



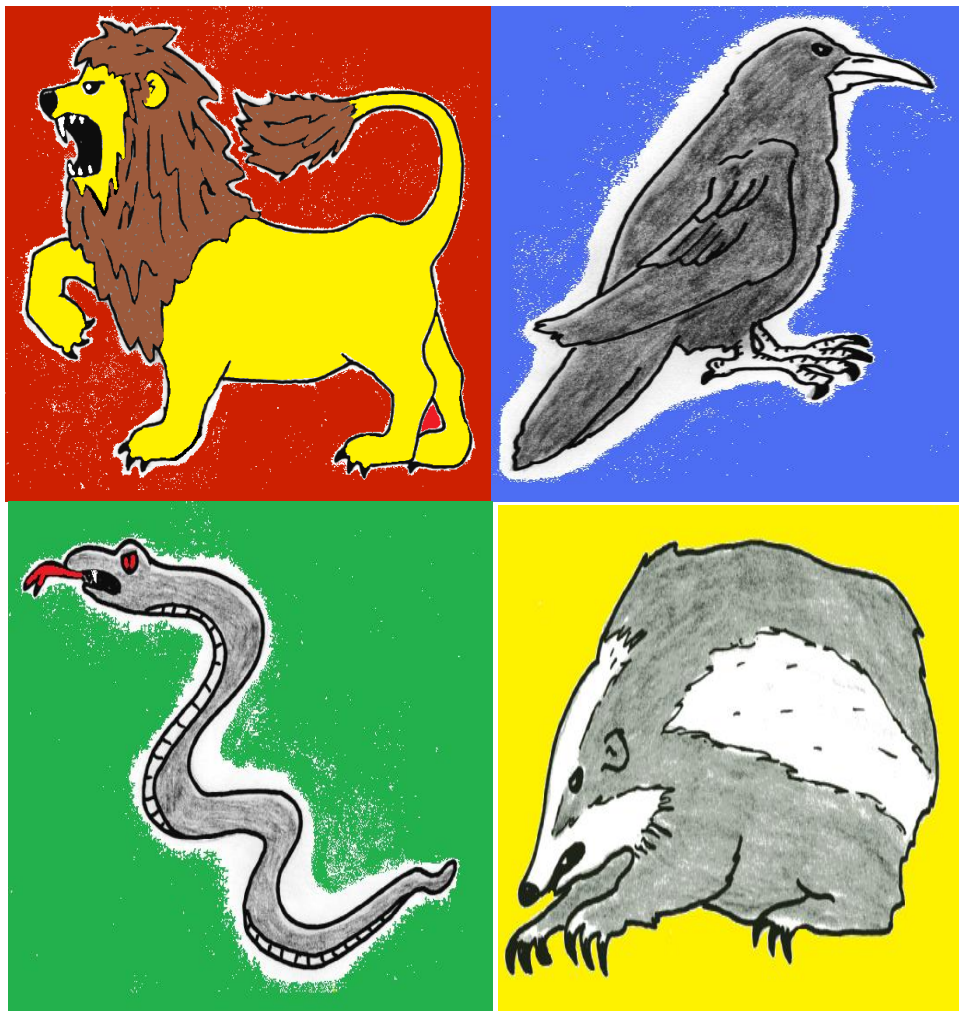
Bryce Hedstrom

READ

HARRY POTTER

IN SPANISH

By Bryce Hedstrom



A reading guide for the Spanish translation of the novel **Harry Potter y la Piedra Filosofal**

*This book is not connected in any way to Emecé Editores
and it has not been approved by J.K. Rowling.*



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INTRODUCTION

This guide is based on a translation of the novel **Harry Potter y la Piedra Filosofal** in Castillian Spanish by Emecé Editores in Barcelona, Spain, originally published in 1999. There are editions of the book available in Latin American Spanish, but the Castillian edition was chosen to help accustom students to the *vosotros* form that is used throughout. If your novel is the Latin American Spanish edition some of the words will be slightly different, but this guide will still be useful.

