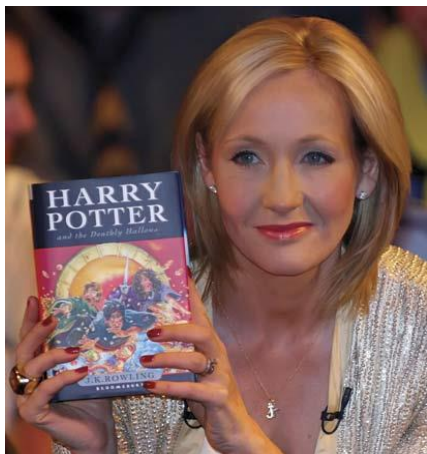
J.K. Rowling first had the idea for Harry Potter while delayed on a train travelling from Manchester to London King’s Cross in 1990. At the forefront there was a young boy, at that time not aware that he was a wizard. The train was delayed for over four hours, but she didn’t have a pen and was too shy to ask for one nothing, ‘To my immense frustration, I didn’t have a pen that worked, and I was too shy to ask anybody if I could borrow one.’ But she remembers being very enthusiastic, and excited about the ideas which were filling her mind. On arriving at her flat in Clapham Junction, she began work on writing the book immediately, although, it would take several years to come to fruition.

Over the next five years, she began to plan out the seven books of the series. She wrote mostly in longhand and amassed a mountain of notes, many of which were on scraps of paper.

In the early 1990s she travelled to Portugal to teach English as a foreign language, but, after a brief marriage and the birth of her daughter, she returned to the

United Kingdom, settling in Edinburgh. She arrived in Edinburgh in 1993 with three chapters of Harry Potter and the Philosopher's Stone in her suitcase.

Living on public assistance between stints as a French teacher, she continued to write. When Joanne had finished the manuscript, she sent the first three chapters to a number of literary agents, one of whom wrote back asking to see the rest of it. She says that it was 'the best letter I had ever received in my life'.



The first book in the Harry Potter series, «Harry Potter and the Philosopher's Stone» (1997; also published as «Harry Potter and the Sorcerer's Stone» in the USA), was released under the name J.K. Rowling. (Her publisher recommended a gender-neutral pen name; born Joanne Rowling, she used J.K., adding the middle name Kathleen.) The book was an immediate success, appealing to both children, who were its intended audience, and adults. Featuring vivid descriptions and an imaginative story line, it followed the adventures of the unlikely hero Harry Potter, a lonely orphan who

discovers that he is actually a wizard and enrolls in the Hogwarts School of Witchcraft and Wizardry. The book received numerous awards, including the British Book Award. As the book was translated into other languages, Harry Potter started spreading round the globe – and J.K. Rowling was soon receiving thousands of letters from fans.

Succeeding volumes – «Harry Potter and the Chamber of Secrets (1998), «Harry Potter and the Prisoner of Azkaban» (1999), «Harry Potter and the Goblet of Fire» (2000), «Harry Potter and the Order of the Phoenix» (2003), and «Harry Potter and the Half-Blood Prince» (2005) – also were best sellers, available in more than 200 countries and some 60 languages. The seventh and final installment in the series, «Harry Potter and the Deathly Hallows», was released in 2007.

The Harry Potter series sparked great enthusiasm among children and was credited with generating a new interest in reading. Film versions of the books were released in 2001–11 and became some of the top-grossing movies in the world. In addition, Rowling wrote the companion volumes «Fantastic Beasts & Where to Find Them» (2001), «Quidditch Through the Ages» (2001), and «The Tales of Beedle the Bard» (2008), all of which originated as books read by Harry Potter and his friends within the fictional world of the series. Proceeds from their sales were donated to charity.

In 2012, J.K. Rowling's digital company Pottermore was launched, where fans can enjoy her new writing and immerse themselves deeper in the wizarding world. J.K. Rowling has written a film script inspired by «Fantastic Beasts and Where to Find Them», with the film due for release in Autumn 2016. In addition to J.K. Rowling's collaboration on «Harry Potter and the Cursed Child Parts I & II», an original new story by J.K. Rowling, Jack Thorne and John Tiffany, a new play by Jack Thorne, she is also making her screenwriting debut with the film «Fantastic Beasts and Where to Find Them», a further extension of the wizarding world, due for release in November 2016.

Rowling made her first foray into adult fiction with «The Casual Vacancy» (2012), a contemporary social satire set in a small English town. In 2013 it was revealed that the author had penned the crime novel «The Cuckoo's Calling», using the pseudonym Robert Galbraith. «The Silkworm» – the second book in the series, which centered on the detective Cormoran Strike, a down-on-his-luck war veteran – was released in 2014. A third entry in the series, «Career of Evil», was published the following year.

J.K. Rowling has received many awards and honours, including Officer of the Order of the British Empire (OBE) in 2001 for services to children's literature. In 2009 she was named a chevalier of the French Legion of Honour and the Hans Christian Andersen Literature Award in 2010.

J. K. Rowling Biography – Bloomsbury Publishing

J. K. Rowling Biography – Encyclopaedia Britannica

MAJOR WORKS

Children

Harry Potter series

Harry Potter and the Philosopher's Stone (26 June 1997)

Harry Potter and the Chamber of Secrets (2 July 1998)

Harry Potter and the Prisoner of Azkaban (8 July 1999)

Harry Potter and the Goblet of Fire (8 July 2000)

Harry Potter and the Order of the Phoenix (21 June 2003)

Harry Potter and the Half-Blood Prince (16 July 2005)

Harry Potter and the Deathly Hallows (21 July 2007)

Related works

Fantastic Beasts and Where to Find Them (1 March 2001)

Quidditch Through the Ages (1 March 2001)

The Tales of Beedle the Bard (4 December 2008)

Harry Potter and the Cursed Child (story concept) (31 July 2016)

Fantastic Beasts and Where to Find Them (film script) (19 November 2016)

Short stories

Harry Potter prequel (July 2008)

Adults

The Casual Vacancy (27 September 2012)

Cormoran Strike series

The Cuckoo's Calling (as Robert Galbraith) (18 April 2013)

The Silkworm (as Robert Galbraith) (19 June 2014)

Career of Evil (as Robert Galbraith) (20 October 2015)

TIPS FOR RETELLING A CHAPTER

When one begins to retell the content of the chapter it is a crucial thing to remember about the **Indirect Speech**. In contrast to direct speech, in which the exact words of the speaker are given, indirect speech is a form of utterance in which these words are reported. And this is exactly how you are to present the chapter in class.

In order to do this right one should keep in mind the following rules:

- If the speaker reports somebody else's words the pronouns of the 1st person are replaced by those of the 3rd person; the pronouns of the 2nd by those of the 1st or 3rd. If the speaker reports their own words, the pronouns are naturally not changed.
- **All present tenses** (Present Simple, Present Continuous and Present Perfect) in the original statements **are changed into their corresponding past equivalents** (Past Simple, Past Continuous and Past Perfect) in indirect speech. **The Past Perfect and Past Perfect Continuous tenses do not change.** **Future Simple is changed into Future-in-the-past (will → would).**

Direct Speech	Reported Speech
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Present Perfect Continuous	Past Perfect Continuous
Past Simple	Past Perfect
Past Continuous	Past Perfect Continuous
Future Simple	Future-in-the-past
Future Continuous	Future Continuous-in-the-past
Future Perfect	Future Perfect-in-the-past
Future Perfect Continuous	Future Perfect Continuous-in-the-past

- If the verb in the principal clause is in the past tense, demonstrative pronouns and adverbials expressing nearness are replaced by words expressing distance:

Direct Speech	Reported Speech
this	that
these	those
here	there
tonight	that night
today	that day
this week / month / year	that week / month / year
now	then / at that time
yesterday	the day before
last night / week / month / year	the previous night / week / month / year
next week / month / year	the next / the following week / month / year
two days / months / years, etc. ago	two days / months / years, etc. before

- If the verb in the principal clause is in the past tense, the tenses are changed according to the rule of the sequence of tenses:

Direct Speech	Reported Speech
'Well, Ted,' said the weatherman, 'I don't know about that'. (Chapter I)	The weatherman said he didn't know about that.
'Malfoy tricked you,' Hermione said to Harry. (Chapter IX)	Hermione told Harry Malfoy had tricked him.

- Word order in an indirect question is the same as in a statement. An indirect general question is introduced by the conjunctions *if* or *whether*. An indirect special question is introduced by the same adverb or pronoun that introduces a direct question:

Direct Speech	Reported Speech
' Are all your family wizards?' asked Harry. (Chapter VI)	Harry asked whether all his family were wizards.
'What house are your brothers in?' asked Harry. (Chapter VI)	Harry asked what house his brothers were in.

- An order or a request in indirect speech is expressed by an infinitive. The verb most commonly used to introduce indirect orders is the verb *to tell*; the verb *to order* is frequently used, occasionally also the verb *to command*. Unemotional requests are usually introduced by the verb *to ask*. The verb *to beg* introduces a request somewhat more emotional.

Direct Speech	Reported Speech
' Don't talk to me for a moment,' said Ron when Harry sat down next to him. (Chapter XIII)	Ron told Harry not to talk to him for a moment when Harry sat down next to him.
Harry heard the little girl's voice. 'Oh, Mum, can I go on the train and see him, Mum, oh please ...' (Chapter VI)	Harry heard the little girl's voice begging / asking her mum to go on the train and see him.

- When converting offers and suggestions into indirect speech, we use the verbs *to offer* and *to suggest*. There is a difference between these two verbs: the person who makes an offer intends to do the action himself, and the action is an act of kindness. A suggestion may also be an act of kindness, but not necessarily; the person who makes a suggestion may or may not intend to do the action himself:

Direct Speech	Reported Speech
' I'm freezing,' said Ron. ' Let's forget it and go back.'	Ron said he was freezing and suggested going back.

★ ★ ★
★ PRONUNCIATION GUIDE ★

- Harry Potter ['hæri 'pɔ:tə]
- Hermione Granger [hɜ: 'maɪəni greɪndʒə]
- Ronald Weasley ['rɒnəld wi:zli]
- Hedwig ['hedwɪɡ]
- Minerva McGonagall [,mɪ'nɜ:və mæk'gɒnəgəl]
- Albus Dumbledore ['a:lbəs dʌmbldɔ:]
- Rubeus Hagrid ['ru:bɪəs 'hægrɪd]
- Vernon Dursley ['vɜ:nən 'dɜ:zli]
- Petunia Dursley [pɪ'tju:niə 'dɜ:zli]
- Dudley Dursley ['dʌdli 'dɜ:zli]
- Lord Voldemort [lɔ:d 'vɒldəmə:]
- Madame Pomfrey ['mædə:m 'pɒmfri]
- Professor Quirrel [prə'fesə 'kwɪrəl]
- Draco Malfoy ['drækəu 'mælfɔɪ]
- Mr Ollivander [mɪstə ɔli'vændə]
- Neville Longbottom ['nevɪl 'lɒŋ bɒtəm]
- Severus Snape ['sevərəs sneɪp]



CHAPTER I

The Boy Who Lived



1. Answer the questions about the content of the chapter.

1. What do you think might be “wrong” with the Potters? Why are the Dursleys so secretive?
2. Mr. Dursley sees a cat reading a map and a street sign. Why does he dismiss this sight as “a trick of the light”?
3. At first, Mr. Dursley assumes that the “huddle of weirdos” wearing get-ups is due to “some stupid new fashion.” What makes him reconsider?
4. What makes Mr. Dursley stop dead in his tracks on his way back from the bakery?
5. What signs foretell of Harry Potter’s arrival at the Dursleys?
6. What kind of person came to meet the cat at Privet Drive? Describe his appearance in details.
7. Who did the cat turn out to be? Was it unexpected for you?
8. What did Albus Dumbledore and Minerva McGonagall discuss? What did they disagree on?
9. What kind of an interesting doodad did Albus Dumbledore own? What did it do and how did it work?
10. Who was the next person to come? Retell his appearance in details.
11. Who did Hagrid carry with him and why?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

mysterious (adj.), beefy (adj.), good-for-nothing (adj.), shudder (v.), hum (v.), tawny (adj.), flutter (v.), tyke (n.), chortle (v.), peculiar (adj.), tabby cat (n.), get-up (n.), stunt (n.), swoop (v.), rejoice (v.), imagination (n.), weatherman (n.), oddly (adv.), downpour (n.), sip (v.), lot (n.), unblinkingly (adv.), twitch (v.), crooked (adj.), rummage (v.), pinprick (n.), beady-eyed (adj.), pavement (n.), fancy (adj.), swap (v.), vast (adj.), bundle (n.), hedge (n.), astride (prep.), astonishing (adj.), prod (v.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- (not) to hold with nonsense
- to come in very useful
- to crane over garden fence
- to mix with somebody
- to gossip away happily
- to jerk one's head around
- a huddle of weirdos
- to whisper excitedly
- in broad daylight
- to eye angrily
- to make somebody uneasy
- to stop dead
- think better of it
- come think of it
- at any mention of
- to say in a squeaky voice
- to stand rooted to the spot
- to be rattled
- to give somebody a stern look
- to be no good
- to say stiffly
- nasty common name
- to creep to the bedroom window
- to get mixed up in something
- to pop out of the ground
- high-heeled buckled boots
- to rummage in one's cloak
- to look ruffled
- to be bound to notice
- to say irritably
- to be downright careless
- to fix somebody with a piercing stare
- to nod glumly
- in the name of heaven
- to dab at one's eyes (with a handkerchief)
- to say firmly
- to say grudgingly
- to get a grip on oneself
- to pat gingerly
- in a muffled voice

4. State the meaning of the following words and provide their synonyms.

to chortle; to stumble; to flicker; to flinch; a swish

DISCUSSION POINTS



- ❖ When describing the Potters, J.K. Rowling uses the term “UnDursleyish.” From what you know so far of the Dursleys, how would you define “UnDursleyish”?
- ❖ Can animals truly understand what we say to them? Can they read? If you have a pet, what about it? Share your opinion and possible experience.
- ❖ How do you think, in what way can being famous since the very childhood affect one's personality? Would there be bad consequences? Was Dumbledore right in his decision to prevent Harry Potter from this?

- ❖ Has the author provided an interesting orientation which makes you want to read on?

5. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) Он всерьёз подумывал бросить колледж, но в конце концов решил, что это не самая лучшая идея. В будущем высшее образование могло оказаться весьма полезным. Во имя всего святого, он чуть было не совершил серьёзную ошибку!
- 2) Если так подумать, та кучка чудаков в странной одежде всего-навсего оживленно перешептывалась, но Вернон Дурсль тем не менее отчего-то остановился как вкопанный.
- 3) Любое упоминание имени Поттеров заставляло Петунию Дурсль беспокоиться, но со временем ей всегда удавалось взять себя в руки, хотя она всё равно целый день продолжала выглядеть раздраженной. На следующий день все тревоги вылетали у неё из головы.
- 4) Чета Дурслей крайне неодобрительно относилась ко всякого рода нелепицам, однако то, что их сын Дадли периодически впадал в истерику, их совершенно не волновало. Своего же племянника Гарри они считали бесполезным, разговаривали с ним неохотно и холодно, и в целом предпочитали, чтобы он как можно чаще был вне поля зрения.
- 5) Профессор Макгонагалл сердито фыркнула и раздраженно сказала, что магглы – не полные идиоты и обязаны были что-то заметить. Она также была недовольна тем, что люди вели себя совершенно безрассудно. В ожидании реакции Дамблдора профессора смотрела на него буравящим взглядом.
- 6) Узнав о печальной судьбе Поттеров, профессор Макгонагалл достала из кармана кружевной носовой платок и принялась вытирать слёзы под очками. Хагрид же и вовсе разрыдался, поэтому профессор принялась осторожно похлопывать его по плечу.

6. Translate the last passage of the chapter from English into Russian.

“A breeze ruffled the neat hedges of Privet Drive... saying in hushed voices “To Harry Potter – the boy who lived!”

GRAMMAR NOTES



1) *...because her sister and her good-for-nothing husband were as unDursleyish as it was possible to be.* – a suffix “-ish” used to form adjectives from nouns meaning “having the characteristics of,” “like”, “near or about”: e.g. babyish – ребячливый, boyish – мальчишеский; sevenish – около семи, fiftyish – около пятидесяти; oldish – староватый.

