



# Chapter 8.

## Nouns, Pronouns, Articles and the Noun Group

### Contents

The structure of the Noun Group .....	2
Nominalisation .....	2
Nouns .....	2
Proper ↔ common nouns .....	4
Irregular nouns .....	4
Collective nouns .....	5
Countable ↔ uncountable nouns .....	5
Summing up nouns .....	8
The genitive .....	9
Articles .....	10
Reference .....	10
Pronouns .....	12
Possessive pronouns .....	13
Reflexive pronouns .....	14
Relative pronouns .....	14
Demonstrative pronouns .....	16
Interrogative pronouns .....	16
Indefinite pronouns .....	17
Summing up pronouns .....	19
After reading about the NG .....	20
Links for interactive exercises and songs .....	23



## The structure of the Noun Group

### Web activity 1.

#### A celebrity suitcase

Individual work and group work of 5-6 students.

Each student starts by thinking of a famous person. You should now pretend that you found the person's suitcase. Make a list of things you found in the luggage. Remember to specify the exact amount by using such words as *a lot, some, several, a few, many, a/an, much, a little*. The rest of the group should try to guess who the famous person is. The winner guesses most people.

### Web activity 2.

In groups: How many descriptive words can you add to describe the following nouns in more details? You could write them down to develop them into small poems.

*dog, neighbour, Grandmother, Dad, girlfriend, novel, song, poem*

Here is an example:

*My friend.*

*My fantastic, friend.*

*My amazing, fantastic friend.*

*My amazing, fantastic friend from my childhood.*

*My amazing, fantastic friend from my childhood that I spent a lot of time with.*

## Nominalisation

### Web activity 3.

Translate the following sentences into English, using as many NGs as possible rather than sub-clauses. A help can be to think of abstract nouns instead of clauses.

- Disse ændringer medførte at ozonlaget blev skabt.* (abstract noun is creation)
- Jakken trænger til at blive vasket.*
- En af pigerne fortalte en vittighed, og så blev der grinet.*
- Er du god til at svømme?*
- Må jeg få noget at drikke?*
- Han var kun 61, da han blev pensioneret.*
- Det bankede på døren.*

## Nouns

### Web activity 4.

Here are some introductions to nouns. Discuss them from a teacher's perspective:

- What basic understanding of nouns do learners get?
- At which level would you use the particular introduction - why?
- Could you think of other ways of introducing nouns?

4-1. As part of the entry for the chapter "Beyond the Clouds", which deals with a topic about outer space in the text book system *Wonderkids*<sup>1</sup>, there is a picture of an outer space landscape and next to the picture there is a list of more than 25 nouns such as: *a galaxy, an atmosphere, a rock, a journey, an astronaut and an alien*.



As part of some pre-activities about the universe, the learners are to make a brain storm on the blackboard and the teacher should encircle all nouns. Then they are to discuss the picture of the landscape by using the nouns. After a vocabulary game about the nouns, the learners are to listen for and identify words that are nouns when listening to a song about going into space. The song contains many nouns and also explicitly focuses on this word class in the lyrics. Here is the chorus:<sup>2</sup>

*I see an alien...alien's a noun.  
I see a planet...planet is a noun.  
The Milky Way, the planet Mars  
A cosmonaut, a shooting star –  
they're people, places, things;  
we call them nouns.*

Then there are various vocabulary activities and one of them focuses on nouns<sup>3</sup>. They are told to sort the nouns into three categories: people, places and things.

Then there are various vocabulary tasks and one of them focuses on nouns<sup>4</sup>. They are told to sort the nouns into three categories: people, places and things.

#### 4-1.

1. In groups empty your bags and your pencil cases and make a pool of your belongings.
2. Split the class into 4 groups that sit in each their corner. Each group chooses a runner.
3. The teacher (or a student) positions himself in the middle. The teacher asks the students to bring him various articles. The first student to bring the article and touch the teacher's hand will get a point. Who will win?
4. Afterwards write a list of at least 15 kinds of things from your pool (e.g. 1 calculator, 9 books).
  - a. Discuss which word class your things belong to and how you decided this.
  - b. Conclude: how do you recognize nouns: what do they mean and how do they behave grammatically?

#### Web activity 5.

1. Here are some book and album titles that only consist of Ns. Identify the nouns and discuss why there are so many. Think of more book titles. Do they contain many nouns as well?

- |  |  |   |
|--|--|---|
| 1. <i>100 shades of white</i>                | 8. <i>White Teeth</i>  | 14. <i>The Boy in the Striped Pyjamas</i>       |
| 2. <i>The Great Escape</i>                   | 9. <i>The woman who walked into doors</i>                    | 15. <i>The Brief Wondrous Life of Oscar Wao</i> |
| 3. <i>The Dark Side of the Moon</i>          | 10. <i>A Thousand Splendid Suns</i>                          | 16. <i>Child 44</i>                             |
| 4. <i>The Lord of the Rings</i>              | 11. <i>The White Family</i>                                  | 17. <i>Fried Green Tomatoes</i>                 |
| 5. <i>The Unknown Terrorist</i>              | 12. <i>The Curious Incident of the Dog in the Night-time</i> | 18. <i>The Reluctant Fundamentalist</i>         |
| 6. <i>Brothers in Arms</i>                   | 13. <i>The Buddha of Suburbia</i>                            |   |
| 7. <i>The No. 1 Ladies' Detective Agency</i> |  |   |

2. In which other types of texts do you expect to find many nouns? Why?



## Proper ↔ common nouns

### Web activity 6.

1. Compare the nouns in the following sentences. Which ones are proper nouns and which ones are common nouns?

- |  |   |
|--|---|
| a. <i>I saw Queen Elisabeth II in London.</i>                | b. <i>A queen is the female head of a monarchy or married to a king.</i>                  |
| c. <i>I don't think the workers will start a revolution.</i> | d. <i>The Industrial Revolution began in the late 18<sup>th</sup> century in Britain.</i> |
| e. <i>The Bible says that God created Earth.</i>             | f. <i>The Vikings had many war gods.</i>  |

2. Can you think of other nouns that can be used as proper nouns and common nouns? Write sentences in which you use some of them in both ways.
3. Some common nouns used to be proper nouns – names of products for example. Here are some examples. Can you think of others?

*A kleenex (paper tissue), a hoover (vacuum cleaner) and a xeros (a photocopy)*

## Irregular nouns

### Web activity 7.

#### The odd one out

- Which noun in the lists below is different in the plural and how?
- Write other odd-one-out examples and swap with other groups.