HARRY IS NOT JUST FOR KIDS

Even though some students might consider the Harry Potter series to be old stuff, I like using it occasionally with upper level students. Reading this novel can be a nice break from the heavier culture and literature they are expected to master in an upper level course. Students are familiar with the novel and it feels like a break to them. Reading the book takes them back to the joyful free reading of their early days in school. The real value in reading a book like this is the constantly recycling high frequency vocabulary in an engaging format. But don't allow students to think that Harry Potter is just for kids. According to a CNN news story, **J.K. Rowling's books are being used more and more in college literature courses**. Universities such as Yale, Georgetown, Pepperdine, Stanford, Swarthmore and Kansas State all offer courses on Harry Potter and more are added at other campuses every year. These are courses that focus on the literary, historical and theological content in the books and compare them to the works of J.R.R. Tolkien, C.S. Lewis, and other British literature.

YOUR STUDENTS ARE HARRY POTTER

When they re-read the first Harry Potter novel in Spanish, students often see a lot more in it than they did when they read it in English were younger. It can almost be therapeutic for them. Some of my students remark how they consciously relate to Harry now—all too often they also feel trapped in a world of dull individuals that do not appreciate their unique gifts. They see and feel wonder all around them that others do not perceive. Discussing the novel in the target language in class often helps them to reflect on and work through some of those feelings. Time and again, situations in the book remind them of events in their own lives and they want to share. Encouraging lively classroom discussions with this book is no problem. Once you get the ball rolling, the problem becomes cutting off the conversation so we can get back to reading.

READING THE NOVEL

I tend to teach Harry Potter much in the same way as I would any novel—we go through the first half of the novel together slowly and carefully (the deluxe tour), and the second half of the book, students read on their own (the budget tour). In the first few chapters, vocabulary that students need to know is gleaned and we work with it with classical TPR, Personalized Questions and Answers (PQA) and personalized mini-stories to help prepare students to read the novel. I like to read this book aloud to them for at least the first eight or nine chapters because so much of the vocabulary is unreal—J.K. Rowling invented a lot of words for her novels and students may not always recognize the Spanish interpretation of her terms. Quality Spanish recordings of the novel are also available at most libraries and playing these can be a real voice saver.

My favorite technique is to discuss and summarize what we have read as we go along. Reading the novel together in class and discussing as we go is the best way to handle this because the material is so familiar and available. Some students will be tempted to read the book in English or just watch the movie if assigned to read at home on their own. When we read together in class, that pressure is dissipated and students can focus on the joy of reading.

PACING

Setting aside a three week window to read the entire book has worked well for me. As with most novels, the first part is the deluxe tour of the book—they get my help. I point out vocabulary and connections and spark discussions. The last half of the book is the economy tour—they read on their own. With a good start and accountability along the way, most students can finish the novel.

I suggest that most reading be done in class—the books and movies are so widely available that the temptation to read in English will be too much for some students. If they want to read in English on their own at home, that is fine. Chapter length is quite variable in the novel. **Long Chapters** (1, 5, 6, and 13) may require two or even three days to read and discuss in class, while **Short Chapters** (2, 3, 4, 7, 9 and 10) can be read aloud and discussed in one class



period. The **Very Short Chapters** (8, 11, and 12) may be read and discussed in less than one class period. The rate at which students read will speed up the further students get into the novel.

We can learn the new vocabulary, play with it with PQA and read part or all of a chapter every other day. A typical schedule for the novel would be:

- **Day 1:** Vocabulario Esencial. Ask which students have read the novel in English. Pass out copies of the Essential Vocabulary. Discuss cognates and which words most students already know. Teach the rest of the vocabulary in red print with classical TPR and some questions and answers, both personalized (PQA) and about the novel.

- **Days 2 & 3:** Vocabulario Esencial Quiz #1 (page 8); Check out books to students along with copies of the dictionary (p. 10-17) and page-by-page vocabulary help (p. 19-29). Begin reading the novel aloud in the T.L. as students follow along, stopping frequently to check for understanding and to discuss interesting passages. When students are reading slowly and in another language, meaning will jump out at them—they will see things that they have never noticed before. If they are gently guided, students will quickly discover how much they identify with Harry Potter. Review or introduce the *SIPS + Would* formula (see below) and look for it in the text as you read.

- **Day 4:** Chapter 1 Quiz (page 31); Begin reading chapter 2 aloud in the T.L. and discuss.

- **Day 5:** Continue reading chapter 2. Review or introduce the acronym **PMS En CA** (see below).