2) *He was a big, beefy man with hardly any neck, although he did have a very large moustache = although he really had a very large moustache.* Although we are not supposed to use an auxiliary verb do (do, does, or did) in an affirmative sentence, sometimes we can do that if we want to add emphasis to the sentence. The emphatic *do* is often translated into Russian using the words ‘действительно’, ‘всё-таки’, ‘на самом деле’.

3) *As he sat in the usual morning traffic jam, he couldn't help noticing that there seemed to be a lot of strangely dressed people about.* – “can't help doing something” means that one is not able to refrain from doing something or not able not to do something and is translated into Russian as «не мочь удержаться от», «не мочь не», as in this case: «...он не мог не заметить, что вокруг было множество странно одетых людей».

4) *The nerve of him!* = *How impudent he is!* Какая наглость с его стороны!

5) *baker's* = *baker's shop*; a shining example of the independent genitive which is not followed by a noun head word and serves to denote buildings or shops (at the grocer's = at the grocer's shop; at St. Paul's = at St. Paul's Cathedral)

6) *This lot were whispering excitedly, too...* – although ‘this lot’ is singular, we use plural predicate ‘were whispering’ after collective nouns such as team, family, government, and, as in this case, lot, when we mean the individual people in the group.

7) *...for neither as a cat nor as a woman had she fixed Dumbledore with such a piercing stare...* = *...for she had fixed Dumbledore with such a piercing stare neither as a cat nor as a woman.* Changing standard word order is called "inversion" (инверсия) (inverted word order; inverse word order). Inversion in English usually refers to placing the auxiliary (as in this case – ‘had she fixed’ instead of ‘she had fixed’), modal, or notional verb before the subject. Inversion is used with a certain aim, generally for emphasis or special effect.

8) *No problems, were there?* = *There were no problems, were there?* This is an example of elliptical sentence, a shorter form of sentence which some words have been omitted, but it retains the same meaning. It is used so that we can avoid unnecessary repeated words, as in this case ‘there were’.

COMMENTARIES TO THE CHAPTER



- **Privet Drive** – in Russian translation of the book the street is called *Тисовая улица* (И.М.Оранский); *Бирючиновая аллея* (М. Спивак) as an example of the translation transformation called **loan translation** (калькирование). It means that a word or phrase is borrowed from another language by literal, word-for-word, or root-for-root translation. However, in the Ukrainian translation of the book Privet Drive is called *Прівіт-драйв* which is a shining example of **transcription** (транскрипция) where there is a representation in writing of the actual pronunciation of a word.
- **Mrs. Next Door** – a female neighbour; a woman living in the next room, house, or building.
- **half-moon spectacles** - glasses with lenses shaped like half circles, used for reading
- **Bonfire Night** – a holiday celebrated on November 5th. In 1605 some English Catholics were angry because the King of England, James I, was treating them badly. In November 1605 a group of men made a plan to blow up the Houses of Parliament in London. An enormous explosion was planned for November 5th. This was the day that the King was due to open parliament. The plan is known as the ‘Gunpowder Plot’ and the leader of the group was called Guy Fawkes. The

men put 36 barrels of gunpowder in the Houses of Parliament and they waited for the King to arrive. The group decided that Guy Fawkes should light the gunpowder and cause the explosion. Did they succeed? No, they didn't. The police found the gunpowder before it exploded and they caught all the men involved in the plot. The men were tortured and killed. To celebrate his survival, King James ordered the people of England to have a bonfire on the night of November 5th.



CHAPTER II

The Vanishing Glass



1. Answer the questions about the content of the chapter.

1. How did the Dursleys treat Harry?
2. What did Harry Potter look like? Describe his appearance in details. What was the only thing he liked about him?
3. What is Dudley like? Describe his appearance in details.
4. Why was Harry allowed to go with the family for Dudley's birthday outing?
5. Does Harry have any friends at school? Have you ever felt the way he is feeling?
6. What are some of the inexplicable things that happen to Harry at the Dursleys?
7. What happened in the reptile house when Harry was looking at the snake?
8. What happened as Dudley and Piers were looking at the boa constrictor?
9. How was Harry punished for what had happened in the zoo?
10. What does Harry remember about his past?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

creep (v.), fateful (adj.), mantelpiece (n.), roundabout (n.), fair (n.), screech (v.), cooker (n.), groan (v.), snap (v.), cupboard (n.), punch-bag (n.), sellotape (n.), tantrum (n.), rip off (v.), wristwatch (n.), frantically (adv.), scrawny (adj.), baggy (adj.), hoodlum (n.), snigger (v.), knickerbocker glory (n.), cobra (n.), python (n.), smartly (adv.), snooze (v.), boa constrictor (m.), specimen (n.), deafening (adj.), waddle (v.), vanish (v.), top hat (n.), purple (adj.), gang (n.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- different-coloured bobble hats
- to hold no sign of something
- shrill voice
- to wake with a start
- to rap on the door
- Get a move on!
- to have something to do with
- to whisper excitedly
- knobbly knees
- to wolf down (the food)
- to scent danger
- to ruffle one's hair
- to give a leap (about the heart)
- to shoot somebody a nasty grin
- for a change
- to screw up one's face
- to laugh oneself silly
- to fall back on
- to be fast asleep
- to nod vigorously

DISCUSSION POINTS



- ❖ The narration goes on in ten years after Chapter 1. How do you feel about timeskips like this one? How does it help to develop the plot? What kind of artistic device is that?
- ❖ How does the author want us to feel about Harry? What is your attitude towards him at this point?
- ❖ How would you feel if you were Harry, an unwanted child in the family that hates you?

4. Harry and Dudley are vastly different characters. Suggest personality traits which have become evident for each of these characters and compare them. Fill in the table following the examples. Name at least 15 adjectives per each character. Use the dictionary for help.

Harry Potter	Dudley Dursley
<i>unappreciated</i>	<i>spoilt</i>

5. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) Гарри крепко спал, когда услышал пронзительный голос своей тети и, вздрогнув, проснулся. Полежав минуту с открытыми глазами, Гарри продолжил спать.
- 2) Любимой «грушей» Дадли был Гарри, с его вечно взъерошенными волосами и костлявыми коленками, но Дадли далеко не всегда удавалось поймать кузена. Возможно, это было связано с тем, что Гарри был волшебником.
- 3) Ничто не указывало на то, что в скором времени кто-то постучит в дверь, но тем не менее это случилось. Гарри почувствовал опасность: его сердце пропустило удар, а лицо вытянулось. Дядя Вернон велел ему пошевеливаться и поскорее открыть дверь. Противиться приказам дяди было бесполезно.
- 4) Тётя Петунья обожала своего крошку Дадли и сказала, что не позволит Гарри испортить его день рождения. Дядя Вернон же взъерошил волосы сына и сказал, что тот может начинать уплетать праздничный обед. Довольный Дадли скорчил кузену отвратительную гримасу и его глаза-бусинки засверкали.
- 5) Гарри надеялся, что он для разнообразия посмотрит по телевизору именно те передачи, которые ему интересны, а может быть, ему даже удастся поиграть на новом компьютере Дадли.

6. Translate the following passage of the chapter from English into Russian.

“Once, Aunt Petunia, tired of Harry ... it had grown back so quickly.”

GRAMMAR NOTES



1) ... *the harder she tried to pull it over his head, the smaller it seemed to become...* – ‘*the...the...*’ comparison is a construction with comparative degree used to explain how one thing is affected by another, and to say how things change. Note the word order.

COMMENTARIES TO THE CHAPTER



- *Dinky Duddydums* – “dinky” [ˈdɪŋki] means привлекательный, нарядный, изящный; “Duddydum” - most standard baby talk words consist of a single syllable duplicated, such as *mama, dada, poo-poo, pee-pee, baba, boo-boo, bot-bot, num-num, dum-dum* and *wee-wee*. Petunia Dursley is talking to her 11-year-old son as if he were a baby, she is clearly slobbering over him which shows us her overprotective attitude and evident blindness in terms of his character.
- *Atta boy, Dudley!* – a variant of pronouncing "That's the boy!", a cry of encouragement, especially to children and pet dogs.
- *What about what's-her-name – Yvonne?* – used for referring to a woman or girl when you cannot remember or do not know her name. It can be translated into Russian as «как её там...»
- *Boa constrictor* (удав обыкновенный) is a large, heavy-bodied species of snake. It is a member of the family *Boidae* found in North, Central, and South America, as well as some islands in the Caribbean.
- *Cupboard* – although most dictionaries give a definition for this word as ‘a tall piece of furniture, usually attached to a wall and used for storing things, with shelves inside and one or two doors at the front’ and is translated into Russian as *сервант, шкаф* it is important to know that in British English specifically a cupboard means ‘a very small room with no windows used for storing things’. The American word for this room is *closet*.



CHAPTER III



The Letters from No One

1. Answer the questions about the content of the chapter.

1. What kind of an unexpected thing happened in Harry's life during summer holidays?
2. What coat of arms was the seal on the envelope bearing? What animals were there?
3. Why doesn't Uncle Vernon want Harry to read the letters sent to him? What was different about the second letter which was brought to Harry?
4. Describe the Dursley's house in details.
5. What did Harry decide to do on Thursday? What did Uncle Vernon do to prevent his nephew from getting his letter?
6. In what possible ways did the letters try to get to their addressee on Friday, on Saturday and on Sunday?
7. What kind of a firm measure did Uncle Vernon decide to take? What kind of place did they arrive at? Did it help?
8. What was the final destination of the Dursleys and Harry? Describe the place and the atmosphere in details.
9. What was special about Tuesday?
10. How did the chapter end? Did it make you want to go on reading? Did it capture your imagination?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

crutches (n., Pl.), sink (n.), dye (v.), doormat (n.), poke (v.), dodge (v.), twang (v.), whelk (n.), slam (v.), keyhole (n.), dangle (v.), mutter (v.), air-rifle (n.), bawl (v.), strangled (adj.), squashy (adj.), sleeping bag (n.), tuft (n.), nightfall (n.), howl (v.), outskirts (n.), musty (adj.), stale (adj.), timidly (adv.), suspension bridge (n.), coat-hanger (n.), gleefully (adv.), seaweed (n.), crisps (n.), shrivel (v.), filthy (adj.), mouldy (adj.), lumpy (adj.), curl up (v.), rumble (v.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- to be fond of something
- maroon tailcoat
- orange knickerbockers
- to say gruffly
- to burst into tears
- yellowish parchment
- to bear a coat of arms
- to rip the bill open
- to snort in disgust
- to be on the point of doing something
- (not) to be used to being ignored
- to take somebody by the scruff of one's neck
- to say in a quivering voice
- to stamp something out
- to whack somebody with a stick
- to tread on something
- to shuffle off miserably
- to tear a letter into pieces
- to get out of hand
- That does it
- to make a grab for something
- ploughed field
- to ask dully
- miserable little shack
- to rage ferociously (about storm)

4. Do you know the rules of the formal and informal letter writing? Pay attention to the address of the letter Harry was so desperate to get in the chapter.

Mr. H. Potter
The Cupboard under the Stairs
4 Privet Drive
Little Whinging
Surrey

What is the right order of writing an address? What comes first? Write an informal letter of your own (100-150 words) telling your pen-friend your impressions about the first chapters of “Harry Potter and the Philosopher’s Stone”.

DISCUSSION POINTS



❖ How can you explain Uncle Vernon’s weird behavior? Is leaving an effective means of solving problems? Suggest how else Uncle Vernon could prevent Harry from reading his letter and substantiate your point of view.

- ❖ Have you ever received a letter from an unknown person? What would you feel if this happened?
- ❖ Do you consider paper letters a thing of the past since everyone uses e-mails these days? What's your opinion on this one? When was the last time you sent a real letter?
- ❖ Some think that there's special magic in keeping paper letters. State pros and cons of paper letters and e-mails.
- ❖ Do you consider such endings of the chapters, when something extraordinary and breathtaking happens in the very last passage (*'The whole shack shivered and Harry sat bolt upright, staring at the door. Someone was outside, knocking to come in.'*) an author's attempt to heighten the reader's interest? Does it always work? Dwell on the topic, share your ideas and possible examples.

5. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) Ученики «Вонингса» носили темно-бордовые фраки, оранжевые бриджи и плоские соломенные шляпы, которые называются канотье. Еще они носили узловатые палки, которыми колотили друг друга за спинами учителей. Считалось, что это хорошая подготовка к взрослой жизни.
- 2) Конверт с письмом, которое получил Гарри, был тяжелым и толстым, сделанным из желтоватого пергамента. Марки на нём не было, зато адрес на был написан изумрудно-зелеными чернилами. Также конверт был запечатан пурпурной восковой печатью, украшенной гербом, на котором были изображены лев, орел, барсук и змея, а в середине – большая буква «X».
- 3) Дядя Вернон разорвал конверт, вытащил из него счет, недовольно засопел и начал изучать открытку.
- 4) Гарри уже собирался развернуть своё письмо, когда дядя Вернон вырвал пергамент из его рук. Кузен Дадли, наблюдавший всё это, не привык, чтобы его игнорировали и стукнул отца по голове своей узловатой палкой, а затем попытался схватить письмо. «С меня довольно. Вон!» - взревел дядя Вернон

и, схватив за шиворот сначала Дадли, а потом Гарри, выволок их в коридор и захлопнул за ним дверь кухни.

- 5) На кухне тетя Петунья дрожащим голосом говорила что-то о письме Гарри Поттера. Дядя Вернон напомнил ей, что они поклялись положить конец некой опасной чепухе ещё тогда, когда согласились взять Гарри в дом.
- 6) Ситуация начала выходить из-под контроля. Дадли пребывал в состоянии шока. Накануне он орал во все горло, колотил отца новой дубинкой, давился, пинал мать и подкидывал вверх свою черепаху, разбив ею стеклянную крышу оранжереи, но ему так и не вернули его вторую комнату.
- 7) Гарри наступил на что-то большое и мягкое, лежащее на коврик у двери. Это оказался дядя Вернон, который всеми возможными способами пытался не дать Гарри прочитать письмо. Гарри грустно поплелся прочь.
- 8) Дурсли и Гарри покинули Тисовую улицу. Сначала Дядя Вернон завез их в чащу леса, а затем к распаханному полю, на подвесной мост и на верхний этаж многоярусной автомобильной парковки. Дадли уныло спросил свою мать, не сошел ли отец с ума. В конце концов они оказались в убогой маленькой хижине на вершине скалы. За окном неистовствовал ураган.

COMMENTARIES TO THE CHAPTER



- *Little Whinging, Surrey* – Little Whinging is a fictitious town, although the county Surrey ['sʌri] is real and located in the south east of England. Alison Lurie, an American novelist and academic, noted in the New York Review of Books that Little Whinging's name is "a joke that American readers may not get: we would call the place Little Whining".



CHAPTER IV

The Keeper of the Keys



1. Answer the questions about the content of the chapter.

1. Who came to deliver a letter to the shack?
2. Who is Rubeus Hagrid? Why does he arrive at the shack on a rock in the sea?
3. What did Hagrid do to Uncle Vernon's gun?
4. What does this chapter say about Aunt Petunia's character?
5. Why did Aunt Petunia and Uncle Vernon hide Harry's secret from him?
6. Why did Hagrid give Dudley a pig's tail?
7. Why does Hagrid get so mad at the Dursleys?
8. How did Harry get a scar on his forehead?
9. What were a couple of things Harry could remember about the night Voldemort had killed his parents and tried to kill him?
10. Are the Dursleys happy with Harry going to Hogwarts School of Witchcraft and Wizardry? Why?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

cannon (n.), skid (v.), tangled (adj.), glint (v.), squeak (v.), crouch (v.), rasping (adj.), prune (n.), overcoat (n.), squashed (p.p.), icing (n.), enormous (adj.), damp (adj.), flickering (adj.), chipped (p.p.), amber (adj.), swig (n.), sizzling (adj.), poker (n.), fidget (v.), gulp (n.), bark (v.), cower (v.), quail (v.), forbid (v.), stammer (v.), scribble (v.), folk (v.), dratted (adj.), freak (n.), abnormal (adj.), scuttle (v.), reckon (v.), tosh (n.), battered (adj.), chase (v.), ridiculous (adj.), youngsters (n.), crackpot (adj.), kip (v.), wriggle (v.), dormouse (n.)

