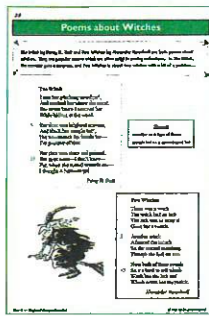


Poems about Witches



Question Book:
Year 4, pages 28-29

Author / Source:
Percy H. Ilott
Alexander Resnikoff

Genre:
Poetry

Cross-curricular links:

- Art (illustration)
- History (superstitions)

Introduction

The Witch by Percy H. Ilott and *Two Witches* by Alexander Resnikoff are two short poems that focus on similar topics but have different forms. They are both made up of three four-line stanzas, but they have different rhyme schemes, and *Two Witches* is a tongue twister that uses word play. Before reading *The Witch*, it may be useful to explain that cowslips are often associated with magic.

Answers

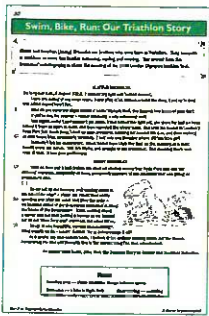
1. Any appropriate answer. E.g. To put in a potion.
2. c. red
3. E.g. He doesn't want her to know he's there because he's scared of what she might do.
4. Because they're both twitching — one because she's itching and one just because she likes to twitch.
5. a. E.g. The repetition of 'witch', 'which', 'itch' and 'twitch', which all contain similar sounds, makes the poem difficult to read out loud.
b. 'which' and 'witch'.
6. E.g. The witch in the first poem seems scary, with a "sharp and pointed" chin, so the narrator leaves when she looks at him. In the second poem, the witches seem much funnier.
7. Any appropriate answer. E.g. I prefer *Two Witches* because it's fun to read out loud, and I think the idea of the two witches twitching is very funny. OR E.g. I prefer *The Witch* because I like the way the poet describes the witch so that I can imagine myself hiding in the wood watching her.



Extra Activities

- Introduce the term 'homophone' — words which sound the same but are spelt differently and have different meanings, like 'witch' and 'which'. As a class, come up with a list of words which sound the same but have different meanings and spellings.
- Ask pupils to write their own poem about a witch or witches, following the same rhyme scheme as one of the two poems. They could be encouraged to experiment with word play or tongue twisters.
- Drawing on pupils' answers to question 7 in the Question Book, split the class into pairs and get them to discuss with their partner their favourite poem and the reasons why they prefer it.
- Ask pupils to imagine that these two poems are being put into a poetry anthology and that they have been asked to provide the illustrations for one of the poems.
- Explain that many people in Britain in the Middle Ages believed in witchcraft and superstitions. As a class, discuss examples of superstitions, such as the belief that the number 13 is unlucky and that you shouldn't walk under ladders. Ask the pupils what they think of superstitions and whether they are superstitious or not, e.g. do they own any 'lucky' objects or do certain things to avoid bad luck?

Swim, Bike, Run: Our Triathlon Story



Question Book:

Year 4, pages 30-31

Author / Source:

Alistair and Jonathan Brownlee

Genre:

Non-fiction — autobiography

Cross-curricular links:

- PSHE (role models)
- Geography (UK towns and cities)

Introduction

Alistair and Jonathan Brownlee are two of Britain's most successful triathletes, having achieved a number of Olympic, World, European and Commonwealth titles between them. Their autobiography is about their journey from growing up in Yorkshire, to becoming professional triathletes and competing at the 2012 London Olympics, where they won gold and bronze respectively. The book describes their relationship as brothers, as well as their development as sportsmen. Before reading the extract with the class, make sure that pupils understand what a triathlon involves, and explain that the 'transition area' is the place where triathletes change between the swimming, cycling and running legs of the race.

Answers

1. "the biggest two hours of your life"
2. E.g. Because he usually sleeps badly before an important race, and two nights earlier he had been unable to sleep, so he thought that his nerves would keep him awake.
3. E.g. He felt excited. This is different to how he usually feels before a race — usually he feels nervous.
4. E.g. To emphasise how loud and sudden the noise of the crowd was.
5. E.g. Because he saw how many people were there to support them, and this helped him to relax.
6. E.g. It is written in the first person. OR E.g. It describes the authors' feelings about important events in their lives.
7. Any appropriate answer. E.g. I think I would feel excited to be representing my country. I would also feel nervous because I would want to do well in the competition.

Extra Activities

- As a class, explore the features of autobiographies. How is this autobiography different from a standard autobiography? Discuss how the book alternates between the brothers' voices and the effect this has.
- Ask pupils to write an autobiographical passage about a recent school event, such as sports day or a school trip. Working in pairs, get pupils to compare what they have written. What are the similarities and differences between their perspectives on the same event?
- Discuss why the Brownlee brothers are inspirational figures. Ask pupils to make a poster about someone who inspires them. They should include a picture of their inspirational figure and a short passage about who the figure is and why they find them inspiring.
- Explain to the class that every British athlete who won a gold medal at the 2012 London Olympics and Paralympics had a post box painted gold in their honour. Most of the post boxes are located in or near the athletes' home towns. Alistair Brownlee's post box is in Horsforth, West Yorkshire. Give pupils a map of the UK and ask them to find Horsforth. Challenge pupils to find the location of other gold post boxes.
 - Chris Hoy (Edinburgh),
 - Ellie Simmonds (Swansea),
 - Jessica Ennis-Hill (Sheffield)