- **Day 6:** Chapter 2 Quiz (page 32). Begin reading chapter 3.

- **Days 7-13:** Continue this pattern of reading in class, gradually weaning students of off listening to the teacher and reading alone. A good technique here, that will also save you voice is to get a recording of the exact same version of the book and play it aloud as students read along. Slowing down the recording to 85% or so can help until students have become accustomed to the narrator's voice. Continue with the chapter quizzes (pages 31-39) to hold students accountable.

- **Day 14:** Jeopardy Game. This is a fun way to review the novel in the T.L. Pass out copies of the final project and discuss.

- **Day 15:** Final Project. Students write in class.

DICTIONARY AND PAGE-BY-PAGE VOCABULARY HELP

These resources have been developed through years of teaching the novel in Spanish IV and AP classes, and by answering questions of students in Spanish III that have chosen to read the book for free reading. The Essential Vocabulary on the next page has proven invaluable in getting students to understand the novel quickly.

CHAPTER QUIZZES

The chapter quizzes are designed to check student comprehension of key vocabulary and the content in each chapter. The quiz vocabulary items can be good ones to pre-teach with classical TPR and PQA. There are chapter quizzes through chapter nine. By that time students will have become much more confident and comfortable with the esoteric vocabulary found in the novel and they will be expected to finish reading on their own. At the end of each quiz there is also an optional grammatical component on the subjunctive.

GRAMMAR IN THE CHAPTER QUIZZES

As we go through the book, I take every opportunity to point out and use the many instances of the subjunctive in the text. The book is crawling with the subjunctive—examples of how characters feel and what they want are everywhere; students will read them on virtually every page. Those discussions are reflected in the last section of each of the nine chapter quizzes. A simple explanation on using this technique of teaching/reviewing the subjunctive is included on page 42.

If you want your students to jump right in and focus on meaning, you may feel that teaching the acronym and formulas may be unnecessary. I can understand that. I have had students in levels II and III read the novel with minimal help



with the past subjunctives. Once they were able to recognize *fuera, tuviera, estuviera, pudiera, hubiera* and *quisiera* they were able to read on their own.

Keep in mind that according to research by Stephen Krashen and others, the only dependable way that students have been measured to master the subjunctive is through pleasure reading—the very type of reading we are promoting with this novel! Explicit teaching does not create this mastery, but teaching it can ease the nervousness of teachers and students around using the subjunctive, so it elements of explicit subjunctive teaching are included in the chapter quizzes and in the exercise at the end of this guide (page 44).

• Chapter 1 Quiz

The acronym **SIPS + would** is used in the grammar portion of the chapter one test. **SIPS + would** is the formula for **si past subjunctive, would...** as in:

Si yo tuviera un millón de dólares, lo daría todo al professor de español.
Si no lo hubiera hecho así, aquella mañana le habría costado concentrarse en los taladros.

• Chapter Quizzes 2 & 3

The mnemonic device **PMS en CA** is used to help remind students when to use the subjunctive with these expression that require it almost 100% of the time. The letters stand for:

para que..., a menos de que..., sin que..., en caso de que..., con tal de que..., antes de que...

• Chapter Quizzes 4 & 5

The mnemonic device **THE MCD** is used to help remind students to use the subjunctive when referring to the future with certain words. The letters stand for:

tan pronto como..., hasta que..., en cuanto que..., mientras..., cuando..., después de que...

• Chapter Quizzes 6-9

The idea of using the subjunctive mood with impersonal expressions is reviewed here.

THE SORTING HAT

In the middle of chapter seven the students in my classroom get divided into the four houses of Hogwarts, just as the characters in the story are. Each house gets to devise a logo and motto based on the descriptions in the book. From that time on they work with the members of their house to compete in vocabulary games and in the final Jeopardy Review Game. They can also read with their houses when they get to the last half of the book (from chapter 10 on) and we stop reading together as a class.

JEOPARDY GAME

This is a game to review the content and vocabulary in the book. Write the categories and point values on the board and let the previously sorted “houses” play off against one another before the final project.

FINAL PROJECT

Students may select from several big themes in the book to write about to show they have read and understood the book. Be sure to review these questions as you go through the novel with your class to help prepare your students to think about these ideas and hear others’ thoughts about them as you all talk in class.

