What to do today

1. Imagine a character’s questions
   - Look closely at *Eric’s Questions*
   - What do you think he might be asking? Can you think of three possible questions for each of these pictures?
   - If you would like to, watch the story again using the *PowerPoint: Eric* or watch Ruth Merttens reading the book [https://www.youtube.com/watch?v=H71F0-_QrpE](https://www.youtube.com/watch?v=H71F0-_QrpE)

2. Remind yourself about Pronouns and Determiners
   - Use the *PowerPoint on Pronouns and Determiners*. If this is not possible, use the *Revision Card* to remind yourself about these.
   - Complete *Pronouns and Determiners Practice*.

3. Now for some writing
   - Use words and pictures on the *Planner* to imagine a day out for Eric.
   - Write about the day out, using pronouns and determiners for cohesion.

   **Well done! Share your writing with a grown-up. Show them some of the pronouns and determiners that you have used.**

Try the Fun-Time Extras
   - Look at the *Endpapers*. These are Shaun Tan’s drawings that he puts at the start and finish of his books. What is your favourite drawing? Could you make up a story about it?
   - Could you make your own collection of sketches in this style?
Eric’s Questions

What might Eric be asking?

From Eric by Shaun Tan
Revision Card – Pronouns and Determiners

**Pronouns** are used in the place of a noun.

Eric had a hat. **Eric** put the **hat**.

Pronouns replace the nouns **Eric** and **hat**.

- me
- she
- mine
- his
- hers
- it, him
- her
- yours
- its

**Cohesive devices – Pronouns**

Pronouns can be used as cohesive devices.

They avoid repetition and make links to what has already been said.

Eric had found a **hat**. The **hat** was a large one. The **hat** was far too large to fit on Eric’s head. But Eric liked the **hat**. “The **hat** is Eric’s **hat**,” Eric said.

Eric had found a **hat**. It was a large one. It was far too large to fit on his head. But he liked the **hat**. “**It** is mine,” he said.

The word in **pink** is a determiner. It comes before and specifies the noun (head) telling us whose head it is.

**Determiners**

Determiners go before a noun. They show if a noun is specific or general.

- a
- the
- my
- your
- your
- those
- this
- some
- any

Eric saw an **elephant** - any old elephant

Eric was amazed at the **elephants** - the elephants in the zoo

*Children love elephants* - children in general love elephants generally

The **children** loved those **elephants** – the specified children loved the elephants we know about.

**Cohesive devices – Determiners**

Determiners can be used as cohesive devices.

They provide cohesion because they make links to what has already been said.

- the friends that were mentioned earlier
- the trick that Eric performed with his hat
- **Those** friends who had watched the trick asked Eric how he had done it. Eric smiled and shook his head. He would never reveal his secret.

- Eric shook his own head, where the frog had been
- Eric’s secret about the trick in particular

*Can you spot the determiners? How do they make links to other parts of the text?*

Explore more Hamilton Trust Learning Materials at [https://wrht.org.uk/hamilton](https://wrht.org.uk/hamilton)
# Pronouns and Determiners Practice

## A Check your understanding

*Identify the pronouns and determiners in these sentences. Underline them in two different colours.*

a) We went to the zoo to see some animals.
b) Eric took a small packed lunch and I brought mine.
c) My lunch was the thing Eric was most interested in. He examined my sandwiches.
d) I did not see his. He kept it wrapped up in a tight package.
e) It must be a cultural thing, my mum thought.

## B Explore cohesion using pronouns

*Rewrite this extract, replacing the pronouns with nouns. How does it sound when you read it back?*

Secretly I had been looking forward to having a foreign visitor - I had so many things to show him. For once I could be a local expert, a fountain of interesting facts and opinions. Fortunately, Eric was very curious, and he always had plenty of questions. However, they weren’t the kind of questions I had been expecting. Most of the time I could only say, ‘I’m really not sure’ or ‘That’s just how it is!’

## C Explore cohesion using determiners

*Think of unexpected questions Eric might ask about the objects. Write them, using determiners to specify more about the nouns, e.g. What would happen if I told this disk a secret? Do these snacks enjoy the film?*

## D Imagine a day out with Eric

*Imagine you took Eric out for the day. Think about what you might do and how he might surprise you.*
Planner: Eric’s Day Out

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Eric’s Day Out
Endpapers
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Secretly Shaun had been looking forward to having a foreign visitor - Shaun had so many things to show the foreign visitor. For once Shaun could be a local expert, a fountain of interesting facts and opinions. Fortunately, Eric was very curious, and Eric always had plenty of questions. However, the question weren’t the kind of questions Shaun had been expecting. Most of the time Shaun could only say, ‘Shaun is really not sure’ or ‘That’s just how the situation is!’

C Explore cohesion using determiners

Think of unexpected questions Eric might ask about the objects. Write them, using determiners to specify more about the nouns, e.g. What would happen if I told this disk a secret? Do these snacks enjoy the film?

Examples

Why is this bottle-lid crinkly round the edges? Why isn’t it smooth?
Why are some things wrapped in plastic? Why is this wrapper on the ground? What was in it?