- book, car, tooth, banana*
- calf, life, knife, dwarf*
- woman, boy, mouse, louse*
- baby, day, lady, enemy*

### Web activity 8.

- Look at nos. *g* and *h* in the list of irregular nouns below exercise 21 in the book. Which of these nouns are also plural nouns in Danish?
- What is the change in meaning regarding whether the following words are used in the singular or the plural:

*arms, brains, clothes, customs, goods, looks, pains, wages and wits*

### Web activity 9.

#### Play games:

- Ball game in pairs. Student A mentions an irregular noun and throws a ball to student B, who must say the noun in the plural when catching the ball. He then says another irregular noun and throws the ball to student A.
- Flyswatter game: The teacher writes the groups of the pluralisation of nouns on the blackboard, e.g. regular nouns, *-f* → *-ve*, *-o* → *-oes* etc. and draws a fly below each category. The class is divided into groups and each group has a flyswatter. The teacher now mentions a noun in the singular. The first group to slap the right fly on the blackboard is given a point. Remember to take turns holding the flyswatter.



1. Discuss these games from a teacher's perspective. Can you use them for automatizing other grammar areas?
2. Can you think of other games to automatize irregular nouns?
3. How and when will you teach irregular nouns?

## Collective nouns

### Web activity 10.

Some groups of things or living creatures in English are tied to specific group nouns rather than general nouns such as *group* or *team* and these are not always the same in Danish, e.g. English has *a flight of stairs (trappe)*, *a school of fish (fiskestime)* *a pack of wolves (ulveflok)*. These are examples of collocations.

Find out which group word is connected to the following nouns. The following link may be useful: [http://en.wiktionary.org/wiki/Appendix:Glossary\\_of\\_collective\\_nouns\\_by\\_collective\\_term](http://en.wiktionary.org/wiki/Appendix:Glossary_of_collective_nouns_by_collective_term)

- a. A \_\_\_\_\_ of musicians
- b. A \_\_\_\_\_ of guns
- c. A \_\_\_\_\_ of actors
- d. A \_\_\_\_\_ of kangaroos
- e. A \_\_\_\_\_ of monkeys

## Countable ↔ uncountable nouns

### Web activity 11.

1. The following nouns are often uncountable: *iron*, *paper* and *sugar*.  
Write sentences in which you use them as countable nouns.
2. The following nouns are often countable: *car* and *stone*.  
Write sentences in which you use them as uncountable nouns.

### Web activity 12.

You meet a friend in the supermarket and you strike up a conversation about your hobbies. The first person to use one of the following nouns gets a point. Who will win?

*Experience, glass, television, paper, tea, life and stone*

Write sentences in which you clearly show both the countable and the uncountable uses of the nouns.

### Web activity 13.

Many uncountable nouns (second column) have a countable noun partner (first column). Match a word from each column:

- |                  |                  |
|------------------|------------------|
| 1. <i>pig</i>    | a. <i>poetry</i> |
| 2. <i>shadow</i> | b. <i>work</i>   |
| 3. <i>poem</i>   | c. <i>shade</i>  |
| 4. <i>job</i>    | d. <i>pork</i>   |
| 5. <i>loaf</i>   | e. <i>wood</i>   |
| 6. <i>tree</i>   | f. <i>beef</i>   |
| 7. <i>cow</i>    | g. <i>bread</i>  |



### Web activity 14.

Match a noun from the first column that can be used to count one or several uncountable nouns in the second column:

- |                      |                        |
|----------------------|------------------------|
| 1. <i>lump of</i>    | a. <i>beer</i>         |
| 2. <i>drop of</i>    | b. <i>bacon</i>        |
| 3. <i>slab of</i>    | c. <i>cheese</i>       |
| 4. <i>level of</i>   | d. <i>chocolate</i>    |
| 5. <i>pint of</i>    | e. <i>bread</i>        |
| 6. <i>pound of</i>   | f. <i>sugar</i>        |
| 7. <i>rasher of</i>  | g. <i>unemployment</i> |
| 8. <i>sheet of</i>   | h. <i>luck</i>         |
| 9. <i>bar of</i>     | i. <i>paper</i>        |
| 10. <i>stroke of</i> |                        |
| 11. <i>slice of</i>  |                        |

### Web activity 15.

1. Each student thinks of a favourite recipe. Write a list of ingredients to include without specifying the amount.
2. In pairs you should now find out the exact amount of each ingredient.

- *Bread: Flour, salt, water, yoghurt, sugar, oil, egg.*
- *How much flour do you use? (1 kg of flour)*

3. Discuss what you learn from this exercise and whether you could use it with pupils.

### Web activity 16.

1. Write a letter to a friend from your college who is thinking about applying for a job at your school. Explain why this may, or may not, be a good idea. Use the vocabulary below:

<i>violence</i>	<i>work</i>	<i>advice</i>
<i>discipline</i>	<i>staff</i>	<i>news</i>
<i>freedom</i>	<i>materials</i>	<i>toys</i>
<i>cooperation</i>	<i>friendly colleagues</i>	<i>money</i>
<i>noise</i>	<i>job</i>	<i>information</i>
<i>open space</i>	<i>furniture</i>	<i>progress</i>
<i>grass</i>	<i>experience</i>	<i>library</i>

2. Discuss whether you could adapt this task for being used with pupils

### Web activity 17.

#### A time capsule

In pairs imagine you were to collect various objects to be put in a time capsule that would not be opened until 100 years from now. The time capsule should characterize the life of a teenager of your decade. Write a list of what you would put in it. You could start this way: *I would put a CD, a pair of jeans...*

### Web activity 18.

Discuss the introduction of uncountable nouns in the activities<sup>5</sup> below from a teacher's perspective. The excerpt starts with no. 6 since the book includes other activities on nouns prior to this excerpt. When and how will you introduce uncountable nouns?



## Uncountable Nouns

### 6 Uncountable Nouns *in pairs*

- a. The learners are first told to read the letter and match the uncountable nouns in blue with drawings that are not included here.

*Dear Babby,*

I need some **advice** about a sticky situation involving my sister Blanche, some family **furniture**, and a whole lot of **cash**.

When we got the news that our great-grandmother had passed away, my sister and I had a good cry together. Our great-grandmother left us some **furniture**. Among the tables and chairs was a beautiful old desk my sister really wanted. Well, I didn't want to fight about anything after the funeral so I said she could have the desk.

But now I have **evidence** that her one piece of furniture is worth more money than the other four pieces of **furniture** all together. I shared my **knowledge** of this **information** with my sister expecting that she would let me keep the other four pieces. But now she says she should still have half the furniture and it isn't her fault the desk is worth so much **money**. Now we are fighting all the time and we aren't making much **progress** on this issue. Tell me Dear Babby, do you have a few pieces of **advice**?

Signed,  
Desk Desperate

- b. Which group of sentences is correct?