Acknowledgements:

Thank you to Carmen Andrews Sánchez of Las Vegas, Nevada for her ideas on the first three chapter quizzes and permission to use them.

Thanks to Nelly Hughes for her valuable suggestions and editing.

All remaining errors and bad ideas herein are mine alone.



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HARRY POTTER Y LA PIEDRA FILOSOFAL

VOCABULARIO ESENCIAL

All of the words on this list are important to understand the story, but the **bold words are essential** to know. You will be tested on the words in **bold red print** (Spanish to English) before we start reading.

PALABRAS E IDEAS CLAVES KEY IDEAS AND WORDS

(Estas palabras no aparecen mucho en el texto, pero el tema del libro tiene que ver con ellas)

prejuicio	<i>prejudice</i>	mantener(se) alejado	<i>to keep away from</i>
estereotipo	<i>stereotype</i>	sacrificio	<i>sacrifice</i>
orgulloso	<i>proud</i>	sacrificar(se)	<i>to sacrifice (oneself)</i>
normal	<i>normal</i>	la amistad	<i>friendship</i>

COSAS MÁGICAS MAGIC THINGS

la magia	<i>magic (noun)</i>	escoba	<i>broom</i>
mágico	<i>magic (adjective), magical</i>	fantasma	<i>ghost</i>
mago	<i>wizard</i>	capa	<i>cape</i>
bruja	<i>witch</i>	túnica	<i>tunic</i>
varita	<i>wand</i>		

hechizo

encantamiento	<i>a magic spell, charm</i>
encanto	<i>enchantment, spell</i>
maldición	<i>charm, spell</i>
maleficio	<i>curse</i>
embrujar	<i>curse, evil spell</i>
hechizar	<i>to put a spell on, bewitch</i>
brujería	<i>to bewitch, to cast a spell on</i>

lechuza

lechucería	<i>owl</i>
búho	<i>owlry, owl roost, owl cages</i>
ulular	<i>owl</i>
ululación	<i>to hoot, hooting (gerund—a verb used as a noun)</i>
	<i>hooting (noun)</i>

LUGARES MENCIONADOS FRECUENTEMENTE EN LA NOVELA

bosque	<i>forest</i>	torre	<i>tower</i>
castillo	<i>castle</i>	escaleras	<i>stairs, stairway</i>
despacho	<i>office</i>	vestíbulo	<i>entryway, vestibule</i>
mazmorra	<i>dungeon</i>	comedor	<i>dining hall</i>

GESTOS COMUNES POR TODA LA NOVELA

encogerse de hombros	<i>to shrug one's shoulders</i>
se encogió de hombros	<i>shrugged his shoulders</i>
encogiéndose de hombros	<i>shrugging his shoulders</i>
encogiéndose de hombros	<i>shrugging his shoulders</i>
entrecejo	<i>eyebrows</i>
fruncir el entrecejo	<i>to frown</i>
frunció el entrecejo	<i>frowned</i>



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frunciendo un poco el entrecejo	<i>frowning a little</i>
con los entrecejos fruncidos	<i>frowning</i>
con el entrecejo fruncido	<i>frowning</i>
frotándose la frente	<i>frowning</i>
alzó las cejas	<i>raised his eyebrows</i>
mirándolo ceñudo	<i>frowning</i>

ponerse de puntillas
negar con la cabeza
 le puso la cara mala

to stand on tiptoe
to shake one's head no
got a mad look on his/her face

MÁS VOCABULARIO ÚTIL QUE SE ENCUENTRA EN LA NOVELA

amenazar	<i>to threaten</i>
amenaza	<i>a threat</i>
amenazador/a	<i>threatening (adjective)</i>
castigar	<i>to punish</i>
el castigo	<i>punishment</i>
cicatriz	<i>scar, cicatrix</i>
chispas	<i>sparks</i>
veneno	<i>poison, venom</i>
envenar	<i>to poison</i>
envenado	<i>poisoned</i>
venenoso	<i>poisonous</i>
lúgubre	<i>mournful, lugubrious, sad</i>
pergamino	<i>parchment (old fashioned writing material made of sheep skin)</i>
silbar	<i>to whistle</i>
silbante	<i>whistling</i>
silbato	<i>the whistle</i>
silbido	<i>the whistle</i>
ténebre	<i>dark</i>
tenebroso	<i>dark, shadowy (adjective)</i>
siniestro	<i>sinister (also left-handed)</i>
carcajada	<i>a derisive laugh meant to mock or put down another</i>
darse cuenta de que	<i>to realize</i>
ni siquiera	<i>not even</i>
susurrar	<i>to whisper</i>
súbitamente	<i>suddenly</i>



