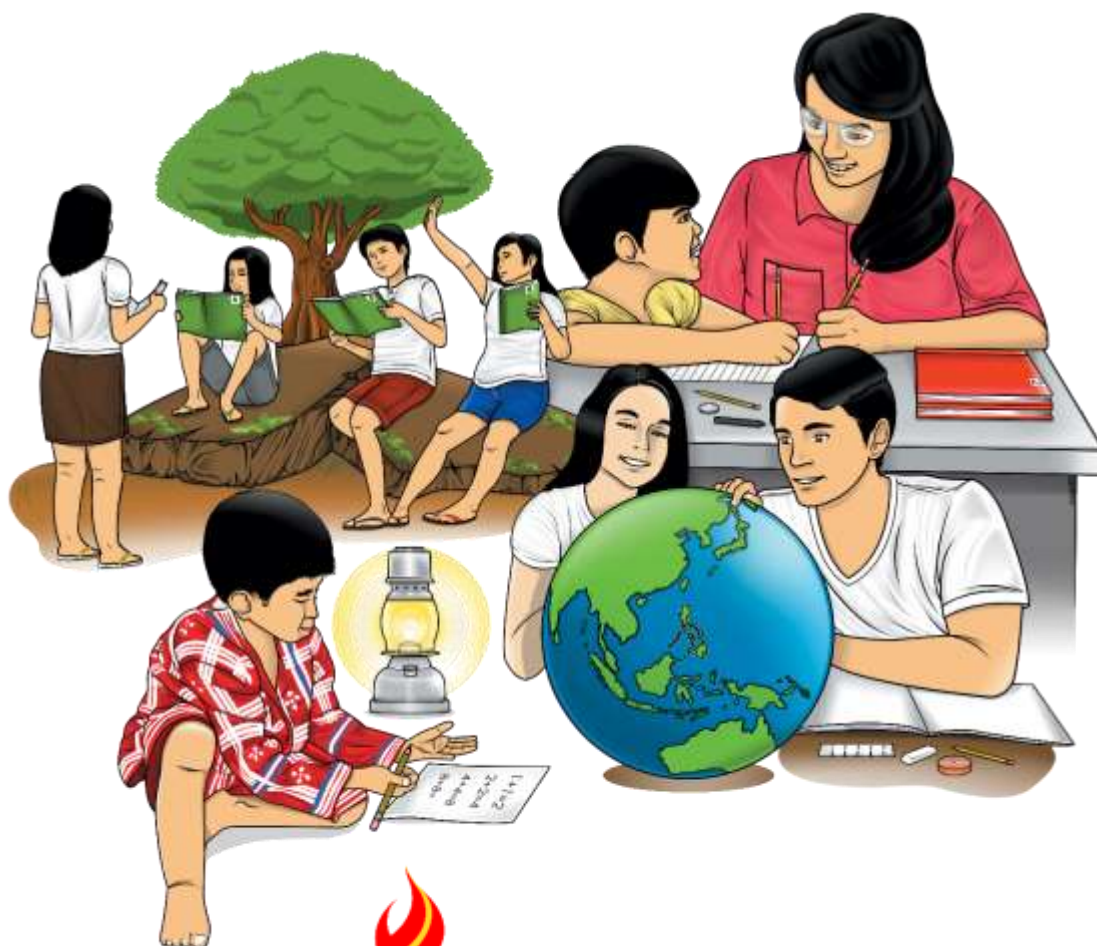


English

Quarter 4 – Module 4: Using Personal Pronouns



English – Grade 2
Alternative Delivery Mode
Quarter 4 – Module 4: Using Personal Pronouns
First Edition, 2020

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English

Quarter 4 – Module 4:
Using Personal Pronouns

Introductory Message

For the facilitator:

Welcome to the English 2 Alternative Delivery Mode (ADM) Module on Using Personal Pronouns!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.





As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.