**I got an information from him.**

**I got informations from him.**

I got a piece of information from him.

I got two pieces of information from him.

I got some information from him.

- c. Why do you think that nouns like information are called "uncountable nouns"?  
Discuss and explain what you do instead.

### 7 Right or Wrong *in pairs*

Which of these sentences are correct and why? Explain to each other.

- 1 Today's newspaper brought a news about a thief who steals cats.
- 2 He can get lots of moneys for the cats.
- 3 The police want an important information from the thief's wife.
- 4 The police make little progress.



- 5 Then the police got some advice from some other thieves.
- 6 There are evidences that it was the right man.

Write the wrong sentences correctly.

## 8 The Rules Rule *in pairs*

What is the connection between the **noun** and the **pronoun** in these sentences? Agree on a rule.

- 1 The thief isn't happy about the **furniture** in jail. It is too hard.
- 2 He isn't happy about the **evidence** either. It was planted, he thinks.
- 3 He is happy about the **money**, though. It makes life easier for his wife.

Next, agree on a rule about how the **noun** and the **verb** are connected.

- 4 The **news** about the cat thief **sells** newspapers.
- 5 Their **knowledge** of the stolen cats **makes** people nervous.
- 6 Their **progress is** quite extraordinary.

## Both Countable and Uncountable

### 9 My Memory is Full of Great Memories *in pairs*

Match the right drawings and sentences. Explain what each of the sentences mean.

- 1 Ethan hates wood.
- 2 Ethan hates woods.
- 3 Caroline loves little lambs.
- 4 Caroline loves lamb. Yum!
- 5 Marie doesn't have enough room.
- 6 Marie doesn't have enough rooms.

► **Discuss what this is all about – what makes the differences?**

Make your own drawings and/or sentences for a classmate to solve:

memory/memories  
manner/manners  
custom/customs  
look/looks  
paper/papers





## Summing up nouns

### Web activity 19.

1. Identify, categorize, correct and explain problems with nouns in the following sentences:
  - a. *All the informations he could give were of no use. They didn't help me at all.*
  - b. *Boys between the age of 12 and 14 can be difficult to handle.*
  - c. *I have two tooths that hurts.*
  - d. *They changed bus at London Bridge.*
  - e. *Many peoples in Denmark are too busy.*
  - f. *Many womens are afraid of rape.*
  - g. *Where was the police at the violent demonstration at Trafalgar Square?*
  - h. *This was a travel John never forgot.*
  - i. *The medias have a lot of influence on politic.*
  - j. *The deportation of refugees create many problems.*
  - k. *My friend has many money and she spends them on clothes.*
  - l. *My son has much toy. Much more than I had as a child.*
  - m. *I went to the baker's to buy a bread.*
  - n. *In Denmark there is an enormous discrimination against Muslims.*
2. Sum up what is difficult for Danish learners regarding the classes of nouns

## The genitive

### Web activity 20.

1. How do we form the genitive in Danish?
2. Find the genitives in the following excerpt and afterwards conclude in which two ways we form the genitive in English. What does it depend on? You could compare the following genitives:
  - *Jonathan Safran Foer's novel* ↔ *a part of the problem*
  - *The main character's loss* ↔ *the characters' lives*
  - *The children's loss* ↔ *the characters' lives*

A. *In Foer's novel "Extremely Loud and Incredibly Close" we follow the adventures of nine-year-old Oskar Schell, who must come to terms with the loss of his father in the attack of the World Trade Center. The main character's loss is paralleled in the tragic story of his grandparents, who witnessed the firebombing of the city of Dresden. The book moves between Oskar's 12-months' quest for clues to the meaning of a key he has found in his father's room after his death and the story of his grandparents, whose life is marked by the grief born out of the bombing of the German city Dresden. A part of the problem is that at first, the grandfather was in love with the grandmother's sister, but after she died, he then married Oskar's grandmother instead. However, later he leaves her and does not return until 40 years later after learning about their son's death in 9/11. Many of the grandmother and grandfather's stories are told through their letters, of which some are addressed to Oskar and others to Oskar's father.*

*Somehow the novel made me think of Mark Haddon's "The Curious Incident of the Dog in the Night-time". In both novels we meet rather special children on a quest. The children's loss of a parent and their having to accept this loss is at the centre of both novels. But Foer's novel is much deeper and well-structured, and the characters' lives are in much more need of healing. This book is both sad and wonderful and I would strongly recommend it.*



- B. *During Christmas I had a week's holiday and on Boxing Day I went to my uncle's for lunch. The old man's house is very big so my family always meet there for Christmas since he has rooms enough to accommodate us all. His children were all there even though they were a bit late due to the stormy weather. In fact, it was a rough winter's day. My cousin George and his wife Mary were the last ones to arrive. George and Mary's children are John and Elisabeth. They had brought a lot of children's toys so they would enjoy themselves. We had all sat down and the women's gossip was in the air about our aunt who moved to London last year. We were all having a nice time but suddenly the roof of the house lifted and we had to call 911. And that was the end of a quiet family get-together.*

### Web activity 21.

#### My hero

1. Individual work: Write a short description of someone you admire. Why do you admire this person? What has he done to deserve to be your hero? Think of the following: his or her accomplishments, important experiences, influence on society, importance for...

Here is an example: *"My hero's home country is the US. The election of my hero meant that..."*

2. Afterwards work in groups and see if the others can guess your hero.

### Web activity 22.

Invent lies about your family, your friends, your pets, your bike, your room or your school. Write three sentences of which only one should be true and let your group guess which one is the right one. You must use the genitive. Here is an example of three possibilities to choose from:

- a. *My brother's new bike is blue.*
- b. *The front wheel of my bike was broken yesterday.*
- c. *My boyfriend's favourite pop star is Madonna.*

### Web activity 23.

Identify, correct and explain problems with the genitive in the following sentences:

- a. *I saw my mothers' new car yesterday.*
- b. *The teacher I am talking about's students.*
- c. *We went on a two week's holiday last summer.*
- d. *I'm on my way to the bakers.*
- e. *This may create conflicts' in the immigrant's lives.*
- f. *The hat of the man was black.*
- g. *He's a friend of my sister.*
- h. *My boyfriend want's to meet my parent's.*

## Articles

### Web activity 24.

Here are some games about articles. Discuss them from a teacher's perspective. What do they teach regarding meaning, use and form and when would you use them? Can you think of other games?

#### 1. I am going to China

The class sit in a circle. The teacher introduces the game by saying: *I am going to China and I want to bring an apple.* He then asks a learner, *"What would you like to bring?"* The pupil should then mention his choice. The object of the game is to guess the common denominator of things to bring (e.g. fruits or round objects).



## 2. A memory chain

Work in groups or with the whole class.