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VOCABULARIO ESENCIAL *QUIZ #1*

1. mago _____
2. bruja _____
3. varita _____
4. escoba _____
5. hechizo _____
6. lechuza _____
7. bosque _____
8. castillo _____
9. despacho _____
10. mazmorra _____
11. torre _____
12. escaleras _____
13. comedor _____
14. se encogió de hombros _____
15. frunció el entrecejo _____
16. amenaza _____
17. castigar _____
18. el castigo _____
19. cicatriz _____
20. chispas _____
21. pergamino _____
22. silbar _____
23. tenebroso _____
24. carcajada _____
25. darse cuenta de que _____
26. ni siquiera _____
27. súbitamente _____



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VOCABULARIO ESENCIAL *QUIZ #1*

--- ANSWER KEY --- ANSWER KEY --- ANSWER KEY --- ANSWER KEY ---

- | | |
|---------------------------|----------------------------------|
| 1. mago | <i>wizard</i> |
| 2. bruja | <i>witch</i> |
| 3. varita | <i>wand</i> |
| 4. escoba | <i>broom</i> |
| 5. hechizo | <i>a magic spell, charm</i> |
| 6. lechuza | <i>owl</i> |
| 7. bosque | <i>forest</i> |
| 8. castillo | <i>castle</i> |
| 9. despacho | <i>office</i> |
| 10. mazmorra | <i>dungeon</i> |
| 11. torre | <i>tower</i> |
| 12. escaleras | <i>stairs, stairway</i> |
| 13. comedor | <i>dining hall</i> |
| 14. se encogió de hombros | <i>shrugged his shoulders</i> |
| 15. frunció el entrecejo | <i>frowned</i> |
| 16. amenaza | <i>a threat</i> |
| 17. castigar | <i>to punish</i> |
| 18. el castigo | <i>punishment</i> |
| 19. cicatriz | <i>scar</i> |
| 20. chispas | <i>sparks</i> |
| 21. pergamino | <i>parchment</i> |
| 22. silbar | <i>to whistle</i> |
| 23. tenebroso | <i>dark, shadowy (adjective)</i> |
| 24. carcajada | <i>a derisive laugh</i> |
| 25. darse cuenta de que | <i>to realize</i> |
| 26. ni siquiera | <i>not even</i> |
| 27. súbitamente | <i>suddenly</i> |



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Essential Vocabulary Quiz #2 (to "Tower " on PAGE #1 OF NOTES)

- | | |
|----------------------|----------------------|
| 1. proud | 11. ghost |
| 2. normal | 12. cape |
| 3. to keep away from | 13. tunic |
| 4. stereotype | 14. magic spell, hex |
| 5. prejudice | 15. owl |
| 6. magic | 16. forest |
| 7. wizard | 17. castle |
| 8. witch | 18. office |
| 9. wand | 19. dungeon |
| 10. broom | 20. tower |

Essential Vocabulary Quiz #3 (PAGE #2 OF NOTES)

- | | |
|------------------------------|----------------------|
| 1. stairs/staircase/stairway | 11. sparks |
| 2. dining hall | 12. poison, venom |
| 3. shrugged his shoulders | 13. parchment |
| 4. eyebrows | 14. to whistle |
| 5. frowned | 15. dark, shadowy |
| 6. to stand on tiptoe | 16. a derisive laugh |
| 7. to shake one's head no | 17. to realize |
| 8. a threat | 18. not even |
| 9. to punish | 19. whisper |
| 10. scar | 20. suddenly |



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HARRY POTTER Y LA PIEDRA FILOSOFAL

GLOSSARY

*This is a glossary of Spanish words as they are used in the novel. It is not an exhaustive dictionary of the Spanish language and it does not include every possible meaning of each word that appears in the book. It simply contains the words that I suspect students at levels III - V may not know. It is an aide to reading, understanding and enjoying the novel. Words in **bold print** are those that are used frequently in the text.*

