

Intervention 1: Determiners

Information for teachers

- **Determiner** is a term that linguists use to describe words including:
 - **Indefinite articles** (*a, an*)
 - **Definite articles** (*the*)
 - **Demonstratives** (*this, that*)
- Linguists place these words in the same category because they go in the same place in a sentence, and you can only have one of them at a time:
 - *A house*
 - *The house*
 - *This house*
 - *That house*
 - ~~*The that house*~~
- Many children who speak other languages have trouble with determiners in English
 - Some languages have no articles at all (e.g. Polish)
 - Some languages have articles, but use them differently from English (e.g. Portuguese)
 - Some languages have fewer than two, or more than two, demonstratives, and divide up space in different ways (e.g. Polish, Spanish)
- Children who speak some of the languages most commonly found in NI schools, such as Polish, Arabic, and Chinese, will benefit from this intervention
- However, this intervention is not just for specific languages
 - It may be of use to any Newcomer pupil
 - It can also help English-speaking pupils to understand English better

How to use this resource

- This resource contains stories with deliberate mistakes in them
- Children can go through the stories looking for mistakes
- There are also questions for children to answer, based on the stories
- A teacher or assistant should be present to explain these tasks to children, make sure they understand the questions, and help with any areas where they may be struggling
- You can use the stories and questions included here as a template, and create your own resources based on other stories
- These resources are intended for children in Key Stage 2, but similar methods may be useful for older or younger children.

Answer key for teachers

Story 1

- **Highlighted** text has been replaced by deliberate mistakes in the classroom version
- **Coloured** text is key to answering the questions correctly
- If you need to help children with recognising the mistakes, the following points may be useful:
 - **Definite articles** (*the*) are used for people and things that are already known
 - **Indefinite articles** (*a, an*) are used to introduce new people and things
 - **Indefinite articles** are only used with countable nouns in the singular. For plural nouns and mass nouns (e.g. *water, air*), **no article** is used
 - The **demonstrative** *this* is used for things that are close to the person speaking
 - The **demonstrative** *that* is used for things that are further away

Goldilocks and the Three Bears

Once upon a time there was **a** little girl who had **golden** yellow hair. Her name was Goldilocks. One day she decided to go for **a** walk in a forest. In the middle of the forest, she saw a little house.

Goldilocks thought, 'There's **the** house in the middle of the forest! I wonder who lives here?'

She went into the house, where she saw a table with three bowls and three spoons on it. Goldilocks looked at the table. She saw that the bowls were full of porridge. Seeing the porridge made her hungry.

Goldilocks thought, '**That** bowl of porridge is too hot. **This** bowl is just right.'

Goldilocks wanted to rest. She went upstairs and found a bedroom with three beds.

Goldilocks thought, '**This** bed is too big. **That** bed is just right.'

She got into the bed that was just right and fell asleep.

While Goldilocks was sleeping, **the** three bears arrived: a big bear, a medium bear, and a little bear. It was their house.

'Someone's been eating our porridge!' they said.

They went upstairs.

'Someone's sleeping in my bed!' said the little bear.

When Goldilocks heard their voices, she woke up. She was so frightened that she jumped out of **the** bed and ran all the way home.

Answers

2. Yes
3. a, the, the
4. B, B, B
5. The big bowl
(Also accept 'The hottest bowl')

Story 2

- **Highlighted** text has been replaced by deliberate mistakes in the classroom version
- **Coloured** text is key to answering the questions correctly
- If you need to help children with recognising the mistakes, the following points may be useful:
 - **Definite articles** (*the*) are used for people and things that are already known
 - **Indefinite articles** (*a, an*) are used to introduce new people and things
 - **Indefinite articles** are only used with countable nouns in the singular. For plural nouns and mass nouns (e.g. *water, air*), **no article** is used
 - The **demonstrative** *this* is used for things that are close to the person speaking
 - The **demonstrative** *that* is used for things that are further away

The Three Little Pigs

Three little pigs set off one day to find homes.

The first little pig met a man with some straw. He asked for some straw and the man gave it to him.

The first little pig built a house from **the** straw. He thought, 'That's **a** really strong house!'

Then a wolf came along.

'Oh, no! **The** wolf!' said the first little pig.

The wolf huffed and he puffed and he blew the house down.

The second little pig met a man with some twigs. He asked for some twigs and the man gave them to him.

The second little pig built a house from the twigs. He thought, 'That's **a** really strong house!'

Then the wolf came along.

'Oh, no! The wolf!' said the second little pig.

The wolf huffed and he puffed and he blew the house down.

The third little pig met a man with some bricks. He asked for some bricks and the man gave them to him.

The third little pig built a house from the bricks. He thought, '**That**'s **a** really strong house!'

Then the wolf came along.

'Oh, no! The wolf!' said the third little pig.

The wolf huffed and he puffed, but he couldn't blow the house down. The third little pig was safe.

Answers

2. Yes
3. a, the, a
4. A, A, A
5. Outdoors

Story 3

- **Highlighted** text has been replaced by deliberate mistakes in the classroom version
- **Coloured** text is key to answering the questions correctly
- If you need to help children with recognising the mistakes, the following points may be useful:
 - **Definite articles** (*the*) are used for people and things that are already known
 - **Indefinite articles** (*a, an*) are used to introduce new people and things
 - **Indefinite articles** are only used with countable nouns in the singular. For plural nouns (e.g. *cats, dogs*) and mass nouns (e.g. *water, air*), **no article** is used
 - The **demonstrative** *this* is used for things that are close to the person speaking
 - The **demonstrative** *that* is used for things that are further away

Cinderella

Cinderella's mother died when she was little. Her father married again, and Cinderella ended up with **a** stepmother and two stepsisters.

Cinderella's wicked stepmother made her do all the housework. She had to cook and clean and scrub the floors.

One day Cinderella's stepsisters were invited to a ball at the palace. Cinderella was invited too, but her stepmother wouldn't let her go.

Cinderella's stepsisters left for the ball. Cinderella sat in the kitchen and cried. Suddenly a fairy appeared.

'**A** fairy!' thought Cinderella.

It was Cinderella's fairy godmother. She waved her wand and gave Cinderella a beautiful dress to wear, with glass slippers for her feet. She waved her wand again and turned a pumpkin into a carriage.

Cinderella's fairy godmother said, 'The spell will only last until **midnight**.'

Cinderella got into **the** carriage and went to the ball.

At the ball, the prince asked Cinderella to dance. They had **a** wonderful time. Then Cinderella heard the clock strike midnight. She ran out, leaving one of her glass slippers behind.

The prince wanted to find Cinderella, but he didn't know who she was. He had someone bring **the** glass slipper to every girl in the kingdom, so that they could try it on.

Finally the slipper came to Cinderella's house. Her stepsisters tried it on, but **their** feet were too big. Then Cinderella tried it on. It fitted perfectly.

Cinderella and **the** prince were married. They lived happily ever after.

Answers

2. No
3. a, a, the
4. A, A, B
5. Yes

Story 4

- **Highlighted** text has been replaced by deliberate mistakes in the classroom version
- **Coloured** text is key to answering the questions correctly
- If you need to help children with recognising the mistakes, the following points may be useful:
 - **Definite articles** (*the*) are used for people and things that are already known
 - **Indefinite articles** (*a, an*) are used to introduce new people and things
 - **Indefinite articles** are only used with countable nouns in the singular. For plural nouns and mass nouns (e.g. *water, air*), **no article** is used
 - The **demonstrative** *this* is used for things that are close to the person speaking
 - The **demonstrative** *that* is used for things that are further away

King Midas

King Midas was a king in **A**ncient Greece.

One day he helped one of **the** Greek gods, who rewarded him by giving him a wish. King Midas wished that everything he touched should turn to gold.

To see if his wish had been granted, King Midas picked a twig off **an** apple tree. The twig turned to gold.

King Midas picked up a stone. The stone turned to gold.

Then King Midas picked an apple from the tree. The apple turned to gold.

King Midas was very happy. '**That**'s wonderful!' he thought.

When King Midas came home, he touched **the** palace wall and even the wall turned to gold.

But when King Midas sat down to dinner, all his food turned to gold. He picked up some bread, and **the** bread turned to gold. He tried to bite into some meat, and it turned to gold in his mouth. He wasn't able to eat anything.

King Midas was very hungry. He knew that he might starve because of his wish.

Then King Midas's son came in. King Midas patted him on **the** head. His son turned into a golden statue.

King Midas begged the god to undo his wish. He was told that he had to bathe in the river.

King Midas jumped into **the** river. It was very cold. When he got out, though, he was back to normal. He could touch things without turning them to gold.

Answers

2. Yes
3. a, a, The
4. A, A, B
5. Accept any answer referring to what King Midas had already done, as opposed to an ongoing situation or what he was going to do.