The teacher introduces the game by listing what he brought to e.g. the beach: *I went to the beach yesterday and I brought a towel and some sun lotion*. The first student should then repeat what the teacher said and add his own choice at the end of the list. The object is to survive the longest in the game by being able to mention the whole list.

## Reference

### Web activity 25.

Discuss the different cultural roles and identities in your life as a man or woman (e.g. mother, housewife, student, teacher, friend, wife, lover, colleague ...). Here is an example:

*I generally see myself as a mother because..., but I'm also a...when*

### Web activity 26.

Find examples of generic reference in the passages below.

1. What is the difference regarding the level of formality in the NGS that express generic reference? How do we express generic reference in formal texts and in informal texts?
2. What influence does the meaning of the nouns have on the choice of how to show generic reference?

#### Text 26-A

*The daffodil is the national flower of Wales. One species, Narcissus obvallaris, grows only in a small area around Tenby. In Wales it is traditional to wear a daffodil or a leek on Saint David's Day (March 1). This has led to suggestions that the word "daffodil" may have been influenced by the name "Dafydd," a Welsh form of "David". However, in Welsh, the daffodil is known as CenhinenBedr (Peter's Leek<sup>6</sup>).*

#### Text 26-B

Follow the following link to read the first passage on daffodils in the post called "March 1, 2011: Daffodils Are Out!": <http://www.francesmayesbooks.com/2011/03/01/daffodils-are-out/>

#### Text 26-C

*Maine Coon* is a breed of domestic cat with a distinctive physical appearance. It is one of the oldest natural breeds in North America, specifically native to the state of Maine, where it is the official State Cat... Maine Coons are one of the largest breeds of domestic cat<sup>7</sup>.

#### Text 26-D

*A sewing machine is a textile machine used to stitch fabric, cards and other material together with thread. Sewing machines were invented during the first Industrial Revolution to decrease the amount of manual sewing work performed in clothing companies. Since the invention of the first working sewing machine... the sewing machine has vastly improved the efficiency and productivity of fabric, clothing industries, needle industries.<sup>8</sup>*

#### Text 26-E

##### Book

*A book is a set or collection of written, printed, illustrated, or blank sheets, made of paper, parchment, or other various material, usually fastened together to hinge at one side. A single sheet within a book is called a leaf, and each side of a leaf is called a page. A book produced in electronic format is known as an electronic book (e-book)...Books may also refer to works of literature, or a main division of such a work.<sup>9</sup>*



### Text 26-F

#### Table (furniture)

A table is a type of furniture featuring a flat and stationary horizontal upper surface used to support objects of interest, for storage, display, and/or manipulation... Tables come in a wide variety of materials, shapes, and heights.<sup>10</sup>

### Web activity 27.

Explain the use of articles in the following sentences:

- a. *She went to London by bus.* ↔ *Sometimes she missed the bus.*
- b. *After having read the goodbye note from his wife, he suddenly grew tired of life.* ↔ *This is not the life I had imagined my daughter would get.*
- c. *The soldiers faced death without fear.* ↔ *This will be the death of me.*
- d. *Spring is early this year.* ↔ *The spring of 1985 was wet and cold.*
- e. *We go to church every Sunday.* ↔ *The crucifix was stolen from the church.*
- f. *Time always flies when you are enjoying yourself.* ↔ *Most of the time was spent in art galleries.*
- g. *Unemployment was a problem in the 1980s.* ↔ *The unemployment of the 1990s was less serious.*

### Web activity 28.

#### Happiness or misery

Below is a list of things that people often connect with either happiness or misery. Sort the nouns according to where they belong. Afterwards prioritize them by finding the most important three issues that contribute to happiness or misery. Then discuss your views in your group. Also discuss who is responsible for somebody's misery or happiness: is it society (school system, politicians etc) or ourselves?

<i>Love</i>	<i>Religion</i>	<i>Racism</i>
<i>Good health</i>	<i>Freedom</i>	<i>Youth</i>
<i>Hate</i>	<i>Democracy</i>	<i>Inflation</i>
<i>Illness</i>	<i>Unemployment</i>	<i>Taxes</i>
<i>Success</i>	<i>Work</i>	<i>Bullying</i>
<i>Money</i>	<i>Humour</i>	<i>Pollution</i>
<i>Fame</i>	<i>Friendship</i>	<i>Recession</i>
<i>Popularity</i>	<i>Science</i>	

### Web activity 29.

1. Identify, correct and explain problems regarding articles and reference in the following sentences:
  - a. *There has been much debate about treatment of our elderly.*
  - b. *I have just finished the school and now I want to go to work as au pair in England.*
  - c. *As long as the man doesn't take responsibility, the nature will suffer.*
  - d. *When the peoples don't even have enough money for the taxes and the rent, they can't afford to buy proper food.*
  - e. *The western civilisation includes ideas of democracy.*
  - f. *I'm not afraid of the death.*
  - g. *I'm daughter of a famous actor.*
  - h. *I lived in USA for a year as young girl*
  - i. *I never wear dress.*



2. Sum up now what is difficult for Danish learners regarding reference and articles. How serious and difficult do you think the problems are?

## Pronouns

### Personal Pronouns

#### Web activity 30.

Find the pronouns and their referents in the following examples:

- a. *The man has lost his dog which he loves dearly.*
- b. *Peter could see the problem even though he had not experienced it himself.*
- c. *This is my advice: Don't teach grammar out of context. It would not be motivating.*
- d. *Before they left for New York, Peter and John spent two days in London.*
- e. *No, I don't like this one. I don't like the colour of it. I prefer that one over there.*

#### Web activity 31.

1. Find the pronouns and the referents in the following sentences.
2. Then conclude what the main problems seem to be and consider how to help the pupils.
  - a. *When you work in groups, you must participate actively. It must contribute to solving the task.*
  - b. *The club's rules are clear. It is very strict about smoking and drinking.*
  - c. *We have to admit that some of our students might know more about this topic than me and therefore I have to prepare myself for letting the students share their knowledge with the rest of the class.*
  - d. *The story takes place in New York. The main character is a young woman who is called Michelle. Her mother died three months ago. This was a terrible tragedy. She died of cancer. She now lives on her own. Even if she has an older sister in Boston, which is not that far, it is almost three weeks since she has visited her.*
  - e. *One day she gets a call from a woman called Mary, who is from a self-help group that helps people who have lost their parents at a young age. She asks if she can visit her. She goes to visit her and they talk. She feels much better afterwards.*

### Possessive pronouns

#### Web activity 32.

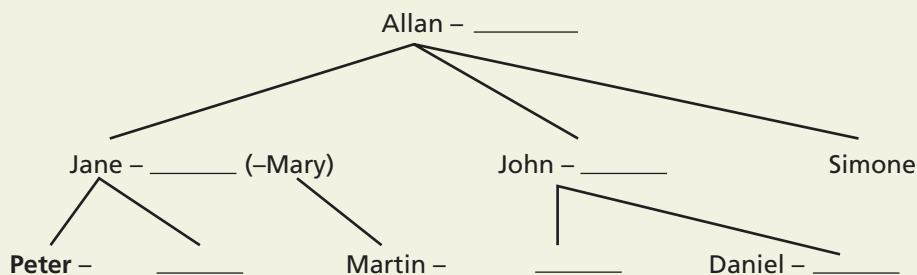
1. In pairs, work on family trees.