This is a good story to enjoyably improve student vocabulary in Spanish. The reading level of the book is roughly equal to that of popular newspapers, novels and news magazines. In English the book is rated at a 5.5 reading level, which is an excellent level to attain in a second language. The novel is well-written and the characters are engaging. Many upper level students find that they can relate to the themes in the novel, even though they may have previously thought of it as a kid's book. Interest in the book will hopefully compel students to read more novels in the series on their own. Student vocabulary, grammatical accuracy and knowledge of common Spanish idioms will increase markedly as a result of reading and discussing this book with students in class.

The book is not all easy reading, however. Even native speakers may need to refer to this special glossary occasionally because there are many invented words and because in the Emecé edition the translators use expressions and vocabulary from Castilian Spanish rather than the Latin American Spanish with which students in the western hemisphere are more familiar.

A

abalanzó	<i>swooped</i>		
abatimiento	<i>dejection</i>		
abertura	<i>opening</i>		
aborrecía	<i>abhorred</i>		
abovedado	<i>arched</i>		
se habría apoderado			
	<i>would have gotten control</i>		
se abrió paso	<i>squeezed through</i>	abrumado	<i>heavy</i>
acababa de pincharse			
	<i>had just got a puncture</i>		
acapara	<i>monopolize</i>		
acarreó	<i>brought</i>		
acebo	<i>holly (tree)</i>		
acera	<i>sidewalk</i>		
acogedora	<i>cozy</i>		
acónito	<i>monkshood</i>		
acuoso	<i>watery</i>		
adivinas	<i>guess</i>		
adjunta	<i>assistant, adjunct</i>		
adoquines	<i>cobblestones</i>		



afable	<i>good-natured</i>	
afectuosamente	<i>fondly</i>	
afligido	<i>upset</i>	
agítala	<i>shake it</i>	
se agacharon	<i>ducked</i>	
se agachó	<i>bent down, leaned back in</i>	
agazapada	<i>crouching</i>	
agazapados	<i>crouching down</i>	<i>agitó waved</i>
más agreste	<i>wilder</i>	
agrietadas	<i>cracked</i>	
aguanta	<i>stand, put up with</i>	
no aguantaban las ganas	<i>couldn't wait</i>	
agudos	<i>sharp</i>	
aguja	<i>needle</i>	
agujero	<i>hole</i>	
ahogado	<i>muffled, stifled, drowned</i>	
ahuyentando	<i>chasing</i>	
ajeno	<i>wormwood</i>	
ajo	<i>garlic</i>	
alacena	<i>closet</i>	
alargado	<i>elongated</i>	
alboroto	<i>clattering</i>	<i>alcanzándole holding up to him</i>
alcance	<i>reach</i>	
alcornoque	<i>dunderhead</i>	
alejado	<i>away, distant</i>	
se alejaban	<i>moved away</i>	
aleteos	<i>flappings (of wings)</i>	
alfileres	<i>hardly hanging</i>	
alfileres	<i>pins</i>	
alfombras	<i>carpets</i>	
algas	<i>algae</i>	
aliviado	<i>relieved</i>	
alivio	<i>relief</i>	
allanamiento de morada	<i>breaking and entering</i>	
alquilado	<i>rented</i>	
se alzaba	<i>rose up</i>	
amabilidad	<i>kindness</i>	
amable	<i>friendly</i>	
amargura	<i>bitterness</i>	



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CAPÍTULO 1

El niño que vivió

Nombre _____ Clase _____ Fecha _____

I. Contesta las siguientes preguntas utilizando frases completas y una explicación completa.

Describe la familia Dursley, según ellos.

1.

2.

3.

¿Cuáles son algunos de los indicios (*clues*) de que algo extraño está pasando?

4.

5.

6.

¿Con qué están relacionados esos indicios – de lo que ya sabemos?

7.

8.

9.

II. Traduce las siguientes palabras al inglés.

10. tropezó

15. ni siquiera

20. permanece

11. supongo

16. temor

21. sensato

12. susurrar

17. ¡No lo soporto!

22. relámpago

13. de hecho

18. empresa

23. a propósito

14. lechuza

19. sorbete

III. Escribe 2 frases que usan la formula "SIPS + would"

24.