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- | | |
|------------------------------|--------------------------------|
| • shaggy mane | • to leap to one's feet |
| • to squeeze one's way | • to cower against the wall |
| • to stride over to smth/smb | • to wave one's hand |
| • to bend down | • to go pale |
| • to be ashen-faced | • to run one's fingers |
| • to lay eyes on smth/smb | • to fix somebody with a stare |

- to stamp out
- to ask urgently
- to take over
- to stand up to somebody
- to come to a close
- to watch somebody sadly
- to bide time
- to cast a sideways look
- to make out something
- to be frozen with fear
- to bend into a knot
- to turn one's back on
- to hold out a hand
- to take a swig from a bottle
- to make tea
- to take eyes off something
- to shrink back

- to find one's voice
- to quail under somebody's look
- to give somebody a look
- to give a gasp of horror
- Go boil your head
- to put a stop to something
- to draw a deep breath
- If you please
- to get blown up
- to be landed with something
- to be taking over
- to get somebody out the way
- to blow one's nose
- to make a clean job of something
- for a change
- to go too far
- to lose one's temper

4. Pay attention to the layout of the formal letter provided in the chapter.

Find corresponding Russian equivalents for the following clichés:

- *Dear Mr.*
- *We are pleased to inform you that...*
- *Please find enclosed...*
- *We await your ... no later than ...*
- *Yours sincerely*

5. Write a formal letter applying for Hogwarts. Do not forget to follow the appropriate layout and use some of the abovementioned clichés. Use the letter from the chapter as an example.

COMMENTARIES TO THE CHAPTER



- ***Gallopin' Gorgons!*** – the Gorgon is a creature from Greek mythology. The exclamatory used here was invented by Rowling to sound appropriately magical.
- ***'Now, yer mum an' dad were as good a witch an' wizard as I ever knew. Head Boy an' Girl at Hogwarts in their day!*** – a head boy and a head girl are the terms commonly used in the British education system. These are older male

and female students in a British school who are chosen to have special duties and to represent the school.



CHAPTER V

Diagon Alley



1. Answer the questions about the content of the chapter.

1. Why was it so difficult for Harry to believe everything that had happened the day before was true?
2. What things were there in Hagrid's coat?
3. What is Gringotts? What was Hagrid's opinion of it?
4. What were Hagrid and Harry discussing while on the boat? What new thing did Harry find out about the magical world?
5. Name everything that was on the list of things Harry needed for studying at Hogwarts. Do you often make shopping lists? Why? Why not?
6. What was the reminder for the parents of future Hogwarts students?
7. What kind of place was the Leaky Cauldron? What kind of treatment did Harry get there? Who did he meet?
8. What was the right way to get to Diagon Alley? What kinds of shops were there?
9. Describe the appearance of a goblin in details.
10. How was one supposed to get to the vaults in Gringotts?
11. Who did Harry get acquainted with at *Madam Malkin's Robes for All Occasions*? Was it a pleasant encounter?
12. Where did Hagrid and Harry go next and what did they buy?
13. Why does it take so long for Harry's wand to choose him when he visits Ollivanders in Diagon Alley? What is special about his wand? Why does Ollivander say, 'The wand chooses the wizard'?
14. How does Harry feel at the end of the day? Why?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

swell (v.), slug pellets (n.), pouch (n.), spell (n.), enchantment (n.), prophet (n.), bungler (n.), pelt (v.), passer-by (n.), pant (v.), stitch (n.), unfold (v.), broomstick (n.), leaky (adj.), cauldron (n.), grubby-looking (adj.), sherry (adj.), pipe (n.), gummy (adj.), walnut (n.), buzz (n.), chatter (n.), puff (v.), babble (n.), walled (adj.), courtyard (n.), cobbled (adj.), apothecary's (n.), spleen (n.), eel (n.), swarthy (adj.), treasure (n.), eyeglass (n.), dog-biscuit (n.), vault (n.), marble (n.), torch (n.), cart (n.), hurtle (v.), stalagmite (n.), stalactite (n.), pile (v.), ravine (n.), fabulous (adj.), infernal (adj.), mauve (adj.), footstool (n.), curse (v.), slimy (adj.), minuscule (adj.), scoop (n.), prickle (v.), swishy (adj.), mahogany (adj.), oak (n.), bendy (adj.), tape measure (n.), substance (n.), heartstrings (n.), unicorn (n.), phoenix (n.), beechwood (n.), flexible (adj.), ebony (adj.), holly (n.), supple (adj.), gawp (v.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- to scramble to one's feet
- to snap beak fiercely
- mint humbug
- to give smb a sideways look
- to yawn loudly
- to clamber up the stone steps
- silver fastening
- pewter cauldron
- glass phial
- brass scales
- to come to halt
- to be all of a flutter
- to stammer
- to look terrified at the very thought of something
- to get first-hand experience
- low soft hooting
- to be stacked with something
- tottering piles of spell books
- to take heed of something
- to say importantly
- to say mysteriously
- at the very least
- to long to do something
- to slip off for a pick-me-up
- bored drawling voice
- to be dead useful
- to find a perfect match

DISCUSSION POINTS



❖ Do you know the real difference between a stalagmite and a stalactite? What was Hagrid's idea of it?

❖ Can you recall the monetary system of the magical world which Hagrid explained to Harry? What about the real monetary system in the United Kingdom? What about their banknotes and coins? Compare the monetary system in the UK and in our country.

- ❖ When Harry first meets Malfoy at Madam Malkin's in Diagon Alley, he reminds him of Dudley. How are Dudley and Draco alike? How are they different?
- ❖ Examine the difference between the language used by Hagrid and that of the other characters. Suggest reasons why the author has chosen to have Hagrid speak in this way.

4. Select a section of Hagrid's speech from Chapter 5 and rewrite it in Standard English, as either an individual activity or a group construction. Read or 'perform' the two versions for the class. Discuss which version is the most effective and why.

5. State the meaning of the following words and provide their synonyms.

to mutter; to wriggle; bloke

6. Find and translate all the adjectives which bear the characteristic of a wand. Not all of them are stated in the exercise 2. Find them all!

e.g. *swishy* – хлѣсткая

7. Name all the materials mentioned in the chapter and remember the context they are used in.

e.g. *silver fastening, pewter cauldron...*

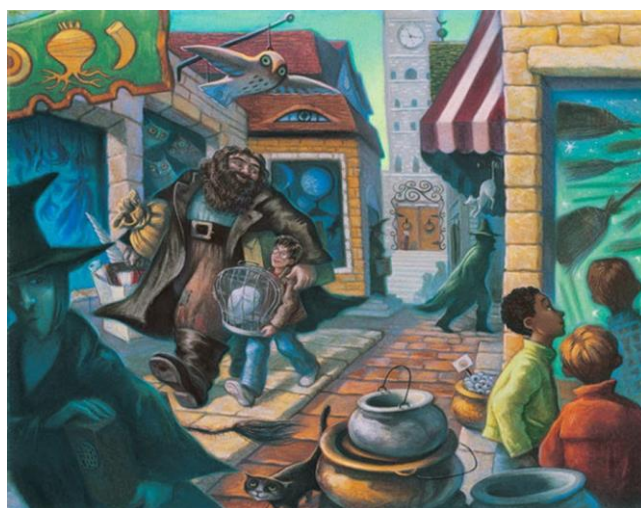
8. Already knowing some translation transformations from commentaries to the previous chapters, can you comment on the following?

- *Diagon Alley* – Косой переулок (И.В.Оранский), Диагон-аллея (М.В.Спивак);
- *Leaky Cauldron* – Дырявый котёл (И.М.Оранский, М.В.Спивак);
- *Arsenius Jigger* – Жиг Мышьякофф (И.В.Оранский), Арсениус Джиггер (М.В. Спивак);
- *Griphook* - Крюкохват (И.В.Оранский), Цапкрюк (М.В.Спивак);
- *Bathilda Bagshot* - Батильда Бэгшот (И.В.Оранский), Батильда Жукпук (М.В.Спивак);

9. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) Гарри вскочил на ноги, счастливый, словно проглотил воздушный шар. В комнату влетела сова, уронила газету на Хагрида, спикировала на пол и набросилась на его куртку. Мальчик замахал руками, чтобы прогнать птицу, но она яростно щелкнула клювом и продолжала терзать куртку.
- 2) Хагрид покосился на Гарри и заметил, что глупо было бы грести самому. Мальчик, которому не терпелось увидеть хоть что-нибудь магическое, немедленно согласился.
- 3) Хагрид и Гарри поднялись по каменным ступеням и оказались на улице. Прохожие во все глаза смотрели на Хагрида, когда они шли к станции через этот маленький городок.

4) На листке пергамента было указано, что первокурсникам необходимо иметь множество различных вещей. В их число входили книги, три простых рабочих мантии, остроконечная черная шляпа, зимний плащ с серебряными застежками, а также оловянный котел стандартного размера, комплект стеклянных флаконов, телескоп, медные весы и волшебная палочка.



- 5) Они остановились у «Дырявого котла», который оказался крошечным и невзрачным пабом. Для известного места он был очень темным и обшарпанным. Внутри появление Гарри вызвало настоящий фурор - в баре неожиданно повисла тишина. Старый бармен Том пристально уставился на него, Дорис Крокфорд дрожала от волнения, шляпа Дедалуса Диггла слетела с его головы, а профессор Квиррелл начал заикаться.

- 6) Услышав о вампирах, профессор Квиррелл нервно рассмеялся и выглядел так, будто его пугала сама мысль о вампирах. Хагрид назвал Квиррела талантливым, но несчастным парнем и пояснил, что однажды профессор ушел в годичный отпуск, чтобы набраться опыта. Тогда он встретил в Черном Лесу вампиров и ведьму и с тех пор совершенно изменился. Теперь он боится как студентов, так и собственного предмета.
- 7) В Косом переулке было множество любопытных магазинчиков: здесь были магазины, которые торговали мантиями, телескопами и странными серебряными инструментами, каких Гарри никогда не видел. Витрины магазинов были забиты покачивающимися стопками книг заклинаний, -птичьими перьями и свитками пергамента, бутылками с волшебными зельями и глобусами Луны, а из одного мрачного на вид магазина доносилось тихое, мягкое уханье – там продавали сов.
- 8) Выгравированные на дверях «Гринготтса» строчки предупреждали, что незнакомцам следует остерегаться порока жадности, ведь за него полагается ужасное наказание. Хагрид важно и слегка загадочно сообщил гоблину-служащему, что ему нужно забрать некое Вы-Знаете-Что из сейфа семьсот тринадцать.
- 9) В сейфе номер семьсот тринадцать Гарри ожидал увидеть по меньшей мере дорогие драгоценности, но там оказался всего-навсего маленький невзрачный сверток из коричневой бумаги. Мальчик очень хотел знать, что в нем, но понимал, что спрашивать не стоит.
- 10) После ещё одной бешеной гонки на тележке Хагрид выглядел слегка нездоровым, поэтому Гарри не возражал, когда тот ускользнул, чтобы пропустить стаканчик. Гарри пришлось одному идти в магазин Мадам Малкин, приземистой улыбчивой волшебницы в розовато-лиловых одеждах. В магазине он познакомился с бледным мальчиком с заостренным лицом, который говорил с манерной медлительностью.
- 11) Совы крайне полезны для учащихся в Хогвартсе, так как разносят почту. Гарри уже получил сову в подарок от Хагрида и теперь перед ним

стояла трудная задача – приобрести волшебную палочку. Мистер Олливандер пообещал ему подобрать идеально подходящую.

GRAMMAR NOTES



1) *One Thousand Magical Herbs and Fungi* – a plural form of a word “fungus” which is Latin for “mushroom”. As we already know, some nouns borrowed from other languages keep their foreign plural forms.

2) *I hate them Gringotts carts = I hate these Gringotts carts*. Sometimes one can see the use of “them” instead of demonstrative pronouns “these” or “those”. It’s an ungrammatical, non-standard usage which can be found in some dialects of English or used by people with a lack of proper education.

COMMENTARIES TO THE CHAPTER



- *Blimey, Harry...* – [ˈblaɪmɪ] a short form of “God blind me!”, an informal British exclamation of surprise or bewilderment; can be translated into Russian as «Вот это да!», «Да ты что!», «Батюшки», «Ну и ну!».
- *Crikey, I'd like a dragon.* – [ˈkraɪki] an informal British exclamation of surprise, excitement or annoyance; can be translated into Russian as «Боже мой», «Ну и ну!», «Вот так да!».
- *The Underground* = the London Underground, or the Tube, a public transit system serving Greater London and some adjacent parts of the counties of Buckinghamshire, Essex and Hertfordshire.
- *Bless my soul* = *God bless my soul!*, an old-fashioned expression of surprise or pleasure; can be translated as «О Боже!», «Господи!», «Клянусь богом!».



CHAPTER VI

The Journey from Platform Nine and Three-Quarters



1. Answer the questions about the content of the chapter.

1. What was Harry's last month with the Dursleys like?
2. Why did the Dursleys leave the train station laughing?
3. What did Harry do when he realised he had no idea how to get to the platform and whether it existed at all?
4. Did Harry get to the platform 9 $\frac{3}{4}$ after all? How did he do that? Who helped him?
5. Describe the atmosphere at the platform. Find verbal proof in the chapter.
6. Who did Harry sit by on the train?
7. Name all the sweets that a woman with a trolley was offering. What do you think they taste like? Do you often buy sweet snacks? Do they really still hunger? If not, what is the point of eating them while travelling?
8. What was special about Chocolate Frogs? What a new personality did we find out about thanks to them?
9. Who else did Harry encounter on the train? Were all of these encounters pleasant? What person from the previous chapters did Harry meet again on the train?
10. What did we find out about Ron's family?
11. What happens to wizards and witches in photographs?
12. What do Ron's elder brothers do?
13. Describe Harry's first impression of the castle. How did the future first-years get to it? Who led them to the place?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

hoover (v.), tick off (v.), puncture (n.), ruddy (adj.), change (v.), dump (v.), trunk (n.), trolley (n.), guard (n.), time-waster (n.), ticket box (n.), plump (adj.), swarm (v.), rucksack (n.), gangling (adj.), freckles (n.), wrought-iron (n.), hoot (v.),

disgruntled (adj.), compartment (n.), chorus (v.), ickle (adj.), billowing (adj.), badge (n.), prefect (n.), term (n.), goggle (v.), tarantula (n.), voice (v.), liquorice (n.), chamber music (n.), tenpin bowling (n.), astonishment (n.), stray (v.), nibble (v.), bossy (adj.), whiskers (n.), thickset (adj.), mean (adj.), tinge (n.), sniffy (adj.), lurch (v.), cram (v.), throng (v.), turret (n.), harbour (n.), passageway (n.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- to keep to one's room
- to give a lift
- to talk rubbish
- to pace a room
- to stride away
- to swing around
- Want a hand?
- to wriggle free
- to say fondly
- to keep one's hair on
- to blurt out
- to live up to
- to take a large bite out of something
- Help yourself
- to look tearful
- to look taken aback
- extra books for background reading
- to feel dazed
- to take one's mind off something
- to look dumbfounded
- to give a slight cough
- to behave childishly
- to cry blissfully

DISCUSSION POINTS



- ❖ Why do you think J.K. Rowling chose train as a way of getting to Hogwarts instead of something more magical, e.g. magic carpets or a portal? What other magical ways of getting to some places can you come up with? Share your ideas.
- ❖ Have you ever failed to find the place you were looking for as Harry did at King's Cross? What should one do in situations like these?
- ❖ Step into the shoes of the guard who was asked about the platform 9 $\frac{3}{4}$. How would you react if some strange little boy being alone approached you with such a question? Would you look for his parents? Would you tell him to stop bothering you and leave?
- ❖ What do you think it is like, to grow up in a large family like the Wheasleys? What are positive and negative sides of this? Do you have any siblings? If you do, do you get along well?

- ❖ Do you collect things like Ron does with Chocolate Frog cards? If you do, what is it? Do you consider collecting a nice hobby?

4. Watch the snippet of the movie “Harry Potter and the Philosopher’s Stone” featuring Harry and Ron’s first meeting on the train. Fill in the gaps.

Ron: Excuse me, do you mind? Everywhere else is _____.

Harry: Not at all.

Ron: I'm Ron, _____! Ron Weasley.

Harry: I'm Harry. Harry Potter.

Ron: SO it's true! DO you really have the... the...

Harry: The _____?

Ron: The scar?

Harry: Oh!

Ron: _____!

The woman: Anything _____ the trolley dears?

Ron: No, thanks, I'm _____.

Harry: We'll take the _____!

Ron: Woah!

Harry: Bertie Bott's Every Flavor Beans?

Ron: They mean every flavor! There's chocolate, _____ and also, _____, and _____. George swears he got boogie _____ one once.

Harry: These aren't real frogs are they?