You will get a drawing of the Johnsons' family tree. You are a journalist who is trying to find out who the famous football player Peter Johnson is related to. This is what you have found so far. You are now calling a colleague who has got other info. Fill in the other info. Afterwards compare with each other to see whether you got it right. The tree is to be read in the following way: the empty lines represent people whose names you don't know. Two people on the same level make up a married couple and their kids are shown at the level below linked with slant lines.
2. Then do the following tasks
  - a. Write how the following persons are related to each other:
    - Allan is their father (Jane, John, Simone).
    - Mary is \_\_\_\_\_ (Marie)
    - Marianne is \_\_\_\_\_ (Peter)
  - b. You have just met Peter. Ask what his father and mother are called: \_\_\_\_\_

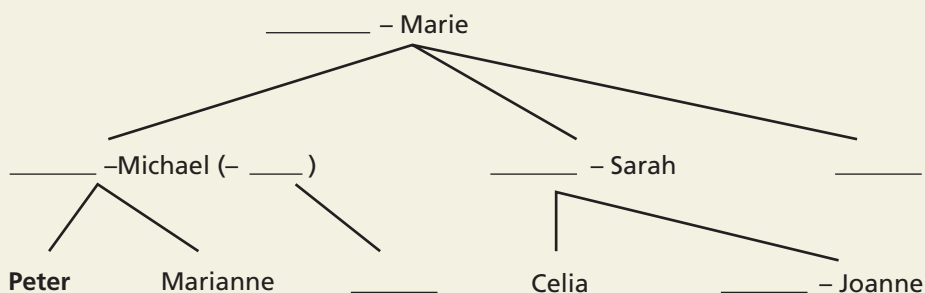


- c. Pretend you are John and Sarah. Write what your children are called: \_\_\_\_\_
- d. Now describe your own family to your partner so that he can draw your family tree.
3. Discuss this task from a teacher's perspective. What else do the pupils learn and when could you use it?
4. Can you think of other activities to practise possessive pronouns?

**The Johnsons**  
Student A



**The Johnsons**  
Student B



**Reflexive pronouns**

**Web activity 33.**

- In pairs discuss your family's morning routines by using some of the verbs below
- Can you think of other communicative activities to teach reflexive pronouns?

*shave*  
*dry*  
*wash*  
*dress*

*clean*  
*weigh*  
*look at*  
*hurry*

**Web activity 34.**

Test yourself as an English teacher: Identify, categorize, correct and explain mistakes regarding personal, possessive and reflexive pronouns in the following sentences:

- Guy's can take care of them self.*
- "This boat which is twice the length of our's is Peter's.*
- There stands in the paper that U2 will come to Horsens.*
- This is ours house.*
- I feel me successful, when some of these "stages" is cleared.*
- No, i would not self do it.*



- g. *How far is there to the nearest petrol station?*
- h. *Yesterday he told my that he loved my.*

## Relative pronouns

### Web activity 35.

Use relative pronouns to embed one sentence within the other:

- a. *The teacher is old. The teacher is standing over there.*
- b. *I saw Mr Smith yesterday. I don't like Mr Smith.*
- c. *This is Pia. I don't like Pia's mother.*
- d. *The book is too expensive. I need the book for the grammar course.*

### Web activity 36.

Find the relative pronouns in the following sentences and explain which particular pronoun is used by going through the factors 1-4 mentioned in the two figures on relative pronouns in the book.

- a. *President Obama, who is proposing his third annual budget on Monday, will say that it can reduce projected deficits by \$1.1 trillion over the next decade.*
- b. *Jenny is a girl whose ambitions are quite big.*
- c. *You are the one that I want.*
- d. *The room you are walking through now has recently been redecorated.*
- e. *Could you tell me if the owner of the cat I found yesterday has claimed it?*

### Web activity 37.

In the Harry Potter novels, Rowling has invented several words, e.g. a *muggle* is someone who is not a witch and a *put-outer* is a device which you can use to switch a light source off and on. Invent an item or a person and write their definition by using the relative pronouns *which*, *who* and *that*. Read the word to your partner to see if he can guess the meaning.

### Web activity 38.

Imagine you were going to introduce a fellow student to a great audience. He is going to talk about his theory of teaching languages. Here is how you could start: *"Ladies and gentlemen, it is a great honour for me to introduce to you a teacher that...who...whose...which*

### Web activity 39.

1. Here is the beginning of a nursery rhyme. Find the relative pronouns and their referents.

*This is the house that Jack built.  
This is the malt that lay in the house that Jack built.*

*This is the rat that ate the malt  
That lay in the house that Jack built.*

*This is the cat that killed the rat  
That ate the malt that lay in the house that Jack built.*

*This is the dog that worried the cat  
That killed the rat that ate the malt  
That lay in the house that Jack built.*

2. In groups invent a story starting with one of the lines below. The first student chooses the start



and the other students must keep on adding to the story by repeating it from the start and adding a new line at the end:

- a. *This is the pupil who/that...*
- b. *This is the teacher who/that...*
- c. *This is the school which/that...*
- d. *This is book which/that...*

### Web activity 40.

1. Identify the non-finite relative clauses below and prove they are relative by turning them into finite ones with relative pronouns:

- a. *My brother's the man wearing the fancy suit.*
- b. *The best B & B to stay in is Mrs. Johnson's.*
- c. *She looks tired, like something dragged out of a pond.*

2. Reduce the following finite relative clauses to non-finite ones:

- a. *She was a teacher who was respected by most pupils.*
- b. *The woman who is watching us is my aunt.*
- c. *The man who is to be buried on Saturday was a colleague of mine.*

### Web activity 41.

Decide which relative pronoun to use in the following text in which all relative pronouns have been removed:

- 1 *Now, running an eye up and down Miss Sedgeway or up and down the parts of her \_\_\_ were visible above*
- 2 *the table – Joan Marley noticed the pretty Primark dress[...]. This was a girl \_\_\_ who cared about her looks.*
- 3 *And there was something else \_\_\_ Joan Marley discovered Miss Sedgeway spoke rather quietly, \_\_\_*
- 4 *suggested that she was willing to stop if the person to \_\_\_ she was speaking had more important things on*
- 5 *her mind.*