For the learner:

Welcome to the English 2 Alternative Delivery Mode (ADM) Module on Using Personal Pronouns!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

 <i>What I Need to Know</i>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <i>What I Know</i>	This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.
 <i>What's In</i>	This is a brief drill or review to help you link the current lesson with the previous one.
 <i>What's New</i>	In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.

 <i>What is It</i>	This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.
 <i>What's More</i>	This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.
 <i>What I Have Learned</i>	This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.
 <i>What I Can Do</i>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
 <i>Assessment</i>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 <i>Additional Activities</i>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 <i>Answer Key</i>	This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!



What I Need to Know

This module provides you with activities that will help you learn about the use of pronoun as replacement or substitute to a noun. Activities in this module will also teach you the proper way of using them in your day-to-day.

At the end of this module, you are expected to:

1. identify pronouns; and
2. use pronouns in simple sentences correctly.



What I Know

Direction: This is a family picture. Let's identify nouns in the picture. Use your finger to point out and name every noun that you see in the family picture.



Lesson 1

Using Personal Pronouns

Nouns or name words are names of persons, places, things, animals and events. They are important in communication most especially in reading and writing. With the use of **nouns**, it is easier to identify who is being talked about. However, to avoid repetition of names, **personal pronouns** are used. These words are used as *replacements* or *substitutes* to nouns.

Example:

Mary Therese is hungry. Mary Therese wants to eat fried chicken and rice. Mary Therese will eat in the cafeteria."

In the given example, what noun was repeated?

You are correct! *Mary Therese* has been repeated three times. To avoid repeating the noun *Mary Therese*, what personal pronoun could be used?

- ✓ This is the proper way of writing the sentences.

Mary Therese is hungry. **She** wants to eat fried chicken and rice. **She** will eat in the cafeteria.

- ✓ The *noun* **Mary Therese** could be replaced with the pronoun **she**. Instead of using *Mary Therese* more than once, pronoun she is used.

In this lesson, you will learn what **personal pronoun** is and its use in a sentence. You can also apply your knowledge in using *pronouns* in your day- to- day. This

module provides you with activities that will help you learn about pronoun.

Activities in this module will also teach you the proper way of using them in your day to day life.



What's In

Remember:

- **Pronouns** are words that are used in place of *nouns*. These include: **I, you, we, she, he, they** and **it**.

Read and observe the following sentences.

Examples:

Sheila wants to eat. **She** wants to eat.
noun pronoun

Gabriel is my friend. **He** is my friend.
noun pronoun

Apple is red. **It** is red.
noun pronoun

The children are playing. **They** are playing.
noun pronoun



What's New

Direction: Read the story below.

Milka by Sarah Marie Jane S. Espiritu



Milka is a young girl. She loves to play with her playmates.



Every time her mother cooks vegetables for lunch, she does not want to eat.



Before she sleeps, her father brings her a glass of **milk**.

Milka does not drink it. Instead she throws it outside the window.



One morning, Milka did not get up from her bed. She is not feeling well. Mother went to her room to get her up, "Oh! Milka what is wrong with you?"



Her **father** and **mother** got worried. They decided to see a doctor.



Dr. Rene Alvarro checked on Milka's condition. He informed the parents that Milka needs to eat vegetables, fruits and to drink more water and milk, too.



Milka learned her lesson. She learned the importance of eating vegetables and drinking milk for her body.



Let's Answer!

Direction: Answer the questions orally.

1. Who is the young girl in the story?
a. Dina b. Lhena c. Milka d. Shiela
2. What food does her mother prepare?
a. cheeseburger b. fries c. hotdog d. vegetable
3. What does her father bring her every night?
a. coffee b. juice c. milk d. soft drinks
4. What happened to Milka one morning?
a. She played outside.
b. She went to church
c. She went to school.
d. She did not get up from her bed.
5. Who informed the parents that Milka needs to eat vegetables, fruits and to drink more water and milk?
a. doctor b. neighbor c. teacher d. pilot



What is It

The **nouns** used in the story are written in the first column, while the **pronouns** used in place of the nouns are written in the second column. Read and observe them.