25.



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HARRY POTTER Y LA PIEDRA FILOSOFAL

Final Project

We will discuss many of these concepts in Spanish in class to help clarify your own ideas and to give you an opportunity to share ideas amongst yourselves. Hopefully, everyone in class will give input on each of these questions orally in class during our class reading of the book.

Choose **4 of the 14 questions** below about which you wish to write. You will need to write at least **two (2) well-written paragraphs about each question** you choose. For our purposes here, a paragraph has a topic sentence and is followed by at least 5 more sentences, for a total of 6 sentences (minimum!) in all. Your task is to 1) show that you have read the book in Spanish and 2) show that you can use the Spanish you have learned to discuss the book.

Be sure to use the vocabulary from the novel to show that you have read the book in Spanish and that you have learned new words from it, have understood it, and have thought about it.

GRADING. 20 points per question: 10 for grammar and vocabulary, 10 for content and evidence of thinking.

Tema (Theme)

1. El **descubrimiento** es un tema principal del libro. ¿Cuáles son algunas cosas que Harry descubre dentro de si mismo y fuera de si mismo?
(descubrir)

2. ¿Por qué es tan difícil **pelear contra Voldemort**?

3. ¿Es el **sacrificio** un tema en el libro? ¿Cuáles son algunos ejemplos?
(sacrificar/se)

4. El **prejuicio** es un tema en el libro. ¿Cuáles son algunos ejemplos?

Conflicto

5. El espejo de Eosed (*or Erised*, en la versión inglesa) muestra **los anhelos del corazón** de uno. ¿Cómo hace Harry la conexión con su pasado sin perder de vista lo que es importante en el presente y lo que será todavía más importante en el futuro?



Escenario (Setting)

6. ¿Cuáles son algunas **reglas para vivir en Hogwarts**? ¿Son parecidas a las reglas en tu vida?
7. ¿Cuáles son las **reglas explícitas** y cuáles **reglas necesita descubrir** Harry por sí mismo?
8. ¿Has estado en una situación en cual has necesitado descubrir **las reglas no escritas**?
Explica la situación, lo que hiciste y cómo las descubriste.
9. Hay muchas reglas en Hogwarts, pero parece que a veces **algunas reglas pueden ser suspendidas**. Por ejemplo, la profesora McGonagall dijo que iba a hablar con el profesor Dumbledore para ver « si podemos suspender la regla del primer año » (p. 129) a causa de las « circunstancias especiales » (p.141). ¿Puede ser bueno, de vez en cuando, suspender las reglas? ¿Cuáles? ¿Cómo sabes cuáles son las reglas que se puede suspender?

Para Más Discusión

10. Al principio de la historia, el profesor Dumbledore deja a Harry con los Dursley diciendo que son la única familia que tiene. **¿Es mejor tener una familia mala que no tener ninguna familia?**
11. Es obvio que la familia de Harry siempre lo ignora y lo maltrata. **¿Has sentido lo mismo o has sentido algo similar a eso** (ignorado y maltratado) **alguna vez?**
12. Antes de ir a Hogwarts, Harry pensaba que no era nada especial. Le dijo a Hagrid —Sólo soy Harry. No puedo ser un mago. —¿Quién no ha soñado con tener algo especial dentro de sí? ¿Quién no ha sospechado que fuera más que un mero *muggle* como las demás personas? **¿Has sentido así?**
13. En la mazmorra el profesor Quirrell le dijo a Harry que no existe el bien ni el mal, que hay solamente el poder, y los que son demasiado débiles para seguirlo (p. 239) ¿Estás de acuerdo con esto? ¿Es esto la realidad del mundo? **¿Qué es más importante en el mundo, el poder o el amor, el bien o el mal?**
14. En la mazmorra después del juego de ajedrez mágico, Hermione le dice a Harry que hay **cosas más importantes que la escuela**, como la amistad y el valor (p. 235). ¿Estás de acuerdo? ¿Por qué o por qué no? Explica cuáles cosas pueden ser más importantes que el conocimiento y sacar buenas notas en la escuela.
15. Escribe una idea propia que demuestre que has leído en español y en la que puedas usar el vocabulario del libro para comunicar tus pensamientos: