



2013



# SELF-INSTRUCTIONAL LEARNING PACKAGE



# SCRIBBLES, Discover ENGLISH & Grammar Review



# PRONOUS

*for High School students in their study of Pronouns, Agreement of  
Pronouns and Antecedents, Correct Pronoun Usage and Reference*

*Hi! I'm Scribbles.*

*I'll be your learning partner in your study of the English language, particularly the parts of speech.*

*This time, we will be studying **Pronouns** – its kinds, forms, agreement rules and functions in written and spoken contexts.*

*I hope you will learn a lot from me and from this English module. Let's begin the fun! 😊*



Before we start, here are basic **competencies** we need to consider in this module so that our self-learning will be more productive:

1. To identify and use pronouns; to recognize subject and object pronouns; to demonstrate control over number and gender when using pronouns
2. To select the types of pronouns accurately in sentences and paragraphs
3. To maintain agreement between pronoun and antecedent
4. To recognize inappropriate pronoun shifts and correct faulty pronoun references

### How to use this booklet

Each lesson looks at a different area related to self-study on Pronouns. In the lessons we'll find...



#### Foundation Build-Up

- a short introduction to the topic which explains why this aspect of grammar is important



#### Testing 1-2-3

- a pre-test that serves as a constructive activity to tap prior knowledge before lesson proper



#### Hand Me the Knowledge

- the lesson proper or the explanation of the concepts of the topic



#### Mind Workout

- exercises that will check-up one's learning on the concepts in the previous section



#### Cognitive Check-up

- a summative test for the lesson which will assess one's understanding



#### Answer Trending...

- a list of the answers for Testing 1-2-3, Mind Workout, and Cognitive Check-up



#### Trivia Segue

- a sidebar or an interesting fact that may be related with the topic or theme of the contexts



#### Techno Spider

- a web link to more explanations, exercises and extension activities of the lesson



#### Lesson Appraisal

- a value-laden connection to the lesson that will add more meaning and depth



#### Broaden the Horizon

- an extension activity of the lesson which are likely multiple intelligences outputs

When you answer the Mind Workout and Cognitive Check-up activities, try to note your score. If you reached 60% of the score, you may proceed to the next activity. If not, you may answer the activity again or ask help from your teacher for additional exercises.



# I BRUSH UP: Pronouns



## Foundation Build-Up

*"Our choices show what we truly are, far more than our abilities."  
- J.K. Rowling, Harry Potter and the Chamber of Secrets*

**Pronouns** are useful because they allow us to communicate without being redundant – that is, without us having to repeat nouns over and over again. Let us study pronouns in the simplest way we can, shall we? Let's begin by reviewing what we learned in school...



## Testing 1-2-3

Lesson I. Underline the pronouns in the following sentences.

1. They collided near the school.
2. She sent them to him as a birthday gift.
3. Some take up a hobby because it is fun.
4. She cried loudly, and each of us heard her.
5. They felt flattered by our attention to them.
6. Mr. Reyes gave us the record which was just played.
7. You and Juan are the boys who will have to pay for the damage.
8. Everyone followed the directions the faculty members had given each of them.
9. He says anyone who enjoys driving under today's traffic conditions must be crazy.
10. Solving the traffic problems taxes the imagination of those who have the responsibility of it.





## Testing 1-2-3 Lesson I Answer Trending...

- |                   |                       |                         |                    |
|-------------------|-----------------------|-------------------------|--------------------|
| 1. They           | 4. She, each, us, her | 7. You, who             | 10. Those, who, it |
| 2. She, them, him | 5. They, our, them    | 8. Everyone, each, them |                    |
| 3. Some, it       | 6. Us, which          | 9. He, anyone, who      |                    |



## Hand Me the Knowledge

## What are Pronouns?

**Pronouns** refer to and replace nouns (the names of people, places, and things) that have already been mentioned, or that the speaker/writer assumes are understood by the listener/reader.

For example, *"I want you to read this again."*

The words ***I***, ***you***, and ***this*** are pronouns. In this sample sentence, it isn't necessary to actually see the nouns (*writer*, *reader*, and *sentence*) because the writer's/speaker's meaning is obvious

Examine the sentences below. For each pronoun printed in bold type, think of a noun it could replace.