Ron: It's just a spell. But it's the _____ you want. Each pack's got a famous witch or wizard. I got about _____. Watch it! That's _____. They've only got one good jump in them to begin with.

Ron: I've got Dumbledore!

Ron: I've got about 6 of him.

Harry: Hey, he's gone!

Ron: Well you can't expect him to _____ all day, can you? This is Scabbers, by the way. _____, isn't he?

Harry: Just a little bit.

Ron: Fred gave me a spell to turn him yellow. Want to see?

Harry: Yeah!

Ron: Ahem... Sunshine...

Hermione Granger: Has anyone seen a toad? A boy named Neville's has one.

Ron: No.

Hermione Granger: Oh, are you doing magic? Let's see then.

Ron: Ahem.

Sunshine, Daisies, Butter, _____

Turn this stupid fat rat yellow.

Hermione Granger: Are you sure that's a real spell? Well, it's not very good

is it? Of course, I've only tried a few simple ones myself but they've all worked for me. For example: *Oculus Reparo*. That's better, isn't it? _____
_____! You're Harry Potter! I'm Hermione Granger. And you are...?

Ron: I'm Ron Weasley.

Hermione Granger: Pleasure. You two better change into your robes. I expect we'll be arriving soon. You've dirt on your nose by the way. Just there.



➤ **BE CREATIVE!**

Act out the dialogue «Harry gets acquainted with Ron in the train».

5. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) В последний месяц жизни на Тисовой улице Гарри почти не выходил из комнаты. Это тяготило его, и он то и дело ходил по комнате взад и вперёд. Когда наконец настал день отъезда в Хогвартс, мальчик набрался смелости и попросил дядю Вернона подбросить его на Кингс-Кросс. Услышав о платформе девять и три четверти, дядя Вернон засмеялся и сказал ему не говорить ерунды.
- 2) Гарри повернулся и увидел рыжеволосого мальчика, который вывернулся из объятий своей матери и слегка кашлянул. Когда женщина увидела, что Гарри пялится на них, она спросила не нужна ли ему помощь и с нежностью сказала ему не волноваться.

- 3) Сболтнув (выпалив) историю о том, что он шестой сын в семье, Рон признал, что ему тяжело оправдать ожидания своих родителей.
- 4) Как только Рон откусил большой кусок тыквенного пирожка, к ним в купе постучал круглолицый мальчик, выглядевший так, будто бы был готов расплакаться. Гарри и Рон были захвачены врасплох.
- 5) Рон захотел произвести впечатление на знаменитого мальчика, поэтому повел себя по-детски, решив наложить заклинание на свою крысу и перекрасить ее в желтый цвет.
- 6) Гарри выглядел потрясенно и чувствовал себя, по меньшей мере, пораженным тем фактом, что Гермиона прочитала о нем в одной из книг для дополнительного чтения.

GRAMMAR NOTES



1) ...*'Hullo, dear,' she said. 'First time at Hogwarts? Ron's new, too.'*
 – “Hullo” is an alternative form of saying “Hello” in British English.

2) *Hungry, are you? = You are hungry, aren't you?* – another example of an elliptical sentence when a part of the sentence is omitted.

COMMENTARIES TO THE CHAPTER



▪ *King's Cross railway station* is a major London railway terminus which opened in 1852 on the northern edge of central London. King's Cross is the southern terminus of the East Coast Main Line, providing high speed inter-city services to Yorkshire, the North East and Scotland. King's Cross features in the Harry Potter books, by J. K. Rowling, as the starting point of the Hogwarts Express to the Hogwarts School of Witchcraft and Wizardry. The train uses a secret platform 9³/₄ accessed through the brick wall barrier between platforms 9 and 10. Platforms 9 and 10 are in a separate building from the main station, and they are separated by two intervening tracks. Rowling intended the location to be in the main part of the station, but she misremembered the platform numbering. In a 2001 interview, she indicated that she had confused King's Cross with Euston, but platforms 9 and 10 at Euston are also separated by two tracks.

- *...Oh, are you a Prefect, Percy?* - a prefect is a student who has been given extra authority and responsibilities.
- *Crikey, I'd like a dragon.* – ['kraiki] an informal British exclamation of surprise, excitement or annoyance; can be translated into Russian as «Боже мой», «Ну и ну!», «Вот так да!».
- *...I've got about five hundred, but I haven't got Agrippa or Ptolemy.* – Heinrich Cornelius Agrippa von Nettesheim. Claudius Ptolemy was a Greco-Egyptian writer, known as a mathematician, astronomer, geographer, astrologer, and poet of a single epigram in the Greek Anthology.
- *Morgana* – Morgan le Fey is a powerful enchantress in the Arthurian legend.
- *Clíodna* - In Irish mythology, Clíodhna is a Queen of the Banshees of the Tuatha Dé Danann. Cleena of Carrigcleena is the potent banshee that rules as queen over the sidheog (fairy women of the hills) of South Munster, or Desmond. She is the principal goddess of Ireland. In some Irish myths, Clíodhna is a goddess of love and beauty. She is said to have three brightly coloured birds who eat apples from an otherworldly tree and whose sweet song heals the sick.



CHAPTER VII

The Sorting Hat



1. Answer the questions about the content of the chapter.

1. Who met the first-years and what did this person tell them about Hogwarts?
2. Describe the Great Hall in details.
3. The Sorting Hat sings a song at the start-of-term banquet. What does it say about the members of the four houses at Hogwarts – Gryffindor, Hufflepuff, Ravenclaw and Slytherin?
4. What House did Harry, Ron and Hermione end up in? What did the Sorting Hat tell Harry about his personality?
5. What speech did Albus Dumbledore deliver to his students? Can you translate and explain the meaning of each word?
6. Name all the dishes on the banquet table. Which one would you personally prefer?
7. Who was the ghost in the ruff? What was his full name and a nickname? What did he and Harry talk about?
8. Who was a hook-nosed teacher?
9. What kind of start-of-term notices did Dumbledore give to his new students?
10. Was the Hogwarts' school song unusual? Why?
11. Where did the children go after the banquet?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

stern (adj.), chamber (n.), dormitory (n.), outstanding (adj.), rule-breaking (n.), flatten (v.), foot (n.), pearly-white (adj.), transparent (adj.), glide (v.), ruff (n.), mutely (adv.), candle (n.), goblet (n.), lantern (n.), velvety (adj.), bowler (n.), cap (v.), dwell (v.), cunning (adj.), quick-witted (adj.), sandy-haired (adj.), declare (v.), turban (n.), nitwit (n.), blubber (n.), oddment (n.), tweak (n.), treacle tart (n.), chocolate éclair (n.), trifle (n.), meringue (n.), sallow (adj.), caretaker (n.), bellow (v.), cross-legged (adj.), scramble (v.), cosy (adj.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- a flagged stone floor
- a start-of-term banquet
- to be awarded something (about the House Cup)
- to smarten oneself up
- to give a horrible jolt (about the heart)
- a strange splendid place
- a patched frayed hat
- to get in a flap
- to burst into applause
- to look an unpleasant lot
- a nice thirst to prove oneself
- to catch one's eye
- to give somebody thumbs-up
- to say pompously
- to say airily
- to pile one's plate with something
- to look extremely miffed
- in a row
- a gaunt face
- to be particularly interested in something
- to start small
- to become fixed (about a smile)
- hanging tapestries
- ickle firsties

DISCUSSION POINTS



- ❖ Harry thinks 'Not Slytherin' when he is being sorted. What does this tell you about him as a person?
- ❖ Which of the houses at Hogwarts would you like to be in? Explain why. Then visit pottermore.com and see whether you got it right or not! Share the results with your groupmates.

4. Did you have a school song? What was it like? Share your memories with the group.

➤ **BE CREATIVE!**

Compose your own song featuring your group. Aim for a similar length of a dozen lines and similar rhyme scheme. You could get musicians among the group to produce a simple score for it or use some popular tune as an instrumental.

5. Comment on the following transformations.

- *Sir Nicholas de Mimsy-Poprington* – сэр Николас де Мимси-Дельфингтон (И.В.Оранский), сэр Николас де Мимси-Порпиньон (М.В.Спивак);

- *Fat Friar* – Толстый Проповедник (И.В.Оранский), Жирный Монах (М.В.Спивак);
- *The Sorting Hat* – Распределяющая Шляпа (И.В.Оранский), Шляпа-сортировщица (М.В.Спивак);
- *Griffyndor* – Гриффиндор (И.В.Оранский, М.В.Спивак);
- *Hufflepuff* – Пуффендуй (И.В.Оранский), Хуффльпуфф (М.В.Спивак);
- *Ravenclaw* – Когтевран (И.В.Оранский), Равенкло (М.В.Спивак);
- *Slytherin* – Слизерин (И.В.Оранский, М.В.Спивак);

6. Take a look at two Russian translations of the Sorting Hat's song and analyse them. What has been preserved and what has been changed? Which one do you consider the most accurate? Why?

Перевод И. В. Оранского

Может быть, я некрасива на вид,
 Но строго меня не судите.
 Ведь шляпы умнее меня не найти,
 Что вы там ни говорите.
 Шапки, цилиндры и котелки
 Красивей меня, спору нет.
 Но будь они умнее меня,
 Я бы съела себя на обед.
 Все помыслы ваши я вижу насквозь,
 Не скрыть от меня ничего.
 Наденьте меня, и я вам сообщу,
 С кем учиться вам суждено.
 Быть может, вас ждет
 Гриффиндор, славный тем,
 Что учатся там храбрецы.
 Сердца их отваги и силы полны,
 К тому ж благородны они.
 А может быть,
 Пуффендуй ваша судьба,
 Там, где никто не боится труда,
 Где преданны все, и верны,
 И терпенья с упорством полны.
 А если с мозгами в порядке у вас,
 Вас к знаниям тянет давно,
 Есть юмор и силы гранит грызть наук,
 То путь ваш - за стол Когтевран.
 Быть может, что в Слизерине вам
 суждено
 Найти своих лучших друзей.
 Там хитрецы к своей цели идут,
 Никаких не стесняясь путей.
 Не бойтесь меня, надевайте смелей,

Перевод М. В. Спивак

Может, я не хороша,
 Но по виду не судите,
 Шляпы нет умней меня
 Хоть полмира обойдите.
 Круглобоки котелки,
 А цилиндры высоки,
 Зато мне при сортировке
 Нету равных по сноровке.
 Для меня нет в мире тайны,
 Ничего не утаить,
 Как наденешь — так узнаешь,
 Где тебя должны учить.
 Может, в «Гриффиндор» дорога,
 По ней храбрые идут,
 Им и доблесть, и отвага
 В веках славу создают,
 В «Хуффльпуфф» не попадете
 Если глупы, нечестны,
 Хуффльпуффцы все в почете,
 Знамени труда верны,
 Старый мудрый «Равенкло»
 Примет быстрого умом,
 Если любит кто учебу,
 Там найдет свою дорогу,
 Или, может, в «Слизерине»,
 Вы отыщете друзей,
 Они хитростью поныне
 К цели движутся своей.
 Так наденьте меня и не бойтесь!
 Вы в надежных руках, успокойтесь,
 (Хотя рук-то и нет у меня),
 Зато думать умею я!

И вашу судьбу предскажу я верней,
Чем сделает это другой.
В надежные руки попали вы,
Пусть и безрука я, увы,
Но я горжусь собой.

7. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) Новоиспеченные первокурсники прошли за профессором Макгонагалл по вымощенному булыжником полу. Профессор поприветствовала их и сообщила, что банкет по случаю начала семестра вот-вот начнётся. Она также рассказала детям о четырёх факультетах Хогварства и о том, что в конце года факультет, набравший наибольшее количество очков, будет награжден Кубком факультета, что является большой честью.
- 2) Церемония отбора должна была начаться через несколько минут в присутствии всей школы. Строгая профессор посоветовала первокурсникам привести себя в порядок, пока у них есть немного времени. В ожидании неизвестного дети запаниковали – их сердца бешено заколотились.
- 3) Гарри даже представить себе не мог, что на свете существует такое красивое и странное место, как Большой Зал Хогвартса. Он был освещен тысячами свечей, плавающих в воздухе над четырьмя длинными столами, за которыми сидели ученики. Столы были заставлены сверкающими золотыми тарелками и кубками. На табурете перед первокурсниками лежала ужасно грязная, потертая шляпа в заплатках. После того, как она исполнила песню, зал взорвался аплодисментами.
- 4) Распределяющая Шляпа хотела отправить Гарри Поттера в Слизерин, так как увидела в нём много смелости, неплохой ум, талант и похвальное желание проявить себя. Однако Гарри совершенно не хотелось туда, так как после того, что он слышал о Слизерине, все, кто попадал туда и кто сидел за их столом, казались ему неприятными личностями.

5) После того, как Гарри отправили в Гриффиндор, ему аплодировали громче всех. Староста Перси вскочил со своего стула и энергично пожал Гарри руку, а близнецы Фред и Джордж вопили «С нами Поттер!». В самом углу сидел Хагрид, который, поймав взгляд Гарри, показал ему большой палец.

6) Рассеянный Перси предложил Гарри жареной картошки. Увидев на одном столе так много своих любимых блюд, Гарри поначалу замер от изумления, а затем положил в свою тарелку всего понемому, за исключением мятных леденцов.

7) Рыжеволосый Симус Финниган бестактно поинтересовался, как можно быть почти безголовым.

Сэр Николас выглядел чрезвычайно оскорбленным, словно беседа зашла не туда, куда ему хотелось бы.



8) Кровавый Барон

оказался жуткого вида привидением с выпученными пустыми глазами, угрюмым лицом и в одеждах, запачканных серебряной кровью. Барон сидел рядом с Драко Малфоем, который явно был не в восторге от такого общества.

9) Перси Уизли с важным видом рассказывал Гермионе Грейджер о предстоящих занятиях. Гермиона особенно интересовалась трансфигурацией, но Перси сказал, что они будут всего лишь начинать с малого.

10) Когда Дамблдор прокричал, что пришло время спеть гимн школы, Гарри заметил, что улыбки учителей стали слегка неестественными.

GRAMMAR NOTES



... *The Harry Potter?*... – we do not normally use a definite article the before personal names, but we can if we intend to put an emphasis or refer

to some well-known person bearing this name. We can translate this article into Russian with the words «ТОТ САМЫЙ», as here: «Тот самый Гарри Поттер?»»

COMMENTARIES TO THE CHAPTER



- *...For I'm a Thinking Cap!* – a reference to the idiom *to put one's thinking cap on* meaning “to start thinking seriously about something”.
- *Off you trot = Off you go!*, т.е. «Марш отсюда!»; to trot off – удалиться рысью, рысцой.



CHAPTER VIII

The Potions Master



1. Answer the questions about the content of the chapter.

1. Why was finding classrooms difficult at Hogwarts?
2. What was the first object the students tried to transfigure?
3. How did Professor Snape feel about Harry?
4. Which student seemed to know all the answers in class?
5. Which writing tool did the students use at Hogwarts?
6. How is the mail delivered at Hogwarts?
7. What did Harry and Ron read about at Hagrid's cottage?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

queue (v.), rickety (adj.), tickle (v.), solid (adj.), rug (n.), dungeon (n.), scrawny (adj.), passageway (n.), greenhouse (n.), fungi (n., Pl.), staff-room (n.), match (n.), troublesome (adj.), porridge (n.), favour (v.), lap (n.), nibble (v.), owlery (n.), creepy (adj.), pickled (adj.), snigger (v.), subtle (adj.), barely (adv.), cauldron (n.), bewitch (v.), ensnare (v.), brew (v.), infusion (n.), sneer (n.), quivering (adj.), wink (v.), goat (n.), rummaging (n.), cure (v.), boil (n.), melt (v.), whimper (v.), unfair (adj.), nasty (adj.), crossbow (n.), boarhound (n.), copper (n.), patchwork (adj.), quilt (n.), fierce (adj.), cosy (n.), cutting (n.), break-in (n.), insist (v.), grunt (v.), grubby (adj.)