### Web activity 42.

1. Identify, correct and explain the mistakes in the following sentences regarding relative pronouns.

2. Afterwards sum up what is difficult for Danes.

- a. *Mr Nimbo and his family was a poor, homeless family there lived in Africa.*
- b. *Do you remember Harry which visited us last year?*
- c. *It can be a big war or a little spider, that people are fearing.*
- d. *The government have made a law who say that booze is not to be sold in ordinary shops.*
- e. *I was ill last Monday where I tried to call you.*
- f. *He had a wife whom loved him more than anything in the world.*





## Demonstrative pronouns

### Web activity 43.

Translate the following sentences:

- a. *Jeg har ikke set den film du snakker om.*
- b. *Den gamle dame som står ved baren er min kone.*
- c. *Det hus du viste mig i går er blevet solgt.*

### Web activity 44.

Identify, categorize, correct and explain problems regarding demonstrative pronouns:

- a. *That heavy atmosphere I often felt in the house disappeared.*
- b. *In these days people were very friendly.*

## Interrogative pronouns

### Web activity 45.

1. Add some context to show the difference between the following:

- a. *“Which boyfriend gave you this necklace?”*
- b. *“Who gave you this necklace?”*

2. Add some context to show the difference in meaning between the following three examples

- a. *Who is John?*
- b. *What is John?*
- c. *Which is John?*

### Web activity 46.

#### Guess an animal

Write the names of various species of animals on post-it notes. Stick one on each pupil's back. They should now try to guess what they are by asking *wh*-questions like *What colour am I? Where do I live? What do I eat?*

### Web activity 47.

Write a questionnaire to a class of exchange students who are coming to visit your school. They will be staying with your pupils so you need to find out which pupil will be a match for whom e.g. because they share the same hobbies, music etc.

## Indefinite pronouns

Here is an overview of some indefinite pronouns. The + indicate whether the pronoun can be used with countable and/or uncountable nouns.



	Countable: singular	Countable: plural	Uncount- able	Further explanations
<i>all</i>		+	+	
<i>another</i>	+			
<i>any</i> (unstressed)		+	+	
<i>any</i> (stressed)	+	+	+	
<i>both</i>		+		To refer to two of something
<i>each</i>	+			To refer to two or more of something
<i>either/neither</i>	+			To refer to two of something
<i>enough</i>		+	+	
<i>every</i>	+			
<i>few/fewer/a few</i>		+		
<i>little/less/ a little</i>			+	
<i>many</i>		+		Mainly in questions and negative sentences
<i>more</i>		+	+	
<i>much</i>			+	Mainly in questions and negative sentences
<i>no</i>		+	+	
<i>several</i>		+		
<i>some</i> (unstressed)		+	+	
<i>some</i> (stressed)	+	+	+	
<i>a lot of</i>		+	+	

### Web activity 48.

Explain the use of *each*, *every* and *all* in the following excerpt from a hymn:

*All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The Lord God made them all.*

*Each little flower that opens,  
Each little bird that sings,  
He made their glowing colours,  
He made their tiny wings.*

*The tall trees in the greenwood,  
The meadows where we play,  
The rushes by the water,  
We gather every day<sup>11</sup>*

## Web activity 49.

The following pair work activity is inspired by the grammar material *Tea for Two*<sup>12</sup>.

1. Take turns coming up with sentences about the photos below. You must start a sentence with one of the following indefinite pronouns:

*Someone, somebody, something, no one, nobody, nothing, everyone, everybody and everything*

Here is an example: *somebody is playing the violin.*

You should make at least 10 sentences for each photo. Help each other determine whether your sentences are correct.

2. Afterwards discuss the activity from a teacher's perspective: what do the learners learn regarding indefinite pronouns and is it FORM, MEANING or USE that is taught?





### Web activity 50.

Identify, categorize, correct and explain the mistakes regarding indefinite pronouns in the following sentences:

- a. *She could not see somebody under the bed.*
- b. *I don't know if my plan for an ideal school is realistic, but in a few years something of it would be.*
- c. *Everybody are afraid of something, but I don't think that we all have the same fear.*
- d. *Somebody is afraid of dying and others of war.*
- e. *Nobody like to feel fear.*
- f. *He told noone about it, noone at all.*
- g. *They never do anything no harm.*
- h. *Everybody of his men were ready.*

## Summing up pronouns

### Web activity 51.

1. Read the limericks below and categorize the pronouns used. Find their referents.
2. Determine the pattern of limericks regarding their rhythm, rhymes, the use of pronouns etc. Then write some yourselves. You could use the following lines as starters: *There was a young teacher named Trevor/Tracy/xx...*

*There was an old man of Kilkenny  
Who never had more than a penny  
He spent all his money  
on onions and honey  
That wayward old man of Kilkenny<sup>12</sup>*

*There was a young lady of Norway  
Who often sat in a doorway  
She cried, "What of that?"  
When the door squeezed her flat  
This courageous young lady of Norway<sup>13</sup>*

### **Web activity 52.**

1. Discuss the classification into two cultural groups in the excerpt from the poem "We and They" below
2. Then identify the classes of pronouns and discuss how the use of them supports the message?

*Father and Mother, and Me,  
Sister and Auntie say  
All the people like us are We,  
And everyone else is They.  
And They live over the sea,  
While We live over the way,  
But - would you believe it? – They look upon We  
As only a sort of They!*

*We eat pork and beef  
With cow-horn-handled knives.  
They who gobble Their rice off a leaf,  
Are horrified out of Their lives;  
While they who live up a tree,  
And feast on grubs and clay,  
(Isn't it scandalous? ) look upon We  
As a simply disgusting They!*

*All good people agree,  
And all good people say,  
All nice people, like Us, are We  
And everyone else is They:  
But if you cross over the sea,  
Instead of over the way,  
You may end by (think of it!) looking on We  
As only a sort of They!<sup>14</sup>*



## After reading about the NG

### Web activity 53.

Automatize your metalanguage on nouns, articles and pronouns by doing the pair-work exercise.

Student A has half of the cards and student B has the others. You must explain the terms to each other by giving examples and explaining the term, but without using the word in question.