*She saw **it** when **they** bought **it**.*

(e.g. *Maria saw the **dog** when the **boys** bought the **dog**.)*

*Everybody was glad when **it** was over.*

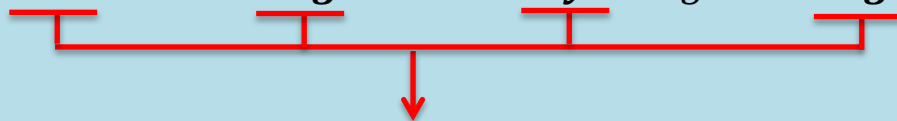
*The mango candy that **we** gave **them** was made last year.*

*What did **you** buy from **them**?*

The word (noun) that a pronoun stands for is called its **Antecedent**.

*She saw **it** when **they** bought **it**.*

(e.g. *Maria saw the **dog** when the **boys** bought the **dog**.)*



These are antecedents to the pronouns *She*, *it*, *they* and *it* respectively.

Another example:

***Marlon** wanted pictures, but **he** did not have **his** camera.  
(The pronouns *he* and *his* refer to the antecedent *Marlon*.)*

Sometimes a pronoun's antecedent is not stated but we could understand what the pronoun is referring to:

*The teacher asked **everyone** to bring in art supplies for the project.  
(The pronoun *everyone* has no stated antecedent but we are aware the teacher is referring to her students in this context.)*

### Mind Workout



Lesson I-A. For each of the following sentences, identify each pronoun and its antecedent. Underline every **pronoun** once and its **antecedent** twice. Some of the pronouns do not have stated antecedents. If a pronoun has no stated antecedent, write **NSA** above the pronoun.

### Example

Patricia brought her tap shoes to the party, but she did not dance.

1. The carabaos came down to the stream, but they did not drink.
2. Dean and Jim decided to pool their resources and buy a laptop.
3. Debra set up an easel and a palette, and then she began to paint.
4. Don't play the banduria; it needs tuning.
5. Are you going to the library?
6. After seeing three more movies, Paula decided that she liked Eddie Garcia after all.
7. The crowd lifted their voices in song as the team took the field.
8. Somebody answer the phone, please.
9. Mariella posted a Sionil F. Jose poem on her website.
10. George told Mary that he would love to see the film.

## Lesson I-A Answer Trending...

- |                         |                  |                   |                 |
|-------------------------|------------------|-------------------|-----------------|
| 1. carabaos – they      | 4. banduria – it | 7. crowd – their  | 10. George – he |
| 2. Dean and Jim – their | 5. NSA – you     | 8. NSA – somebody |                 |
| 3. Debra – she          | 6. Paula – she   | 9. Mariella – her |                 |



## Trivia Segue



*Pro* means “for.” *Pronoun* means “for a noun.”

## Hand Me the Knowledge



## Types of Pronouns

Pronouns are divided into **eight** groups depending on their meaning and how they are used in a sentence. Here are different types of pronouns:

**PERSONAL**

*I, you, its, her, they, ours, and others*

refers to people or things, includes pronouns that identify possession

*I saw **him** writing a letter for **them**.*

**RELATIVE**

*who, which, that*

introduces certain noun clauses and adjective clauses

*The food **that** I ate was valuable.*

**INTERROGATIVE**

*which, who, whose, and others*

introduces a question

***Who** called?*

**DEMONSTRATIVE**

*this, that, these, those*

points out the antecedent

*Whose e-mail messages are **these**?*



**REFLEXIVE**  
*myself, themselves,*  
 and other *-self* or *-selves* words

reflects back to the antecedent  
*He claims to score a goal **himself**.*



**INTENSIVE/EMPHATIC**  
*myself, themselves,*  
 and other *-self* or *-selves* words

intensifies the antecedent  
*She **herself** slept alone.*



**RECIPROCAL**  
*each other, one another*

refers to individual parts of a plural antecedent  
*We play games with **each other** often.*



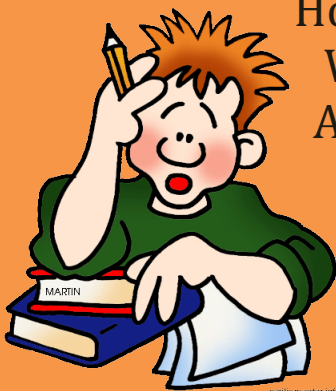
**INDEFINITE**  
*all, anyone, each,*  
 and others

refers to nonspecific persons or things  
***Everyone** is welcome to study here.*



## Broaden the Horizon

Linguistic



How many different groups of pronouns are there?  
 What is the first letter in the name of each group?  
 As a **mnemonic** to help you learn all these names, can you create a **catch word** or **silly sentence** using these first letters?



### Mind Workout

Lesson I-B. Match the term (pronoun group) on the left with the example pronoun on the right.