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- to stand on tiptoe
- to get a look at something
- to double back
- to find one's way
- to sneak up behind
- to get on the wrong side of somebody
- to force one's way through something
- an out-of-bounds corridor
- to whisk off for somebody
- to pop up
- to give a kick
- to drone on
- to take the register
- to give a squeak
- to topple out of sight
- to give somebody a talking-to
- to mess around
- to make notes
- to give a smile
- to ward something/somebody off
- to have a head start
- to send off
- to shake with laughter
- to snap at somebody
- to copy down
- Make yourself at home
- to drool over
- to get rid of something
- to meet somebody's eyes
- to keep nose out of something

4. State the meaning of the following words and provide their synonyms.

to queue; rickety; to pretend; dumpy; to nibble; to snigger; to ensnare; to grunt

DISCUSSION POINTS



- ❖ Which classes would you like to take at Hogwarts if you had an opportunity?
- ❖ What could be the reason for Snape disliking Harry? Have you ever experienced something of that sort?
- ❖ Do you think Harry was right about the robbery happened in Gringotts and the vault that had been robbed was the same vault that Hagrid had emptied on Harry's birthday?

5. Watch the snippet of the movie “Harry Potter and the Philosopher’s Stone” featuring Harry’s first Potions class.

Snape: There will be no _____ wand-waving or silly incantations in this class. As such, I don't expect many of you to appreciate the _____ science and exact art that is potion making. However, for those _____ who possess the _____ . I

can teach you how to bewitch the mind and _____ the senses. I show you how to _____ fame, brew glory, and even put a _____ in death. Then again maybe some of you have come to Hogwarts in possession of abilities so _____ that you feel confident enough to not pay attention. Mr. Potter, our new _____. Tell me what would I get if I added root of asphodel to an _____ of wormwood? You don't know? Well let's try again. Where Mr. Potter would you look if I asked you to find me a bezoar?

Harry: I don't know, sir.

Snape: And what is the difference between monkshood and wolfsbane?

Harry: I don't know sir.

Snape: Pity. _____ fame isn't everything. Is it, Mr. Potter?



➤ **BE CREATIVE!**

Write an essay «What I would do if I were a wizard».

6. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) Гарри пытался добраться до аудитории, но девочки, выстраивающиеся на цыпочках и возвращающиеся по несколько раз назад, чтобы посмотреть на него, на самом деле докучали ему.
- 2) Друзья попали в немилость к смотрителю (завхозу) Филчу в первое же утро, пытаясь попасть в дверь, ведущую в запретный коридор на третьем

- этаже. Он сразу же решил отвести их в подземелье, потому что был уверен, что Гарри и Рон хотели туда специально проникнуть.
- 3) Если вдруг миссис Норрис замечала, что кто-то нарушал правила, она тут же мчалась за Филчем и он появлялся в течение нескольких секунд, потому что знал все секретные проходы замка. За это все студенты ненавидели и Филча, и его кошку и самым большим их желанием было пнуть миссис Норрис.
 - 4) Профессор Флитвик взобрался на груды книг и начал проводить переключку, но дойдя в списке до имени Гарри, взвизгнул и исчез из виду.
 - 5) Прочитав студентам нотацию на первом занятии, профессор МакГонагалл предупредила их, что те, кто будет бездельничать на занятиях по трансфигурации, выйдут из класса и больше не вернуться.
 - 6) Крэбб и Гойл затряслись от смеха, когда профессор Снейп рывкнул на Гермиону, но потом взяли перья и стали записывать то, что он диктовал.
 - 7) Хагрид сказал Гарри и Рону чувствовать себя как дома и дал им «каменное» печенье.

COMMENTARIES TO THE CHAPTER

- *...Even worse than Peeves, if that was possible, was the caretaker, Argus Filch...* – a caretaker is a person employed to look after a building.
- The name *Mrs. Norris* comes from one of JKR's favorite Jane Austen books, 'Mansfield Park'. In that book, Mrs. Norris is the busybody aunt of the main character who interferes and pokes her nose into other people's business.
- *Got your conk!* = *Got your nose*; *conk* (British slang) means "nose". The origin of 'conk' is uncertain, although one theory is that conk is derived from Conkers or horse chestnuts, which are used in a child's game in which one person uses his/her conker to smash those of opposing players. Also, "nut" means head, as in, "watch your nut" (watch your head), "He's off his nut" (he's crazy). (contributed by Pat Gilliland) To "conk out," means to pass out.



- ***Pomona Sprout*** – Pomona was a goddess of fruitful abundance in ancient Roman religion and myth and ‘Sprout’ means to germinate, for example, a seed; also a young plant.
- ***Tut, tut*** – ***fame clearly isn’t everything.*** – “tut-tut” is an interjection - two alveolar or dental clicks; often read as ['tət- 'tət]; used to show disapproval;
- ***asphodel*** – any of a genus (Asphodeline) of plants of the lily family, having fleshy roots, narrow leaves, and white or yellow, lily-like flowers (асфodelь)
- ***wormwood*** – any of a number of strong-smelling plants (genus Artemisia) of the composite family, with white or yellow flowers (полынь);
- ***monkshood*** (досл. клубук монаха)/***wolfsbane*** (досл. волчья отрава)/***aconite*** – any of a genus (Aconitum) of poisonous plants of the buttercup family, with blue, purple, or yellow hoodlike flowers (аконит).



CHAPTER IX

The Midnight Duel



1. Answer the questions about the content of the chapter.

1. What kind of an upcoming event puts Harry and Ron in low spirits? Why?
2. How do Malfoy, Neville and Hermione feel about flying lessons? How do they behave?
3. What package did Neville get and what kind of situation did it cause?
4. What did the flying instructor look like? What were the children supposed to do during the lesson? Did they succeed?
5. What happened to Neville and how did the Slytherins use his misfortune?
6. Describe the competition for Remembrall between Harry and Draco in details.
7. What were the unexpected results of Harry’s violating the rules? What a new person did Harry get acquainted with?
8. What was Malfoy’s reaction to Harry’s being lucky?
9. What is a wizard’s duel and what are the rules?

10. Who did Harry and Ron run into when trying to sneak away from the bedroom and what did they do?

11. Did Malfoy and Crabbe show up in the trophy room? How did the duel turn out to be?

12. Why was the forbidden corridor on the third floor forbidden? What kind of beast was there? Did the children manage to get out safely?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

pinned up (p.p.), boastful (adj.), helicopter (n.), zoom (v.), hang-glider (n.), privately (adv.), sway (v.), vibrate (v.), hawk (n.), twig (n.), grip (n.), whistle (n.), cork (n.), thud (n.), tear-streaked (adj.), hobble off (v.), hard-faced (adj.), glitter (v.), yell (v.), dive (n.), triumphant (adj.), bewildered (p.p.), cane (n.), burly (adj.), puzzlement (n.), delight (n.), crisply (adv.), flank (v.), coolly (adv.), selfish (adj.), loom (v.), embers (n.), mend (v.), doorpost (n.), gallop (v.), passageway (n.), wheeze (v.), splutter (v.), cackle (v.), moan (v.), drooling (adj.), slippery (adj.), fang (n.), trapdoor (n.), grubby (adj.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- | | |
|---|---|
| <ul style="list-style-type: none">• to spot a notice• to say darkly• to say reasonably• to prod something• to open gloatingly (about the package)• in a flash• to stick up for somebody• in slow motion• to be speechless with shock• to walk numbly• in one's wake | <ul style="list-style-type: none">• to be a natural• a steak-and-kidney pie• to put a top to something• to ask shrilly• to chicken out• to tip off• to give a squeal of delight• to run for one's life• to say in a sing-song voice• to grope for the doorknob• to cry blissfully |
|---|---|

DISCUSSION POINTS

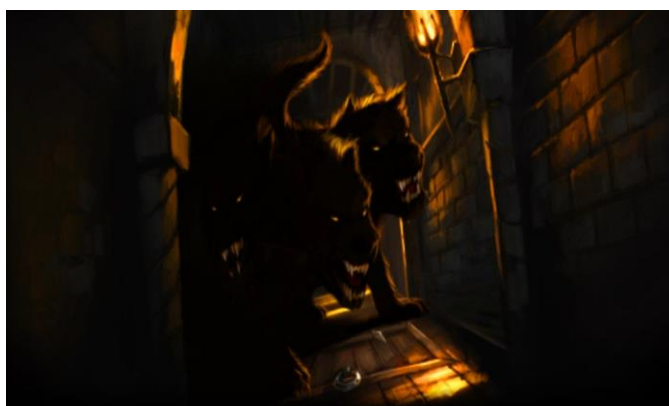


- ❖ How do Harry's feelings change during the course of Chapter IX?
- ❖ Do you think Remembrall is a useful thing? Why or why not? What are possible advantages and disadvantages of such an item?

- ❖ Do you dislike Hermione in this chapter? How would your personality react to such an interfering behavior?
- ❖ Comment on the following Hermione's quote. *"We could have been killed – or worse, expelled."* What does it tell you about her?

4. Translate the following sentences into English making use of the vocabulary from the chapter.

1) В общей гостиной Гриффиндора Гарри и Рон заметили объявление, которое вызвало у обоих протяжный стон. Со вторника начинались полеты на метлах, и первокурсникам факультетов Гриффиндор и



Слизерин предстояло учиться летать вместе. Гарри мрачно сказал, что всегда мечтал выставить себя перед Малфоем дураком на метле. Рон рассудительно ответил, что еще неизвестно, кто из них будет выглядеть дураком.

2) Хотя преподаватель мог оказаться рядом в мгновение ока, Малфой всё равно решил затеять ссору с Гарри, Роном и Невиллом. Друзья тут же вступились за Невилла. Когда профессор Макгонагалл появилась на поле и оценила ситуацию, она потеряла дар речи. В ожидании наказания Гарри уныло побрел к замку вслед за профессором.

3) За обедом Гарри рассказал другу, уплетающему пирог с мясом и почками, что его сделали Ловцом команды Гриффиндора, единственным первокурсником, так как он обладает врожденным талантом.

4) Гермиона чуть было не рассказала Перси о предстоящей дуэли Поттера и Малфоя. Перси был старостой и положил бы этому конец. Гарри никак не мог поверить, что на свете есть люди, способные так нахально совать нос в чужие дела. Затем Гермиона последовала за ними и не смогла

вернуться обратно, так как Толстая Леди ушла к кому-то в гости. Девочка спросила визгливым голосом, что же ей теперь делать.

5) Малфоя с Крэббом всё еще не было на месте. Рон предположил, что тот струсил, а Гермиона высказала мнение, что Малфой дал Филчу знать о том, что в комнате с наградами кто-то будет. Дела становились всё хуже и хуже. Ребята наткнулись на Пивза, который, увидев их, взвизгнул от восторга, и сломя голову побежали прочь.

GRAMMAR NOTES



- 1) **...No sooner were they out of earshot than Malfoy burst into laughter..** – the expression ‘no sooner...than’ is used to suggest that one action or situation takes place/took place immediately after another action or situation. When ‘no sooner’ goes at the beginning of the sentence, we use an *inverted word order*. That means the auxiliary verb goes before the subject.
- 2) **...Fred and George had hardly disappeared when someone far less welcome turned up...** – when a story is told in the past tense, the adverbials *hardly*, *scarcely*, *barely* are often used to emphasise that one event quickly followed another. The verb describing the earlier event is usually in the past perfect tense. The word “hardly” in this case is translated as “едва”, “как только” – ‘Как только Фред и Джордж скрылись/Не успели Фред и Джордж исчезнуть из поля зрения, как...’.
- 3) **... I couldn’t help overhearing what you and Malfoy were saying...** – ‘can’t help + gerund’ means you are unable to control or having a hard time gaining a grasp for something. This can be a physical or mental action. Such a construction is translated into Russian as ‘не могу не’, ‘не могу удержаться от’. e.g. *I couldn’t help crying.* – ‘Я не смог сдержать слёз’.

COMMENTARIES TO THE CHAPTER

▪ A *steak and kidney pie* is a representative dish of British cuisine. It is a savoury pie that is filled principally with a mixture of diced beef, diced kidney (often of beef, lamb, or pork), fried onion, and brown gravy.



- *Harry had caught Ron prodding Dean's poster of West Ham football team...*
- West Ham football team is a real professional football club based in Stratford, East London, England.



CHAPTER X

Hallowe'en



1. Answer the questions about the content of the chapter.

1. How did Harry and Ron feel about Hermione at the beginning of the chapter?
2. What was delivered to Harry at breakfast? Who was the sender of this parcel?
3. Did Harry, Hermione and Ron react in the same way on receiving the broomstick?
4. What was Malfoy's reaction when he found out that Harry not only escaped the punishment but also got the broomstick of his own?
5. How many players are on each Quidditch team? How many balls are used to play Quidditch?
6. What creature interrupted the Halloween feast?
7. Who did Ron and Harry accidentally lock in the bathroom with the troll?
8. When did Ron and Harry's feelings towards Hermione change? How did Harry, Ron and Hermione become friends?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

package (n.), valuable (adj.), mysterious (adj.), clue (n.), underneath (adv.), refuse (v.), bossy (adj.), know-it-all (n.), parcel (n.), drop (v.), glee (n.), unwrap (v.), barred (adj.), seize (v.), spite (n.), resist (v.), twig (n.), squeak (v.), circumstance (n.), rage (n.), confusion (n.), chortle (v.), reward (n.), wander up (v.), stray off (v.), pitch (n.), bolt (v.), bedspread (n.), handle (n.), sleek (adj.), blow (v.), bubble (n.), dusk (n.), crate (n.), natural (n.), hoop (n.), score (v.), recite (v.), curiously (adv.), hand (v.), club (n.), jet black (adj.), strain (v.), free (v.), pin (v.), guard (v.), offhand (adj.),

walnut (n.), wings (n., Pl.), substitute (n.), carry on (v.), waft (v.), relief (n.), feather (n.), swish (v.), flick (v.), skywards (adv.), prod (v.), windmill (n.), nightmare (n.), overhear (v.), stutter (v.), uproar (n.), footstep (n.), fading (adj.), boulder (n.), slouch (v.), pray (v.), faint (v.), pea-brain (n.), sway (v.), thud (n.), lumpy (adj.), racket (n.), roars (n., Pl.), fetch (v.), embarrassed (adj.)

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- | | |
|--|---|
| <ul style="list-style-type: none"> • to be keen • in the meantime • to fill somebody in about/on something • to know for sure • (not) to show the slightest interest • to get back at somebody • to soar down • to flutter out • to rip a letter open • a training season • to be in the same league • to save up • to beam at somebody • to draw nearer • to be eager to do something • to kick off from the ground • to knock somebody off • to reel off • to weave in and out • to try out • to master the basics • to wake to the smell of something • to be dying to do something • a wrist movement • to set fire to something • to put the fire out | <ul style="list-style-type: none"> • to turn up • to roll up the sleeves • jacket potato • dead faint • to be in one's element • to make one's way • to grab somebody's arm • to bite one's lip • to duck down • Search me • to sprint back • to advance on • to make for somewhere • to drive berserk • to take a running jump • to howl with pain • for dear life • in fright • to fall flat on one's face • to get to one's feet • to bring up the rear • a downright lie • to hurry off • from that moment on |
|--|---|

4. State the meaning of the following words and provide their synonyms.

to flood; spite; to bolt; crate; to glint; skywards; askew; stench; to yell.

DISCUSSION POINTS



- ❖ ‘So I suppose you think that’s a reward for breaking rules?’ (Hermione Granger). Do you agree or disagree with the girl? Dwell upon Harry being rewarded instead of punished in this situation.
 - ❖ Describe the feelings experienced by Harry before his first training session. How would you feel? Have you ever experienced something of the kind? Come up with your examples.
 - ❖ What do you know about Halloween? How do you celebrate this holiday in this country? Do you personally celebrate it? Have you ever been to a fancy dress party?
 - ❖ The wizarding sport Quidditch is a recurring source of fun in the series. What are the rules? Can you name all the positions? Discuss the different strengths of each player’s position and what this tells you about tackling challenges. What position would you like to play?
 - ❖ Comment on the last sentence in the chapter: ‘*There are some things you can’t share without ending up liking each other, and knocking out a twelve-foot mountain troll is one of them.*’ Do you believe that grief, common problems or adventures draw people closer? Can you provide any examples?
- 4. Watch the snippet of the movie “Harry Potter and the Philosopher’s Stone” Ron’s attempt to make an object fly.**

Flitwick: One of a wizard's most _____ skill is levitation or the ability to make objects fly. Do you all have your feathers? Good. Now don't forget the nice wrist movement we've been practicing. Hum! The "_____ and Flick". Everyone, the "_____ and Flick". Good! Oh, and _____! Wingardium Leviosa. Off you go then!

Others: Wingardium Leviosa; Wingardium Leviosa!

Ron: Wingardium Leviosa!

Hermione: No, stop, stop, stop! You're going to take someone's _____ out! Besides, you're saying it wrong. It's Levi-o-sa, not Leviosar.

Ron: You do it then if you're so clever. Go on, go on!