Nouns	Pronouns
Milka	she
milk	it
father and mother	they

Dr. Rene Alvarro	he
------------------	----

Remember this!

A personal **pronoun** is the replacement or substitute of a noun.

- Observe the nouns and pronouns in the table.

Nouns	Pictures	Pronouns
female - being talked about <i>Ex. woman/girl</i>		she
male - being talked about <i>Ex. man/boy</i>		he
things/ animals - being talked about		it, they
self - speaker		I,
person being talked to		you
2 or more persons being talked about <i>Ex. girls/children</i>		they
others including yourself <i>Ex. the children and I</i>		we

It is important to learn *personal pronouns* to avoid the repetition of names especially in stories.



What's More

A. Direction: Match the pictures with the appropriate pronouns. Write the letter of the correct answer on a sheet of paper.



a. he



b. she



c. we



d. it



e. I



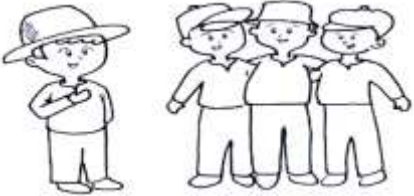



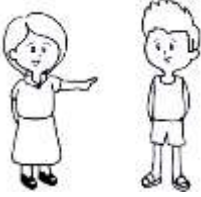


f. they



g. you

B. Direction: Choose the appropriate pronoun for the given picture. Write your answer on a sheet of paper.

	it he she we
	he I she they
	she it we you
	she I it we
	he it she they
	it they we you
	I they we you

C. Direction: Match **Column A** with **Column B** by writing the letter before each number. Write your answer on a sheet of paper.

Column A

_____ 1.



_____ 2.



_____ 3.



_____ 4.



_____ 5.



_____ 6.



Column B

a. they

b. it




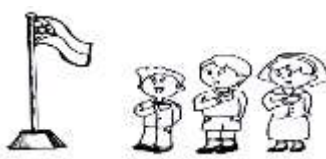



c. he

d. She

e. I

f. you

D. Direction: Look at each picture below. Choose the appropriate pronoun in the box and write it on the blank to complete the sentence. Do the activity on a sheet of paper.

He She They I We You It	
 (Mark)	1. _____ plays his guitar.
 (Ema)	2. _____ dances gracefully.
 (diamond)	3. _____ shines like a star in the sky.
 (my classmate and I)	4. _____ sing the national anthem every Monday morning.
 (Carol, as the speaker)	5. _____ won first prize in the raffle.
 (Karlo spoken to)	6. _____ are good leader, Carlo.
 (the children)	7. _____ are happy in the party.

E. Direction: Choose the correct pronoun. Write the appropriate pronoun on a sheet of paper.

1. Lita works in a school. _____ arranges books in the library.

I It He She

2. Mario is an actor. _____ is a good actor.

He She They We

3. This is my dog. _____ likes to play with me

It He They We

4. This is my new bag. _____ is violet in color.

I It He She

5. The pupils are happy. _____ play together.

She They We You

F. Direction: Choose the right pronoun for each picture and use it in a sentence. Do the activity on a sheet of paper. You may ask the help of your parents.



I	It	He	She
---	----	----	-----



I	He	She	We
---	----	-----	----



I	It	He	You
---	----	----	-----



I	They	We	You
---	------	----	-----

G. Direction: Copy all the pronouns in the short story. Write them on a sheet of paper.

Twins

by Sarah Marie Jane S. Espiritu

Alvin and Alvina are siblings. They are twins. Alvin is a boy, while Alvina is a girl. Alvin loves numbers. He is good in Mathematics. On the other hand, Alvina's favorite subject is English. She loves reading English story books.

