

Tuesday 2nd June 2020

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

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

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

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

Eric had a hat. Eric put the hat on.
Eric had a hat. He put it on.

Pronouns replace the nouns
Eric and hat

me she mine his hers
I it him her yours its
he her

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.

Determiners tell us more
about the **nouns**.

a the your those
an its his her that 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?

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.*

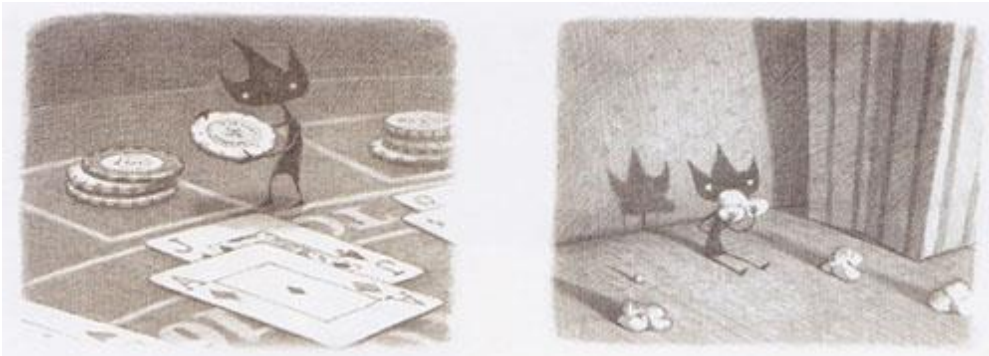
B Explore cohesion using pronouns

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

Eric's Day Out

A decorative border with a repeating orange and black zigzag pattern surrounds a large rectangular area. This area contains horizontal ruling lines, providing a space for writing or drawing. The border is composed of a series of small, repeating geometric shapes in orange and black, creating a scalloped or zigzag effect.