Hermione: Wingardium Leviosa.

Flitwick: Oh, oh! Well done! _____ everyone, Miss Granger's done it! Ho ho! _____!

Seamus Finnigan: Wingard-Leviosa; Wingard—Leviosa.

Flitwick: Well done, dear. OH!

Harry: I think we're going to need another _____ over here, professor.

Ron: "It's Levi-o-sa not Leviosar." She's a _____, honestly! It's no wonder she hasn't got any friends!

Harry: I think she heard you.



6. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) Гарри решил поделиться с ними информацией о странном свертке, размер которого составлял примерно пять сантиметров, и он знал это наверняка. Рон был очень заинтересован, между тем Гермиона не проявила малейшего интереса.
- 2) Сова снизилась, отдала Гарри письмо и тут же выпорхнула. Вскрыв письмо, он узнал, что его первая тренировка по квиддичу состоится сегодня вечером.
- 3) Рон рассказал Гарри, что «Кометы» – явно не ровня «Нимбус-2000», и что ему придется копить всю жизнь, чтобы позволить себе такую метлу.
- 4) Пока приближались 7 часов вечера, все мысли Гарри были о том, как он горел желанием полетать, поэтому он все время представлял, как залазит на метлу и отталкивается от земли.
- 5) Услышал все правила квиддича, Гарри рассказал их без остановки Оливер Вуду, после чего капитан решил испробовать нового члена команды.

- 6) Работать в паре с Симусом было тяжело. Каждый раз, как он что-то поджигал, Гарри приходилось это тушить.
- 7) Рон и Гарри забеспокоились, когда Гермиона не появилась к ужину, но они сразу забыли о ней, увидев праздничный пир. Гарри только начал накладывать себе картошку в мундире, как прибежал профессор Квиррелл, прокричал что-то о троллях и потерял сознание.
- 8) Гарри схватил Рона за руку и сказал, что Гермиона в опасности, потому что не знает о тролле в замке. Рон закусил губу, но пригнулся и слился с толпой пуффендуйцев, которые следовали в обратном направлении.
- 9) Крики сводили приближавшегося к Гермионе тролля с ума. Гарри проявил смелость и решил запрыгнуть с разбега на чудовище. Пытаясь удержаться, Гарри попал палочкой прямо в нос троллю, после чего тот завыл от боли.
- 10) Гарри поднялся как раз в тот момент, когда в комнату вбежали профессор МакГонагалл и профессор Снейп. Их шествие замыкал профессор Квирелл. Преподаватели осмотрели тролля, упавшего лицом вниз, а затем услышали наглуую ложь Гермионы Грейнджер о том, как она отправилась на поиски тролля. С того момента она стала их другом.

7. Translate the following passage of the chapter from English into Russian.

“On Hallowe’ en morning they ... since the day Harry’s broomstick had arrived.”

COMMENTARIES TO THE CHAPTER



- The word "*nimbus*" most commonly refers to clouds that precede rain. Nimbus racing brooms may also take their name from two racehorses, one of which won the Epsom Derby in 1949.
- A *troll* is a supernatural being in Norse mythology and Scandinavian folklore. In Old Norse sources, beings described as trolls dwell in isolated rocks, mountains, or caves, live together in small family units, and are rarely helpful to human beings. Later, in Scandinavian folklore, trolls became beings in their own right, where they live far from human habitation, are not Christianized, and are considered dangerous to human beings. Depending on the region from which accounts of trolls stem, their

appearance varies greatly; trolls may be ugly and slow-witted, or look and behave exactly like human beings, with no particularly grotesque characteristic about them. Trolls are sometimes associated with particular landmarks, which at times may be explained as formed from a troll exposed to sunlight.



CHAPTER XI

Quidditch



1. Answer the questions about the content of the chapter.

1. How was the Quidditch season going on for Harry? What problems did he face? What new things did he learn?
2. What was changed in Hermione's attitude towards the boys and what is the proof of that?
3. What scene between Snape and Filch did Harry witness? What conclusions did he draw based on it?
4. How did Harry feel when the day of match came? How did his friends support him?
5. Describe the Quidditch match in details. What unexpected turn of events happened during the game?
6. According to Hermione, who was responsible for problems with Harry's broom? What did the girl do to solve it?
7. Retell the conversation between Hagrid and the three friends. What crucial piece of information did they manage to obtain?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

icy grey (adj.), mattress (n.), courtyard (n.), conjure up (v.), limp (v.), guilty (adj.), restless (adj.), mangled (p.p.), sprint (v.), saint (adj.), buzz (v.), banner (n.), changing room (n.), pelt (v.), zig-zag (v.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- a moleskin overcoat
- enormous beaverskin boots
- to leak out
- to read through the homework
- to be worth a try
- to push the door ajar
- to create a diversion
- to get nobbled
- to clear one's throat for silence
- to know one's speech by heart
- to referee
- to score
- to budge up
- to do a couple of loop-the-loops
- to let one's feelings out
- to be in possession
- in a great rush of excitement
- neck and neck
- to put on an extra spurt of speed
- an obvious and disgusting bit of cheating
- an open and revolting foul
- to give sudden frightening lurch
- for a split second
- to call time out
- to look frantically at the crowd
- to knock somebody headfirst
- to win by ... points to ...
- to decide on the truth
- to say eagerly
- to be top secret
- to say hotly
- to meddle in something

DISCUSSION POINTS



- ❖ Have you ever heard sportscasters speak? What is special about the way they comment the match? Go back to Lee Jordan commenting the Quidditch match. What is unusual about his speech? Do sportscasters often go off-topic?
- ❖ How do Harry's skills in catching the Golden Snitch relate to his skills in other conflicts and challenges?

➤ **BE CREATIVE!**

Use the outline and write your own instructions for how to play Quidditch. This will require a great deal of referring back to the text for details (Chapters X and XII). Revise the structure and language to be used in a procedure text.

5. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) Из-за холодной ноябрьской погоды Хагрид был одет в длинную кротовую шубу, варежки из кроличьей шерсти и огромные ботинки, утепленные бобровым мехом.

- 2) Гермиона никогда не давала им списывать, но они все равно узнавали от нее правильные ответы, когда просили посмотреть своё домашнее задание.



- 3) Гарри чувствовал себя ужасно из-за предстоящего матча и мысли о том, что Снейп впустил в замок тролля, чтобы отвлечь внимание. За завтраком Гермиона уговаривала его съесть хоть что-нибудь. Симус Финниган же попробовал подбодрить его словами, что именно против ловцов всегда играют грубее.
- 4) Вуд прокашлялся, привлекая к себе внимание. Он было начал произносить речь, но близнецы Уизли тут же перебили его, потому что знали её наизусть с прошлого года.
- 5) Матч судила мадам Трюк, поэтому можно было рассчитывать на честное судейство. Когда Анжелина Джонсон забила гол, Гарри пару раз выполнил мёртвую петлю, чтобы дать выход чувствам. Тем не менее, мяч был у команды Слизерина.
- 6) Гарри заметил снитч и в порыве возбуждения спикировал вниз. Голова в голову, Гарри и ловец сборной Слизерина Терренс Хиггс устремились за снитчем, но Гарри резко увеличил скорость и мог схватить его первым. Тем не менее, слизеринец Маркус Флинт умышленно заблокировал Гарри. Ли Джордан назвал это «очевидным и отвратительным нарушением правил» и «открытой и возмутительной нечестной игрой».
- 7) Метла Гарри внезапно опасно накренилась – на долю секунды ему показалось, что сейчас он упадёт и разобьётся. Тем временем Гермиона напряженно всматривалась в толпу и обнаружила, что профессор Снейп

заколдовывает метлу Поттера. Девочка тут же поспешила на помощь другу и в спешке сбила с ног профессора Квиррелла.

8) Не имеет никакого значения, как именно Гарри поймал снитч – Поттер не нарушил никаких правил и победа есть победа. Гриффиндор выиграл со счётом 170:60.

9) Гарри решил сказать Хагриду правду. Великан с жаром воскликнул, что они ввязываются в дела, которые их вовсе не касаются и что информация о трёхголовом псе Пушке строго засекречена. «Всё, хватит меня больше тут спрашивать», – добавил он угрюмо, надел свою кротовую шубу, ботинки с бобровым мехом и вышел из хижины.

6. Act out the dialogue between Hagrid, Harry, Ron and Hermione in the hut after the Quidditch match.

“It was Snape. Hermione and I saw him...”

COMMENTARIES TO THE CHAPTER



- *...Bin watchin’ from me hut... = I have been watching from my hut.*
- *When Angelina had scored, Harry had done a couple of loop-*
- *the-loops to let out his feelings... – a loop-the-loop is an aerobatic maneuver where an aircraft completes a vertical loop.*
- *...Bought him off a Greek chappie I met in the bar... – a “chappie” or “chap” is an informal British word for a “fellow”, “lad”, “guy”.*
- *Down in the stands, Dean Thomas was yelling, ‘Send him off, ref! Red card!’ – a red card is used in several different sporting codes. Its meaning differs among sports, but it most commonly indicates a serious offence and often results in a player being permanently suspended from the game.*



CHAPTER XII

The Mirror of Erised



1. Answer the questions about the content of the chapter.

1. What was the reason behind Harry, Ron and Hermione going to the library?
2. Why did Ron stay at Hogwarts for Christmas?
3. What were Hermione's parents? Was there any chance they knew who Flamel was?
4. What presents did Harry get for Christmas?
5. What dishes were there at Hogwarts Christmas feast?
6. Why did Harry see his family in the Mirror of Erised?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

bewitch (v.), draughty (adj.), chuckle (v.), bucking (adj.), taunt (v.), insult (v.), silkily (adv.), smirk (v.), spectacular (adj.), festoon (n.), icicle (n.), flatly (adv.), hint (n.), disgruntled (adj.), advanced (adj.), feather duster (n.), spear (v.), plot (v.), troop (n.), drawback (n.), dressing-gown (n.), turnip (n.), whittle (v.), enclose (v.), groan (v.), hand-knitted (adj.), fudge (n.), fluid (adj.), awe (n.), reflection (n.), vanish (v.), loopy (adj.), possession (n.), belong (v.), thickly (adv.), askew (adv.), frog-march (v.), chipolata (n.), tureen (n.), feeble (adj.), cannon (n.), bonnet (n.), luminous (adj.), trifle (n.), four-poster (n.), smooth (adj.), grunt (v.), squawk (v.), eerie (adj.), stain (n.), prickle (v.), shriek (n.), ear-splitting (adj.), backwards (adv.), root (v.), ornate (adj.), inscription (n.), edge (v.), distant (adj.), crossly (adv.), eagerly (adv.), ear-splitting (adj.), backwards (adv.), root (v.), ornate (adj.), inscription (n.), edge (v.), distant (adj.), crossly (adv.), eagerly (adv.), retrace (v.), hiss (v.), paisley (n.), tear (v.), insides (n., Pl.), overshadow (v.)

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- to freeze solid
- to bounce off something
- to nurse back to health
- a bitter wind
- Be that as it may
- to move along
- to look forward
- to dash to something/somebody
- Sure enough
- to get something on
- to kiss somebody on the cheek
- to gasp for breath

- to save somebody the trouble of doing something
- to give somebody a hint
- to let slip
- a sheer size
- at random
- to think up
- for a fortnight
- to breathe down someone's neck
- to be safe
- on Christmas Eve
- to be wide awake
- to hold back
- It came to [him]
- to snap something shut
- to run for it
- to come to a sudden halt
- any old time
- to put an end to something
- to dwell on dreams
- to grind one's teeth
- to have a close shave

4. State the meaning of the following words and provide their synonyms.

draughty; to taunt; a festoon; a holly; a mistletoe; to brandish; a chessman; eerie

DISCUSSION POINTS



- What did you find out about wizarding chess? Do you play chess? Do you know the rules? Find out the equivalents of the names of chesspieces in English and Russian.

- ❖ What is your attitude towards Christmas? In what way do you celebrate it in this country?
- ❖ In this chapter Harry is given an Invisibility Cloak. Why is the Cloak so important to Harry? How does he use it? If you could become invisible, what would you do and where would you go?
- ❖ Discuss the importance of the Mirror of Erised and the meaning of its name. Dumbledore tells Harry: *'It shows us nothing more or less than the deepest, most desperate desire of our hearts. . . However, this mirror will give us neither knowledge or truth.'* What does he mean by this? What would you see if you looked in the mirror?

5. Watch the snippet of the movie “Harry Potter and the Philosopher’s Stone” featuring Harry and Ron playing wizard chess and Harry’s getting some presents.

Harry: Knight to E-5.
Ron: Queen to E-5.

Hermione: That's totally ____!

Ron: That's wizard's chess. I see you've _____.

Hermione: See you haven't.

Ron: Change of plans. My parents have decided to go to ____ to visit my brother Charlie. He's studying dragons there.

Hermione: Good. You can help Harry then. He's going to look in the library for information on Nicholas Flamel.

Ron: We've looked a hundred times!

Hermione: Not in the _____ Section. Happy Christmas.

Ron: I think we've had a bad influence on her.

Ron: Harry, wake up! Come on, Harry! Wake up! Happy Christmas, Harry!

Harry: Happy Christmas, Ron! What are you wearing?

Ron: Oh, my mum ____ it. Looks like you've got one too.

Harry: I've got presents?

Ron: Yeah! _____.

Harry: "Your father left this in my _____ before he died. It is time it was returned to you. Use it well."?

Ron: What is it?

Harry: Some _____.

Ron: Well let's see then! _____! Woah!

Harry: My body is _____!

Ron: I know what that is! That's an Invisibility Cloak!

Harry: I'm invisible?

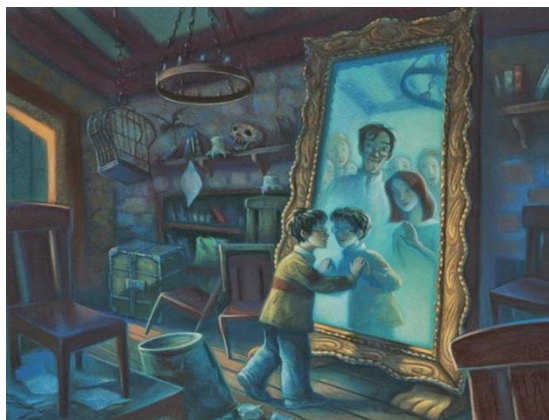
Ron: They're _____ _____. I wonder who gave it to you.

Harry: There was no name. It just said, "Use it well."

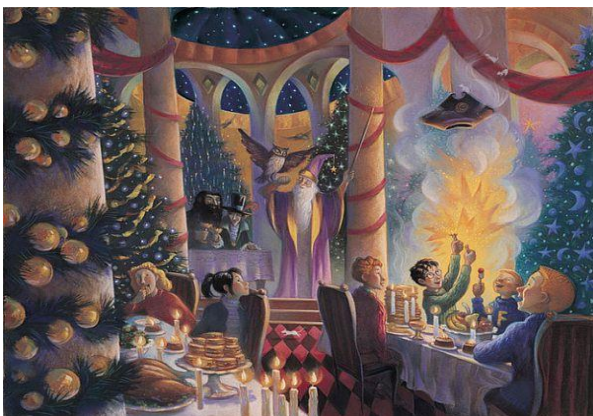


6. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) В Хогвартс пришла зима – озеро замерзло, дул пронзительный ветер. Хагриду без перерыва приходилось выхаживать замерзших сов. Как бы там ни было, все радовались приближению Рождества.



- 2) Гарри попросил Хагрида намекнуть им о том, кем же был Николас Фламель, и избавить их от необходимости просматривать сотни книг наобум, но он не проговорился.
- 3) В течение двух недель библиотекарь мадам Пинс стояла у них над душой и не пускала их в Особую секцию. Рон предложил на всякий случай спросить родителей Гермионы, которые были дантистами, не знают ли они что-нибудь о Николасе Фламеле.
- 4) Гарри и Рон предвкушали празднование Рождества в Хогвартсе. В канун Рождества они придумывали, чем же они займутся до праздничного пира. Всю ночь у Гарри сна ни в одном глазу не было.