They both have pets. Alvin has a white dog. Its name is Whitey. Alvina's pet is a cat. She calls it Pussy. Whitey and Pussy are good pets. They share house and food, too. The twins and their pets are best friends.

H. Direction: Read each sentence. Choose the appropriate pronoun for the underlined word. Rewrite the sentence using the correct pronoun. *Number 1* is given as an example. Do the activity on a sheet of paper.

1. Andrew studied last night. (He, She, They, I)

ex. He studied last night.

2. Edna Marie likes reading story books. (He, She, We, You)

3. My bag is big. (It, He, She, They)

4. Alvin and Alvina are twins. (It, They, We, You)

5. Jena, Edna Marie, and I are going to a mall.

(He, She You, We)

I. Direction: Write check (✓) on the line if the given sentence has a pronoun and cross (✕) if it has not. Do the activity on a sheet of paper.

_____ 1. She likes to eat fruits and vegetables.

_____ 2. Alvin and Alvina are siblings.

_____ 3. It has a sweet taste.

_____ 4. The children are lively.

_____ 5. They bark in front of the gate every night.



What I Have Learned

Answer the questions orally.

- What are nouns?
- What words are used in place of nouns?

Remember:

- ✓ A pronoun is the **replacement** or **substitute** of a noun.
- ✓ I, you, we, he she, they and it are **personal pronouns**. They are used as *replacement* or *substitute* to nouns.
- Why is it important to learn the use of pronoun?
 - ✓ *It is important to learn how to use pronouns to avoid the repetition of names especially in sentences and stories.*



What I Can Do

Direction: Recall the story of “Milka”. Write in the box the pronouns found in the short story. Write them on a sheet of paper.



Assessment

Direction: Complete the story by writing appropriate pronoun. Choose from the list inside the box. Write your answer on a sheet of paper.

He	She	They	I	We	You	It
----	-----	------	---	----	-----	----

My Family

by Sarah Marie Jane S. Espiritu

My father's name is **Reny**. 1.) _____ is the head of our family. 2.) _____ works all day to provide the food and needs of our family. My mother's name is **Sarah**. 3.) _____ gives light to our family. 4.) _____ makes sure that everyone and everything is fine.

My siblings are **Rhensar**, **Rhenster** and **Phengmyr**. 5.) _____ help each other keep our house clean and organized. I am **Rhenie Jane**, the youngest in our family. 6.) _____ give a smile to everyone's face. 7.) _____ make them happy all the time.

My family and I live in a small house. 8.) _____ is a bungalow type. _____ is a home that is full of love and happiness. As a family, _____ always show our love for each other.



Additional Activities

Direction: Write four **(4)** sentences about yourself and underline the pronouns used in your sentences. You may ask your parents to help you. Do this on a sheet of paper.



Answer Key

What I know

Flower vase /
Table /
Picture frame /
boy /
grandfather /
grandmother /
girl /
father /
mother /

Let's answer

1. C
2. D
3. C
4. D
5. A

What's More

A.

Picture 1 b
Picture 2 e
Picture 3 f
Picture 4 g
Picture 5 a
Picture 6 c
Picture 7 d

What's More B.

Picture 1 she
Picture 2 they
Picture 3 we
Picture 4 I
Picture 5 he
Picture 6 it
Picture 7 you

What's More - C.

1. d
2. a
3. b
4. c
5. f
6. e

What's More - D.

1. He
2. She
3. It
4. We
5. I
6. You
7. They

What's More - E.

1. She
2. He
3. It
4. It
5. They

Want's More - F.

1. She
2. He
3. It
4. They

What's More - G.

They
He
She
They
She
It
They
NOTE: (in any order)

What's More - H.

1. He
2. She
3. It
4. They
5. We

What's More - I.

1. /
2. X
3. /
4. X
5. /

What I can do

she
she
she
she
it
she
she
he
she

Assessment

1. He
2. He
3. She
4. She
5. They
6. I
7. I
8. It
9. It
10. We

Additional Activities

Sentences may vary.

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