#### Student A

PRONOUN	GENERIC REFERENCE	REFLEXIVE PRONOUN	INDEFINITE PRONOUN	REFERENT
DETERMINER	COUNTABLE NOUN	THE SINGULAR	UNIQUE REFERENCE	IRREGULAR NOUN
COLLECTIVE NOUN	LOCAL GENITIVE	INDEFINITE ARTICLE	IDENTIFYING RELATIVE CLAUSE	SPECIFYING GENITIVE

#### Student B

NOUN	ARTICLE	RELATIVE PRONOUN	PERSONAL PRONOUN	INTERROGATIVE PRONOUN
UNCOUNTABLE NOUN	THE PLURAL	DEMONSTRATIVE PRONOUN	PROPER NOUN	SPECIFIC REFERENCE
REGULAR NOUN	PARENTHETICAL RELATIVE SUB-CLAUSE	LOGIC PLURAL	CLASSIFYING GENITIVE	DEFINITE ARTICLE

### Web activity 54.

It's time for your final reflections:

#### A. Reflections in relation to didactics

1. Sum up what is most important to know about the NG, nouns, articles and pronouns for an English teacher.
2. Sum up what is difficult for Danes regarding
  - a. Nouns:



- i. Countable ↔ uncountable nouns
  - ii. The genitive
  - b. Articles and reference: particularly regarding generic reference
  - c. Pronouns: How will you simplify all the rules?
    - i. Personal
    - ii. Possessive
    - iii. Reflexive
    - iv. Relative
    - v. Demonstrative
    - vi. Interrogative
    - vii. Indefinite
3. Discuss how you would handle the progression of nouns, articles and pronouns in your English teaching, if possible compare with what it says in *Faghæftet for engelsk*.
- When would you start teaching these issues? Why?
  - What is most important for the learners to learn – and least important?
  - What is easiest?
  - What already needs automatization for young learners?
4. Think back at your own experience as a learner: Did you change your opinion about how to teach nouns, articles and pronouns reading this chapter?

## B. Reflections in relation to your own learning

1. What meaning do NGs bring to a text?
2. What is the typical structure of the NG?
3. What do NGs function as?
4. What do nouns tell us about?
5. What classes of nouns do you know?
6. What are proper nouns and common nouns (give examples)?
7. What is meant by countable versus uncountable uses of nouns? (give examples) and explain why knowing the distinction is important?
8. Give examples of irregular nouns – types?
9. What is the basic meaning of the genitive?
10. In which two ways do we form the genitive in English – and what does the choice depend on?
11. Where do we place apostrophes in genitives and what does this depend on?
12. What other types of genitives do you know?
13. How is reference related to articles and the classes of nouns?
14. What is meant by specific indefinite, specific definite, generic and unique references? (give examples)
15. What is the basic meaning and use of pronouns?
16. What is important regarding the MEANING, USE and FORM of the classes of pronouns: how can pronoun be seen as important cohesion signals?
  - a. What are personal pronouns – what does the choice of personal pronoun depend on?
  - b. What are possessive pronouns – which two types do you know and when are they used?
  - c. What are reflexive pronouns? What is important regarding reflexive verbs?
  - d. What are relative pronouns?
    - Why do we use relative clauses
    - What is the difference between parenthetical and identifying relative sub-clauses?
    - What is meant by the zero-relative?
    - What four factors does the choice of relative pronoun depend on?



- e. What are demonstrative pronouns?
  - f. What are interrogative pronouns? What is the difference in meaning between *which* and *what*?
  - g. What are indefinite pronouns?
    - a. What is the difference of meaning between: *some*, *any* and *no*?
    - b. What is the difference of meaning between: *each*, *every* and *all*?
    - c. What are the meanings and uses of *one*?
17. Which areas in relation to nouns, pronouns, articles and the NG do you master now – and in which areas do you need to improve (consider how)?

### Web activity 55.

1. Read text A, a poem by Emerson, below and find examples of the classes of nouns in relation to reference and also consider the use of articles.
2. Afterwards analyze the learner's essay, inspired by the poem: Identify, categorize, correct and explain problems regarding nouns, articles and pronouns.

A. *To laugh often and much  
to win the respect of intelligent people  
and the affection of children;  
to earn the appreciation of honest critics  
and endure the betrayal of false friends;  
to appreciate beauty;  
to find the best in others;  
to leave the world a bit better,  
whether by a healthy child,  
a garden patch  
or a redeemed social condition;  
to know even one life has breathed easier  
because you have lived.  
This is to have succeeded.*<sup>15</sup>

### B. A learner's text

- 1 What is succes in life?
- 2 When I am reading this poem, it's gets a lot of thought's up inside my.
- 3 I'm thinking about the life and how my life is, and about peoples life all over the world, how
- 4 they are.
- 5 It's allso sad to read, because none of us, have what stand's in the poem. The poem is like
- 6 some good advices to do what stand's in the text, but allso Ralph Waldo Emersons meaning about
- 7 succes.
- 8 He's poem say's a lot.
- 9 I think that a lot of peoples will say that many money mean success and power. If you have
- 10 Many money you will be successful, but I dont think they are so important, its also about love,
- 11 respect,the world, if you are not ill and oneself.
- 12 I dont think anyone have success in life. Some have, but some don't, its like a fight against
- 13 yourselves you never finish it. If you have so must success like Ralph Waldo Emerson have ritten
- 14 its' unbelievably.
- 15 Thats why I allso think it's a poem about philosophy, like what is the meaning about life? And do
- 16 we really exist? Or is the life just a dream?
- 17 I have a nice family which help me a lot. I have a big brother who are student. He is studying
- 18 philosophy at the university in Aarhus, we are talking a lot of life and the universon, I find it
- 19 very exciting to talk about something so mysterious! My brothers' dream is to find out about l
- 20 ife'smeaning





- 21 *I would feel successful*
- 22 • *if the world was a better place*
- 23 • *if my family were not ill and did not have to go to the hospital*
- 24 • *if I got a lot of love and everyone got love*
- 25 • *if the most people's respected other people's and the earth we are living on*
- 26 • *if I don't have to fight against myself*
- 27 • *if I leave the world a bit better*
- 28 • *and have a lot of friend's*
- 29 *That will make my successful*