- 5) На праздничный пир профессор Дамблдор надел шляпу, украшенную цветами. Гарри и Рон еле сдержали смех, когда Хагрид поцеловал профессор МакГонагалл в щеку. Они прошли вперед, претворившись, что не видели этого.
- 6) Внезапно Гарри осенило, что он должен испробовать свою мантию-невидимку один. Он пошел бродить по коридорам замка. Увидев приоткрытую дверь, он резко остановился и вошел туда. Когда он увидел свое отражение в огромного размера зеркале, стоявшем там, он тут же бросился к этой находке, с трудом дыша.
- 7) Профессор Дамблдор предупредил Гарри, что ему нужно прекратить жить мечтами, и что он больше не сможет когда угодно приходить и смотреть на свое отражение в этом зеркале. И действительно, когда Гарри в следующий раз пришел, зеркала там не было. Он заскрипел зубами от злости.

7. Translate the following passage of the chapter from English into Russian.

“Harry had never in all his life ... had just read him”.

GRAMMAR NOTES



1) *I do feel so sorry...* – “do” is used in this sentence to add emphasis.

2) *I dunno* = *I don't know* (a colloquial variant).



CHAPTER XIII

Nicolas Flamel



1. Answer the questions about the content of the chapter.

1. What were the children busy with during the rest of their Christmas holidays?
2. What kind of problem did the Gryffindor's Quidditch team face and what did Ron and Hermione suggest Harry do?
3. How does an act of kindness on Harry's part lead to the group's finding out who Nicholas Flamel is earlier than they might have otherwise?
4. Who was Nicolas Flamel and what was he famous for?
5. What happened during the Quidditch match? What was the outcome of it?
6. What did Harry do after the match? Who did he follow?
7. How is Professor Quirrell feeling at this point in the story?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

folded (p.p.), trunk (n.), fanatic (n.), overtake (v.), splutter (v.), urge (v.), grumpily (adv.), immortal (adj.), stands (n., Pl.), biased (adj.), grim (adj.), erupt (v.), shadowy (adj.), clearing (n.), petrified (adj.), breathlessly (adv.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- | | |
|--|--|
| <ul style="list-style-type: none">• to drive somebody mad• to take a different view of things• to be torn between something and something• to give up hope of doing something• to skim through books | <ul style="list-style-type: none">• to whisper dramatically• to be in existence• to read minds• (not) to hear a word of one's pep talk• to take somebody aside• to favour somebody (a team) |
|--|--|

- to dampen someone's spirits
- to catch sight of something
- a sudden sinister desire
- to topple into the common room
- to be anyone's guess
- to sprinter up the stairs
- to exchange mystified looks
- to do a somersault (about a heart)
- to recognize one's prowling walk
- to thump someone on the back
- to give somebody a black eye
- to take someone on single-handed
- to be out cold
- to say in alarm

DISCUSSION POINTS



- ❖ Why is the Philosopher's Stone so desirable? Would you like to own it? Why or why not? What would you do with a Philosopher's Stone if you had one?
- ❖ Do you think that a stone that makes gold and produces the Elixir of Life can truly make a person happy? Why? Would you like to be immortal?
- ❖ 'Step into the shoes' of each character and describe what they might see in the Mirror of Erised.

➤ BE CREATIVE!

Describe the tone of the following passage which takes place just after Harry discovers who Flamel is:

"Hermione jumped to her feet. She hadn't looked so excited since they'd gotten back the marks for their very first piece of homework."

5. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) Дамблдор убедил Гарри больше не искать зеркало Еиналеж. Он считал, что зеркало может свести Гарри с ума. Гермиона же смотрела на вещи по-другому. Она разрывалась между ужасом от того, что Гарри три ночи подряд бродил по школе и разочарованием по поводу того, что Гарри не удалось узнать, кто такой Николас Фламель.
- 2) В поисках упоминания Фламеля Гарри, Рон и Гермиона с начала семестра просматривали книги в перерывах между уроками. Друзья уже почти утратили надежду отыскать нужное имя, к тому же у Гарри почти не было свободного времени, так как Оливер Вуд заставлял команду

тренироваться больше, чем обычно, и даже бесконечные дожди не могли остудить его пыл.

- 3) В тот момент в общую гостиную ввалился Невилл Долгопупс. Остаётся только гадать, как ему удалось пробраться сквозь дыру за портретом, потому что его ноги прилипли одна к другой вследствие заклинания обезноживания.
- 4) Гермиона рванулась вверх по лестнице, ведущей в спальню девочек. Гарри и Рон едва успели обменяться заинтригованными взглядами, как она уже возвращалась к столу с тяжелой древней книгой в руках, которую она несколько недель назад взяла в библиотеке для легкого чтения.
- 5) Гарри не представлял, как Снейп мог догадаться, что они узнали о философском камне, но иногда у него появлялось очень неприятное ощущение, что тот может читать чужие мысли.
- 6) Гарри до того нервничал перед матчем, что толком не слышал напутствия капитана команды, пока натягивал спортивную форму в раздевалке. Затем Вуд отвёл его в сторону и сказал, что не хочет давить на Гарри, но игру желательно быть закончить до того, как Снейп сможет слишком подсудить Пуффендую.
- 7) Гарри опознал фигуру в капюшоне по её крадущейся походке – это был Северус Снейп, который тайком пробирался в запретный лес, пока все были на ужине.
- 8) Хлопнув Гарри по спине, Рон радостно рассказал, что подбил Малфою глаз, а Невилл в одиночку кинулся на Кребба и Гойла. Правда, сейчас Невилл в больничном крыле без сознания, но медсестра говорит, что с ним всё будет хорошо.

COMMENTARIES TO THE CHAPTER



- *Nicolas Flamel* is a real historical character. He was a successful French scribe and manuscript-seller. After his death, Flamel developed a reputation as an alchemist believed to have discovered the Philosopher's

Stone and achieved immortality. These legendary accounts only appeared in the seventeenth century. A Paris street near the Louvre Museum, the Rue Nicolas Flamel, has been named after him. Flamel did have a wife named Perenelle who is also mentioned in the book. Due to legends she has since developed a false reputation as a successful alchemist. Perenelle, like her husband, has had a street in Paris, France named after her, Rue Pernelle.



CHAPTER XIV

Norbert the Norwegian Ridgeback



1. Answer the questions about the content of the chapter.

1. What did Hagrid want to learn at the library about?
2. What guarded the Sorcerer's Stone except for Fluffy?
3. What did Hagrid win at playing cards? Is there anything suspicious or coincidental about the prize?
4. Why would someone want Hagrid to have a dragon?
5. Who was looking in the window of Hagrid's hut when the dragon hatched?
6. Why couldn't Hagrid keep the dragon?
7. What did everyone agree to do about Norbert?
8. What happened to Ron's hand?
9. How could Draco know when Harry and Hermione were taking Norbert to the tower?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

crack (v.), growl (v.), encouraging (adj.), nag (v.), moan (v.), yawn (v.), longingly (adv.), shuffle (v.), suspicious (adj.), thoughtfully (adv.), tame (v.), hush up (v.), grate (n.), flattering (adj.), swell (v.), fiddle (v.), hatch (v.), hum (v.), trowel (n.), spiny (adj.), snout (n.), fang (n.), lurk (v.), reason (v.), fortnight (n.), dump (v.), lullaby (n.), tap (n.), poisonous (adj.), threaten (v.), boarhound (n.), rattle (v.), sob (v.), heave (v.), tartan (n.), hairnet (n.), detention (n.), suspend (v.), buckle (v.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- to tell somebody off
- to have something on one's mind
- to think along the same lines
- to get something through
- to burst out
- to look out of place
- as a matter of fact
- to shuffle off
- to slam something down
- to be outlawed
- to put a spell on somebody
- to be up to something
- to be stiflingly hot
- There is no point
- to beat about the bush
- to frown at somebody
- Hang on
- to get past something
- not a soul
- to cost somebody a fortune
- to be out of date
- to feed somebody on something
- to stoke the fire
- a deep crack
- with bated breath
- all at once
- to split open
- to set free
- misty eyes
- to lose one's marbles
- to drag by
- to sit bolt upright
- to break into a sweat
- to say in a muffled voice
- a teddy bear
- a short cut
- utter rubbish
- to rabbit about something
- to tick off on fingers
- to lose it

4. State the meaning of the following words and provide their synonyms.

to moan; to tame; to usher; to sob;

DISCUSSION POINTS



- ❖ What do you think about Hagrid's careless behaviour?
- ❖ What do you know of dragons as mythical creatures? Can you think of any legends and myths where dragons are involved? What countries have a dragon as a part of their heraldry?
- ❖ Comment on Hagrid's motherly feelings towards the dragon.

5. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) На пасхальных каникулах Гермиона уже задумалась над повторением всего материала перед экзаменами. Преподаватели, по всей видимости, думали о том же. Гарри и Рон были уверены, что просто не справятся с подготовкой.

- 2) Когда Гарри упомянул Николаса Фламелья и что вообще-то им нужно узнать еще кое-какие факты, Хагрид, выглядевший в библиотеке неуместно, отчитал их за это и побрел обратно.
- 3) Из секции, в которой был Хагрид, Рон принес стопку книг и с шумом швырнул их на стол. Это были книги о драконах. Рон знал, что разведение драконов было под запретом в Британии, поэтому они поняли, что Хагрид явно что-то замышлял.
- 4) В хижине Хагрида было слишком жарко. Было бессмысленно ходить вокруг да около, поэтому они сразу спросили, кто еще знает, как пройти мимо Пушка. Лесник ответил, что ни одна живая душа кроме него и профессора Дамблдора не знала.
- 5) В огне они увидели большое черное драконье яйцо. Рон воскликнул, что оно, должно быть, стоило Хагриду целое состояние. Хагрид сказал, что выиграл его, а затем рассказал им, что прочитал в одной устаревшей книге, что драконов нужно кормить куриной кровью и бренди.

6. Translate the following passage of the chapter from English into Russian.

“The following week dragged by ... eating dead rats by the crate.”

GRAMMAR NOTES



1) *Beats me how...* – a phrase meaning 'I don't know.' Usually used when someone asks you something you should know, or when you're particularly clueless about a situation. (Russian: *Ума не приложу, как...*)

COMMENTARIES TO THE CHAPTER



- *Dittany* is an aromatic Cretan plant, *Origanum dictamnus*, with pink drooping flowers: formerly credited with great medicinal properties.

- *They piled so much homework on them that the Easter holidays weren't nearly as much fun...* – the Easter holidays are a two week break. This break divides the second and third terms of the school year.



CHAPTER XV

The Forbidden Forest



1. Answer the questions about the content of the chapter.

1. What kind of a punishment did the boy get? Do you consider it fair?
2. Was there any change in attitude towards Harry from the side of his fellow students and team mates?
3. Who was taking the boys into the Forest?
4. Who did Hagrid and the three heroes meet in the Forbidden Forest?
5. What kind of hint did Firenze give Harry?
6. Why did Voldemort kill the unicorn? Why would he now have only 'half a life'? How does the author want us to feel at this point? Why?
7. What did the three heroes decided to do?
8. For what reason was the Invisibility Cloak returned to Harry Potter? Share your ideas.

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

chase (v.), astronomy (n.), warn (v.), slippers (n., Pl.), blundering (adj.), sob (v.), insult (v.), resign (v.), convinced (p.p.), scud (v.), crossbow (n.), quiver (n.), seize (v.), hoist (v.), hooves (n., Pl.), announce (v.), splash (n.), mule (n.), growl (v.), foretell (v.), rear (v.), dappled (p.p.), desperate (adj.), croak (v.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- | | |
|--|--------------------------|
| • excuses, alibis and cover-up stories | • a mossy tree-stump |
| • to get out of trouble | • to be loose |
| • to be out-of-bounds | • to say timidly |
| • to feed somebody a cock-and-bull story | • ruddy star-gazers |
| • to receive detention | • to fume |
| • to long to do something | • to stand transfixed |
| • to owe somebody one | • to paw nervously |
| • in one go | • to cling to life |
| • to kindle in someone's eyes | • to canter |
| • to make something up | • in a matter of seconds |
| | • to go on feverishly |
| | • to finish somebody off |

- to get sacked
- to do a bit of poking around
- to say flatly
- to be in the furore over something
- to crackle with glee (about a voice)
- to drop one's gaze
- to have a word of comfort
- just in case

DISCUSSION POINTS



- ❖ What is a centaur? Do you believe in astrology? Do you consider fortune-telling reliable?
- ❖ What do you know about unicorns as mythical creatures?

➤ BE CREATIVE!

How would you be feeling if you were Harry?
Compile a list of keywords and phrases on the whiteboard.

5. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) В голове Гарри одна за другой проносились возможные оправдания, отговорки, невероятные предлоги для ночного пребывания вне спальни, но каждая новая версия была слабее предыдущей. Он не видел, как они смогут выпутаться из неприятностей на сей раз, так как в самую высокую башню, Астрономическую башню, вообще запрещалось подниматься, кроме как на уроки.
- 2) Так как они потеряли 150 очков за один раз, из самого популярного ученика школы и всеобщего любимца Гарри Поттер в одно мгновение превратился в самого ненавидимого. Все, даже Когтевран и Пуффендуй, хотели, чтобы Слизерин уступил Кубок другому факультету. Только слизеринцы начинали рукоплескать, свистеть и улюлюкать: «Спасибо, Поттер, мы – твои должники!», когда Гарри проходил мимо них.
- 3) У Рона заблестели глаза, похоже, ему снова захотелось приключений – однако Гарри заявил, что у них нет доказательств. Дамблдор им не поверит – ни для кого не секрет, что их троица ненавидит Снейпа. Директор решит,

что они всё это придумали, чтобы профессора зельеварения уволили. Филч так же ни за что им не поможет – он думает, что чем больше студентов вышвырнут из школы, тем лучше.

4) Казалось, что Гермиону убедили его слова. Хотя Рон предложил провести небольшое расследование, Гарри решительно сказал, что с них расследований хватит.

COMMENTARIES TO THE CHAPTER



▪ *He had white blond hair and a palomino body...* – a palomino is a coat color in horses, consisting of a gold coat and white mane and tail.



CHAPTER XVI

Through the Trapdoor



1. Answer the questions about the content of the chapter.

1. What was special about quills for their exams?
2. How did Harry feel after his exams?
3. Why did Harry want to see Hagrid after their exams so urgently?
4. What did Hagrid do to calm Fluffy down?
5. Why did Harry want to stop Snape from getting the Philosopher's stone? What reasons did he provide?
6. After the children went through the trap door, what bound their legs?
7. What enchantments did the friends come across?
8. What game did Harry, Hermione, and Ron have to play to get across the room?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

manage (v.), burst (v.), creep by (v.), batty (adj.), parchment (n.), afterwards (adv.), squid (n.), bask (v.), unsettled (adj.), betray (v.), slope (n.), handle (v.), gloomy (adj.), office (n.), sign (n.), fishy (adj.), flare (v.), coldly (adv.), urgent (adj.), fly off (v.), frantically (adv.), demand (n.), caution (n.), splutter (v.), suspicion (n.), bet (v.), smoothly (adv.), flush (v.), wandering (n.), nonsense (n.), enchantment (n.), wail (v.),

expel (v.), flatten (v.), glare (v.), briskly (adv.), grimly (adv.), skim (v.), mutter (v.), bid (n.), guilty (adj.), desperate (adj.), exasperation (n.), rigid (adj.), bind (n.), motionless (adj.), omen (n.), skulk (v.), lamp-like (adj.), bob (v.), loosen (v.), trip (v.), hoarse (adj.), ajar (adj.), growl (n.), harp (n.), droop (v.), totter (v.), drop (v.), fingertip (n.), thump (n.), gloom (n.), shriek (v.), damp (adj.), snake-like (adj.), tendril (n.), creeper (n.), choke (v.), jet (n.), jolt (n.), ahead (adv.), vicious (adj.), beak (n.), tug (v.), heave (v.), budge (v.), dart (v.), spot (v.), keyhole (n.), rocket (v.), dodge (v.), echo (v.), reveal (v.), carved (adj.), shiver (v.), snap (v.), part (v.), reckon (v.), lump (n.), threshold (n.), drinker (n.), ounce (n.), grab (v.), past (adv.), drain (v.).

3. Find the following word combinations in the chapter and provide their

Russian equivalents.

- | | |
|--|--|
| <ul style="list-style-type: none"> • excuses, alibis and cover-up stories • to get out of trouble • to be out-of-bounds • to feed somebody a cock-and-bull story • to receive detention • to long to do something • to owe somebody one • in one go • to kindle in someone's eyes • to make something up • to get sacked • to do a bit of poking around • to say flatly • to be in the furore over something • to crackle with glee (about a voice) • to drop one's gaze • a mossy tree-stump | <ul style="list-style-type: none"> • to be loose • to say timidly • ruddy star-gazers • to fume • to stand transfixed • to paw nervously • to cling to life • to canter • in a matter of seconds • to go on feverishly • to finish somebody off • to have a word of comfort • just in case • to throw something to the winds • to be on about something • to have a knack for something • to spring to life |
|--|--|

DISCUSSION POINTS



❖ While finding their way to the Philosopher's Stone what strengths do Harry, Ron and Hermione each contribute to solving the puzzles?

❖ Characterise Neville's behaviour. Do you approve of it or not?

Why? Step into his shoes. What would you do in such a situation?

❖ Comment on Ron sacrificing himself for his friends.

- ❖ How did Hermione solve the puzzle with the bottles? Provide your variant of explanation.
- ❖ Comment on the statement by Hermione: “...*There are more important things – friendship and bravery...*” Do you agree or disagree? Why?

4. Take a look at two Russian translations of Professor Snape’s puzzle and analyse them. What has been preserved and what has been changed? Which one do you consider the most accurate? Why?

Перевод И. В. Оранского

Впереди опасность, то же позади,
 Но две из нас помогут, ты только их найди.
 Одна вперед отправит, еще одна — назад,
 В двух — вино всего лишь, а еще в трех — яд.
 Ты хочешь здесь остаться на долгие века?
 Тогда ищи — к тому же подсказка тебе дана.
 Во-первых, как бы ловко ни скрывался яд,
 Найти его несложно — от вина левый ряд.
 Второе — в крайних бутылках налито не одно и
 то ж,
 Но если вперед тебе надо, помощи зря ты
 ждешь.
 Затем ни в большой, ни в малой смерти ты не
 найдешь,
 А если из второй слева и второй справа
 глотнешь,
 Сам убедишься — налито одно и то же в них,
 Хотя на взгляд они разные, но это уже в-
 четвертых.

Перевод М. В. Спивак

Перед вами лежит опасность,
 безопасность лежит позади,
 Двое окажут вам помощь, а которые —
 надо найти,
 Одна из нашей семерки разрешит
 продвигаться вперед,
 Зато другая, как выпьешь, обратно тебя
 отведет,
 Крапивным соком налиты двое из нас,
 говорят,
 Трое других — убийцы, поджидают,
 построившись в ряд.
 Выбирайте, коль не хотите навеки в
 тюрьме застрять,
 Чтобы помочь, должны мы четыре
 подсказки вам дать:
 Во-первых, насколько бы хитро не
 прятался от вас яд,
 От сока он будет слева, и это вам надо
 понять;
 Второе: различны стоящие по разным
 от вас сторонам,
 Но двиньтесь вперед, и никто из них
 другом не будет вам;
 В-третьих, размера все разного, всякий
 вам скажет суд,
 Но ни гигант, ни карлик смерти в себе
 не несут;
 Еще: близнецы по вкусу, хотя и
 различны на вид,
 Второй и слева, и справа — отведав,
 каждый решит.

➤ BE CREATIVE!

Write an essay «*Harry, Ron and Hermione: an Example of True Friendship*».

5. Translate the following sentences into English making use of the vocabulary from the chapter.

- 1) Хотя и было ужасно жарко, Гарри и Рон делали все возможное, чтобы сдать экзамены. Кроме того, Гарри мучила острая боль во лбу, но он пытался ее игнорировать
- 2) Из-за экзаменов у друзей не было времени волноваться по поводу того, что замышлял профессор Снейп.
- 3) Когда Рон, Гермиона и Гарри поняли, что Хагрид рассказал незнакомцу, что единственный способ пройти мимо Пушка – это спеть песню, чтобы он уснул, они побежали к профессору Дамблдору и остановились только в замке, потому что не знали, где кабинет директора.
- 4) Друзья были уверены, что профессор МакГонагалл поддержит их, но она лишь сказала им, что они могут не сомневаться, что профессор Снейп не замышляет ничего. Когда она была достаточно далеко, чтобы услышать их, Гарри сказал, что если профессор Дамблдор не появится прямо сейчас, Снейп точно украдет камень.
- 5) Рон, Гарри и Гермиона наткнулись на Невилла, который собирался с силами сделать что-то отчаянное. Но Гермиона наложила на него заклятие прежде, чем он смог что-то сделать.

6. Translate the following passage of the chapter from English into Russian.

“Ron dive, Hermione rocketed...white chessmen had no faces”.

COMMENTARIES TO THE CHAPTER



- ***Knight*** is a chess piece, usually shaped like a horse's head, that moves either two squares horizontally and one square vertically or one square horizontally and two squares vertically.
- ***Bishop*** is a chesspiece, capable of moving diagonally over any number of unoccupied squares of the same colour.
- ***Castle*** is a chesspiece that may move any number of unoccupied squares in a straight line, horizontally or vertically.

▪ **Pawn** is a chessman of the lowest theoretical value, limited to forward moves of one square at a time with the option of two squares on its initial move: it captures with a diagonal move only.

▪ **Queen** is a chess piece, theoretically the most powerful piece, able to move in a straight line in any direction or diagonally, over any number of squares.



▪ **King** is the most important chess piece, although theoretically the weakest, being able to move only one square at a time in any direction (король)

▪ *I'll make my move and she'll take me – that leaves you free to checkmate the king, Harry!* – “to checkmate” means to place (an opponent's king) in checkmate.

▪ *Well - yeah - how many three-headed dogs d'yeh meet, even around Hogwarts? So I told him, Fluffy's a piece o' cake if yeh know how to calm him down, jus' play him a bit o' music an' he'll go straight off ter sleep...* – In retrospect, this should've been easier to figure out than it was. The most famous three-headed dog is Cerberus, who was also used as a guardian. The greatest musician who ever lived – Orpheus – used just this trick to get past him.



CHAPTER XVII

The Man with two Faces



1. Answer the questions about the content of the chapter.

1. What is the unexpected twist in the final chapter?
2. Why was Professor Snape so hostile towards Harry?
3. What was the way to get the Stone out of the Mirror?
4. Describe Voldemort. Do you find his appearance appalling? Why did he become like this?

5. Why couldn't Quirrell bear to touch Harry's bare skin? What was the outcome of their fight?
6. Retell the conversation between Dumbledore and Harry. What did the boy find out about past and his parents?
7. What was the fate of Nicolas and Perenelle Flamel?
8. Why was Hagrid so remorseful? Did Harry manage to calm him down?
9. What kind of a surprise did the three friends get in the Great Hall? Was this a fair doing of Dumbledore's? Did you feel sorry for Slytherin?
10. How does the chapter (and the book) end? What kind of atmosphere is there in the epilogue? Do you find the ending satisfying?

2. Translate the following words, find them in the chapter. Make up 5 sentences using these words.

overgrown (p.p.), bat (n.), scurry (v.), ridiculous (adj.), round on (v.), needle-sharp (adj.), shriek (n.), sweet-shop (n.), token (n.), admirer (n.), lavatory (n.), hygienic (adj.), confiscate (v.), hum (v.), hatred (n.), greed (n.), toffee (n.), choke (v.), earwax (n.), bustle over (v.), ruddy (adj.), sack (v.), check-up (n.), jostle (v.), fudge (n.).

3. Find the following word combinations in the chapter and provide their Russian equivalents.

- | | |
|---|---|
| <ul style="list-style-type: none"> • to head somebody off • to let somebody down • to serve faithfully • to be hard on someone • to curse under one's breath • to screw up one's courage • to make a break for it • to unwrap the turban • to hunch in pain • before one's eyes • to be a little behind the times • to come round • to say blankly • to be lost for words • to leave one's mark • Fire away | <ul style="list-style-type: none"> • to make somebody quits • to make a start on something • to be off one's rocker • to say thoughtfully • to be steamrollered • to say sniffily • to trouble with wheezing waffle • to be a sickening sight • to take into account • a deafening din • to yell oneself hoarse • to nudge someone in the ribs • in an instant • to come top of the year • in a manner of speaking |
|---|---|

DISCUSSION POINTS



- ❖ Were you surprised when Quirrell turned out to be the one who was after the Philosopher's Stone? Was there anything earlier in the plot that led you to suspect him?
- ❖ Was it a right decision for Nicolas Flamel and his wife Perenelle to destroy the Philosopher's Stone? Do you consider it a brave doing?
- ❖ What primary difference between Harry and Voldemort does the author choose to highlight in the book? Why is this difference so important?
- ❖ Is the complication completely resolved at the end of the book? What might have been the author's reasons for ending this way?
- ❖ Was the conclusion satisfying or would they have liked something else to happen?
- ❖ Were clues given earlier in the text about the story's ending? Encourage interested students to hunt through the chapters for these clues.

4. Comment on the following quotes and answer the questions. Choose one of them and write an essay on the topic.

- *'What happened down in the dungeons between you and Professor Quirrell is a complete secret, so naturally, the whole school knows.'* (Albus Dumbledore)
- *'To the well-organised mind, death is but the next great adventure.'* (Albus Dumbledore)
- *'The trouble is, humans do have a knack of choosing precisely those things which are worst for them.'* (Albus Dumbledore) Do you agree with the statement? If you do, can you provide any example?
- *'Fear of a name increases fear of the thing itself.'* (Albus Dumbledore) What does he mean by that? Why is it important to name a thing that you fear?
- *'The truth. It is a beautiful and terrible thing, and should therefore be treated with great caution.'* (Albus Dumbledore)
- *'... to have been loved so deeply, even though the person who loved us is gone, will give us some protection for ever.'* (Albus Dumbledore) What does Hogwarts' headmaster mean?

- Can any name any occasion when *‘the true story is even more strange and exciting than the wild rumours’* (Albus Dumbledore)?
- *‘Hopefully your heads are all a little fuller than they were...you have the whole summer ahead to get them nice and empty before next year starts’* (Albus Dumbledore). Was Dumbledore truly joking? How much do you remember of the material you’ve studied when you start your next academic year?
- *‘There are all kinds of courage. It takes a great deal of bravery to stand up to our enemies, but just as much to stand up to our friends.’* (Albus Dumbledore). Do you agree that there are different kinds of courage? Can you name some? What does Dumbledore mean by this statement? Was it indeed a brave deed of Neville’s to try to prevent his friends from getting into trouble?

5. Translate the following sentences into English making use of the vocabulary from the chapter.

1) Все думали, что профессор Снейп хочет помешать сборной Гриффиндора одержать победу, поэтому тот стал весьма непопулярной личностью. Но на самом деле он пытался помешать Квирреллу.

2) «Добра и зла не существует, есть только сила, есть только власть и есть те, кто слишком слаб, чтобы стремиться к ней...» - тихо сказал человек с двумя лицами.



«С тех пор я служу своему хозяину верой и правдой, хотя, к сожалению, я не раз подводил его. Ему приходилось быть со мной суровым.» После этих слов Квиррелл неожиданно содрогнулся.

3) Квиррелл едва слышно ругнулся – он не мог понять, как достать философский камень из зеркала Еиналеж. Волдеморту приказал ему

использовать Гарри. Мальчик собрался с духом и солгал своему врагу. Квиррелл начал разворачивать тюрбан и Гарри с ужасом понял, что ему нужно бежать прочь.

- 4) Острая боль в месте, где был шрам, вдруг стала слабее. Гарри поспешно обернулся, чтобы понять, куда делся Квиррелл. Профессор корчился от боли, глядя на свои пальцы, прямо на глазах покрывавшиеся красными волдырями.
- 5) Когда Гарри пришёл в себя, Дамблдор сказал ему, что он немного отстал от времени и что философский камень не у Квиррелла. Оглядевшись, мальчик понял, что столик возле его кровати в больничном крыле завален сладостями. Сияющий директор пояснил, что это знаки внимания от друзей и поклонников Гарри, и тут же предложил приступить к ним.
- 6) Гарри недоуменно спросил, что же теперь будет с Фламельями. Дамблдор рассказал, что для Николаса и его жены Пернеллы умереть значит лечь в постель и заснуть после очень долгого приключения. Гарри лежал в кровати, не зная, что сказать. Дамблдор промурлыкал что-то себе под нос и



рассеянно улыбнулся в потолок, затем разрешив Гарри продолжать спрашивать.

- 7) Мать Гарри умерла, пытаясь спасти его. Если на свете есть что-то, чего Волдеморт не в силах понять, - это любовь. Такая сильная

любовь, которую испытывают матери к своим детям, оставляет свой след.

- 8) Человеческие мысли порой следуют странными путями. Профессор Снейп не могу смириться с тем, что остался в долгу перед отцом Гарри. Именно поэтому он приложил столько усилий к тому, чтобы защитить мальчика. Он верил, что таким образом они будут в расчёте.

- 9) Гарри пересказал друзьям недавние события – про Квиррелла и зеркало, Волдеморта и камень, а также про чету Фламелей. Впечатленный Рон заметил, что Дамблдор - сумасшедший. Гарри задумчиво добавил, что директор просто хотел дать ему шанс. Он был в курсе того, что они задумали, однако вместо того, чтобы остановить их, он в некотором смысле помог им и кое-чему научил.
- 10) Всё бы хорошо, но Рон сообщил, что без ловца Когтевран начисто раскатал гриффиндорцев в последнем матче по квиддичу. На следующее утро Гарри попросил пойти на банкет и мадам Помфри дала разрешение таким презрительным тоном, словно по её мнению Дамблдор в полной мере не осознаёт, как банкеты могут быть опасны для здоровья.
- 11) Дамблдор весело воскликнул, что немного беспокоит учеников старческим брюзжанием перед тем, как они приступят к вкуснейшему пиру. Он поздравил Слизерин с победой в соревновании факультетов и Драко Малфой застучал по столу своим кубком. Зрелище было пренеприятное. Однако затем директор добавил, что следует учесть последние события. После его речи оглушительный гомон поднялся за считанные секунды. Все, кто умел считать и одновременно хрипло вопить, уже поняли, что у Гриффиндора теперь четыреста семьдесят два очка, то есть столько же, сколько и у Слизерина.
- 12) К огромному удивлению Гарри, они с Роном получили хорошие отметки по экзаменам. Гермиона, разумеется, стала лучшей ученицей курса. Даже Невилл кое-как умудрился сдать: его хорошая оценка за травологию компенсировала невероятно плохую оценку за зельеварение. Друзья надеялись, что Гойл, который был настолько же туп, насколько и злобен, будет отчислен, но этого не произошло. Это было обидно, но, как сказал Рон, нельзя получить сразу все.

11. What larger theme does Rowling express in her discussion of the Mirror of Erised and Harry's fascination with it?

12. What is the significance of Dumbledore's relationship with Harry?

13. Many conservative critics claim that the Harry Potter series promotes witchcraft and is therefore unsuitable for children. Do you agree or disagree with this claim?

14. What purpose do minor characters such as Peeves, Nearly Headless Nick, and the Bloody Baron serve in *Harry Potter and the Sorcerer's Stone*? Why do you think Rowling included them?

15. Who do you think the most courageous character is? How is courage defined in this text?

16. The author has more than a little bit of fun with names in this story. For example, the Professor of Herbology is *Professor Sprout*, and even the authors of the textbooks Harry must study are puns and riddles. Can you find other examples of this wordplay and show how the names reflect the characteristics of their owners? What about names that are the opposite of what you'd expect? — for example, the huge, terrifying three-headed dog named *Fluffy*? What effect do you think the author achieves with this name?

17. Many of the characters in «*Harry Potter and the Philosopher's Stone*» have very memorable names. Discuss what some of the characters' names tell us about their personalities. What do names like Voldemort and Draco



Malfoy convey about these characters? What about Albus Dumbledore and Severus Snape? And why does Harry Potter have a relatively ordinary name? Can you tell simply from a name what the character is going to be like?

18. How do the relationships between Harry, Ron and Hermione grow and change over the course of the book? Why do Harry and Ron so quickly become firm friends? Why do they dislike Hermione in the beginning? Discuss the point in Chapter X, 'Hallowe'en', when their friendship is sealed. How are the three different and how are they alike? What qualities and strengths does each of them bring to the group?
19. Aside from the obvious (that he longs for his parents and has no intention of using the Sorcerer's Stone), what do the images Harry sees in the Mirror of Erised tell us about his character? What images might Malfoy or Dudley see? What might Hagrid or Hermione?
20. What is at least one way that supports the idea that Hermione is a) bossy b) a bit snobbish c) wants to help people? Support your answer with details from the text.
21. At first glance, Hermione's qualities suggest that she should have been sorted into Ravenclaw. Do you think she displays more Gryffindor-like than Ravenclaw-ish qualities over the course of the novel? Support your answer with details from the text.

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