## Links for interactive exercises and songs

### Nouns

- [http://www.youtube.com/watch?v=63\\_oqaEtlNo](http://www.youtube.com/watch?v=63_oqaEtlNo) (Grammar House Rock: song about nouns)
- <http://www.gamequarium.org/cgi-bin/search/linfo.cgi?id=3848> (School House Rock song on nouns)
- [http://www.harcourtschool.com/activity/basketball/index\\_pre.html](http://www.harcourtschool.com/activity/basketball/index_pre.html) (common nouns 1 proper nouns exercise for Smart Board)
- <http://www.crickweb.co.uk/ks2literacy.html#MXnouns> (collective nouns for Smart Board)
- <http://learnenglish.britishcouncil.org/en/grammar-exercises/countable-uncountable-nouns-1> (countable 1 uncountable nouns)
- [http://www.bbc.co.uk/apps/ifl/worldservice/quiznet/quizengine?ContentType=text/html;quiz=1034\\_countables](http://www.bbc.co.uk/apps/ifl/worldservice/quiznet/quizengine?ContentType=text/html;quiz=1034_countables) (countable/uncountable nouns)
- [http://www.bbc.co.uk/apps/ifl/worldservice/quiznet/quizengine?ContentType=text/html;quiz=1738\\_plurals](http://www.bbc.co.uk/apps/ifl/worldservice/quiznet/quizengine?ContentType=text/html;quiz=1738_plurals) (the singular 1 the plural)
- <http://mappio.com/mindmap/susanne-edwards/parts-of-speech-nouns-mind-map> (mind map on the classes of nouns)
- <http://www.humbleapostrophe.com/english.html> (The poem "The English lesson" about irregular nouns)
- [http://www.bristol.ac.uk/arts/exercises/grammar/grammar\\_tutorial/page\\_52.htm](http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/page_52.htm) (the genitive)
- [http://www.bbc.co.uk/apps/ifl/worldservice/quiznet/quizengine?ContentType=text/html;quiz=1045\\_apostrophe](http://www.bbc.co.uk/apps/ifl/worldservice/quiznet/quizengine?ContentType=text/html;quiz=1045_apostrophe) (apostrophes)
- [http://www.harcourtschool.com/activity/plural/index\\_pre.html](http://www.harcourtschool.com/activity/plural/index_pre.html) (the plural of nouns)
- [http://www.harcourtschool.com/activity/nounexplorer/index\\_pre.html](http://www.harcourtschool.com/activity/nounexplorer/index_pre.html) (the plural of nouns)
- [http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1153\\_gramchallenge7/page3.shtml](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1153_gramchallenge7/page3.shtml) (uncountable nouns)

### Articles

- <http://learnenglish.britishcouncil.org/en/grammar-exercises/articles-1> (articles)
- [http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1521\\_gramchallenge27/](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1521_gramchallenge27/) (the indefinite article)
- [http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1113\\_gramchallenge30/](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1113_gramchallenge30/) (the zero article)
- [http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1456\\_gramchallenge24/](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1456_gramchallenge24/) (the definite article)



- [http://www.englishclub.com/grammar/adjectives-determiners\\_quiz.htm](http://www.englishclub.com/grammar/adjectives-determiners_quiz.htm) (articles and pronouns)
- [http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1647\\_gramchallenge23/](http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1647_gramchallenge23/) (articles)

## Pronouns

- <http://www.youtube.com/watch?v=koZFca8AkT0> (School House Rock song about pronouns)
- <http://learnenglish.britishcouncil.org/en/grammar-exercises/reflexive-pronouns> (reflexive pronouns)
- <http://learnenglish.britishcouncil.org/en/grammar-exercises/relative-clauses-non-defining-relative-clauses> (restrictive relative sub-clauses)
- <http://learnenglish.britishcouncil.org/en/grammar-exercises/relative-clauses-%E2%80%93-defining-relative-clauses> (parenthetical relative sub-clauses)
- <http://www.bbc.co.uk/schools/ks1bitesize/literacy/pronouns/index.shtml> (interactive exercise on pronouns)
- [http://www.softschools.com/language\\_arts/grammar/pronoun/balloon\\_game/](http://www.softschools.com/language_arts/grammar/pronoun/balloon_game/) (game with shooting pronouns)
- <http://www.ezschoo.com/Games/Pronouns.html> (game with pronouns)
- <http://www.cityu.edu.hk/elc/quiz/relativ2.htm> (relative pronouns)
- [http://www.bbc.co.uk/apps/ift/worldservice/quiznet/quizengine?ContentType=text/html;quiz=1318\\_relative\\_clause](http://www.bbc.co.uk/apps/ift/worldservice/quiznet/quizengine?ContentType=text/html;quiz=1318_relative_clause) (relative pronouns)
- [http://www.english-4u.de/relative\\_pronouns\\_ex1.htm](http://www.english-4u.de/relative_pronouns_ex1.htm) (relative pronouns)
- [http://www.english-4u.de/some\\_any\\_ex1.htm](http://www.english-4u.de/some_any_ex1.htm) (indefinite pronouns)
- <http://www.bbc.co.uk/skillswise/game/en27pron-game-personal-pronouns-treasure-hunt> (personal pronouns)
- <http://www.bbc.co.uk/skillswise/game/en31vari-game-double-negatives> (double negatives)
- [http://www.harcourtschool.com/activity/sea\\_park/index\\_pre.html](http://www.harcourtschool.com/activity/sea_park/index_pre.html) (pronouns)

## Quotes

- 1 Jacobsen, Jesper Roos & Helle Kirstine Petersen, *Wonderkids – Text Book*, Alinea, 2006, pp. 48-49
- 2 <http://www.alinea.dk/~ /media/Files/Downloads/Alinea/Engelsk/Wings/Wonderkids%20Sange.ashx>
- 3 Jacobsen, Jesper Roos & Helle Kirstine Petersen, *Wonderkids – Workfolio*, Alinea, 2006, p.21
- 4 Jacobsen, Jesper Roos & Helle Kirstine Petersen, *Wonderkids – Workfolio*, Alinea, 2006, p.21
- 5 Carter, Chris, Tim Kendon, Dorte Maria Buhl & Dorte Juel Hansen, *Pit Stop #9, Task Book*, Alinea, 2009
- 6 [http://en.wikipedia.org/wiki/Narcissus\\_\(plant\)](http://en.wikipedia.org/wiki/Narcissus_(plant))
- 7 [http://en.wikipedia.org/wiki/Maine\\_Coon](http://en.wikipedia.org/wiki/Maine_Coon)
- 8 [http://en.wikipedia.org/wiki/Sewing\\_machineF](http://en.wikipedia.org/wiki/Sewing_machineF)
- 9 <http://en.wikipedia.org/wiki/Book>
- 10 [http://en.wikipedia.org/wiki/Table\\_\(furniture\)](http://en.wikipedia.org/wiki/Table_(furniture))
- 11 Alexander, Cecil Frances, “All things bright and beautiful, 1848: <http://www.hymnsite.com/lyrics/umh147.sht>
- 12 Lear, Edwards, *A Book of Nonsense*, Roberts Brothers, 1894
- 13 Lear, Edwards, *A Book of Nonsense*, Roberts Brothers, 1894
- 14 Kipling, Rudyard, *We and They*: [http://www.poetryloverspage.com/poets/kipling/we\\_and\\_they.html](http://www.poetryloverspage.com/poets/kipling/we_and_they.html)
- 15 Emerson, Ralph Waldo, “Success”: <http://www.gurteen.com/gurteen/gurteen.nsf/id/X0022B066/>