- |                                  |               |
|----------------------------------|---------------|
| 1. personal pronoun (singular)   | A. those      |
| 2. interrogative pronoun         | B. each other |
| 3. reciprocal pronoun            | C. our        |
| 4. relative pronoun              | D. it         |
| 5. indefinite pronoun (plural)   | E. somebody   |
| 6. demonstrative pronoun         | F. what       |
| 7. indefinite pronoun (singular) | G. themselves |
| 8. possessive pronoun            | H. myself     |
| 9. reflexive pronoun             | I. which      |
| 10. a word that doesn't exist    | J. we         |
|                                  | K. few        |

### Mind Workout



Lesson I-C. Underline the pronouns. Then, identify the pronoun by writing above it one of these abbreviations: **PER** for personal, **REF** for reflexive, **EMP** for emphatic, **DEM** for demonstrative, **INT** for interrogative, **IND** for indefinite, or **REL** for relative.

**Example** The managers of the company gave themselves raises. **REF**

- Albert does not like scuba diving, but he loves whale watching.
- Is that Malacañan Palace?
- Everyone here has read the Bible.
- Who discovered *karaoke*?
- The band members worked hard to buy themselves uniforms.
- The new student, which came from Davao, is named Jafari.
- Mr. Yu retired in May, and the school gave him a farewell party.
- Are these the smallest primates on earth?
- Whom did the filmmakers cast in the role of *Panday*?
- The governor herself spoke to the graduating class.



## Lesson I-B Answer Trending...

1.D	4. I	7. E	10. G
2. F	5. K	8. C	
3. B	6. A	9. H	



## Lesson I-C Answer Trending...

1. he – PER	4. Who – INT	7. him – PER	10. herself - EMP
2. that – DEM	5. themselves – REF	8. these – DEM	
3. Everyone – IND	6. which – REL	9. Whom – INT	



## Cognitive Check-Up

A. Underline the pronouns and their antecedents in the following sentences.

1. The day Dave didn't use his sunblock, he got badly sunburned.
2. "See that painting on the wall? Jane knows the woman who painted it."
3. As the cattle came through the gate, some headed for the barn, but most stayed in the yard.
4. If that is the pen Randy wants, why doesn't Brad buy it?
5. Steve invited us to his house to watch his favorite show on T.V.

B. Underline the pronouns. Then, identify the pronoun by writing above it one of these abbreviations: **PER**, **REF**, **EMP**, **DEM**, **INT**, **IND**, or **REL**.

1. Which of the planets is farthest from the sun?
2. Mr. Ang and she left nearly an hour ago.
3. Are the socks on the desk yours?
4. Dad went to the mall by himself to shop for holiday gifts.
5. The teacher assigned each of the students a poem to read aloud in class.

*Answers on Appendices (Answer Key)*



## Broaden the Horizon

Why are pronouns necessary in sentence construction and paragraphing? Consider this:

Linguistic



*After eight years of absence in the local movie scene, the one and only Superstar, Nora Aunor, has come back. Nora Aunor's fans were at the airport to welcome Nora. In tow were Nora Aunor's managers namely: German Moreno and Suzette Ranillo. Indeed, Nora Aunor's legions of followers are more than happy to see Nora Aunor in the flesh again. Nora Aunor receives a resounding applause.*

Focus on *Nora Aunor*. How many times had her name been used in the paragraph? What can improve the paragraph? Pronouns like *her* and *she* are the key to a well-written piece. 😊

For more exercises on **identifying pronouns**, visit:

*The Learning Center 's Online Writing Lab*

[http://depts.dyc.edu/learningcenter/owl/exercises/pronouns\\_ex1.htm](http://depts.dyc.edu/learningcenter/owl/exercises/pronouns_ex1.htm)

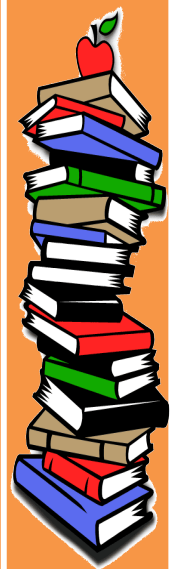
## Techno Spider



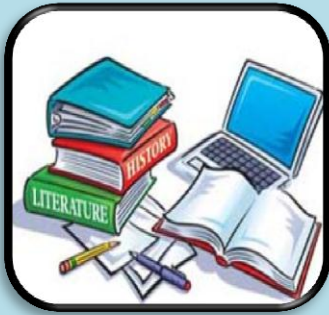
## Lesson Appraisal

Pronouns are used to substitute antecedents and not allow redundancy in conversation and paragraphs. In everyday life, we try to find ways to make things efficient.

- Have we become good communicators by using pronouns effectively?
- Are we resourceful in our quest for efficiency by trying to make things easy?
- Do we search for ways to not complicate things?
- Have we become a good help to other people and not making things hard for them?







# II LOOK UP: Pronoun Types



## Foundation Build-Up

Pronouns are of **various kinds**. As substantives, there is every pronoun for whatever noun or pronoun needed in a sentence, that is, to stand as subject, object, or complement, or to show ownership or possession. Also, there are self-pronouns or personal compound pronouns which may be reflexive or emphatic. These pronouns will have to be used correctly and they should not be confused both in form and in use.



## Testing 1-2-3

Lesson II. Underline the correct pronoun answer. Then, identify the type of pronoun by writing above it **personal, reflexive, emphatic, indefinite, reciprocal, relative, interrogative, demonstrative**.

1. Everything in that exhibit is (mine, myself).
2. I will not tolerate such behavior (mine, myself).
3. We applauded the speaker (who, he) we regarded as effective.
4. I (myself, yourself) cooked the paella.
5. (Everybody, Them) must go through with the initiation.
6. Are (whose, these) the pythons you've been bragging about?
7. (What, We) are you doing later?
8. We have (another, each other) for a reason.



## Testing 1-2-3 Lesson II Answer Trending...

- |                            |                       |
|----------------------------|-----------------------|
| 8. each other – reciprocal | 4. myself – emphatic  |
| 7. What – interrogative    | 3. who – relative     |
| 6. these – definite        | 2. myself – reflexive |
| 5. Everybody – indefinite  | 1. mine – personal    |



## Hand Me the Knowledge

## Personal Pronouns

**Personal pronouns** are used frequently in English to make writing and speaking more interesting.

Personal Pronouns	Can Be Used in Place of
I, me, my, mine	your name
we, us, our, ours	your name and the names of other people
you, your, yours	the name of someone else you are addressing
he, him, his	boy, man, male
she, her, hers	girl, woman, female
it, its, they, them, their, theirs	plants, objects, actions, substances and other things you would not refer to as “he” or “she”
they, them, theirs, their	people

Personal pronouns can be classed by **number**, **person**, **gender**, and **case**. The grammar term **number** means <sup>1</sup>**singular** or <sup>2</sup>**plural**. The pronouns **I, you, he, she, it** are singular forms; the words **we, you, they** are plural.

*The artist created the sculptures. **She** deserves the accolades.*  
 (“She” is the pronoun to the antecedent “artist” which is singular.)

## Trivia Segue



If the pronoun *you* is used to refer to one person, then it is considered **singular**. If on the other hand, *you* is used to designate a group of people, it is considered **plural**.

Pronouns are also grouped by **person**. *I* and *we* are **1<sup>st</sup> person** pronouns and refer to the writer/speaker, obviously the “most important person(s)” in the message. *You* is classed as **2<sup>nd</sup> person** because the person referred is someone spoken directly and is obviously present. *He, she, it, and they* are called **3<sup>rd</sup> person** pronouns because the person or thing referred to is being spoken about and is obviously not present in the conversation.

Person	Singular	Plural
1 <sup>st</sup> person	I, me, my, mine	we, us, our, ours
2 <sup>nd</sup> person	you, your, yours	you, your, yours
3 <sup>rd</sup> person	he, him, his, his, she, her, hers, it, its	they, them, their, theirs

*The artist created the sculptures. She deserves the accolades.*  
 (“She” is a pronoun in third person which means the actual antecedent of the pronoun is away from the persons talking.)

The term **gender** refers to nouns and pronouns. Nouns which name a male person are called **1<sup>st</sup> masculine**: waiter, actor, aviator. Nouns which name a female are called **2<sup>nd</sup> feminine**: waitress, actress, aviatrix. The pronouns **he, him, his** show masculine gender, and **she, her, hers** show feminine gender. The pronoun *it* which shows no gender is called **3<sup>rd</sup> neuter** and is used to refer to plants, animals, and inanimate objects which are singular. In English, plural pronouns, **we, you, they, etc.** are used to replace plural nouns, regardless of gender.

*The artist created the sculptures. She deserves the accolades.*  
 (“She” is used which means the artist is a girl.)



**Case** is a term used in grammar to talk about the special forms of pronouns needed when they are used in different places in a sentence. **1<sup>st</sup> Nominative case** is when the pronoun is used as a *subject* or *predicate nominative/subjective complement*.

*She deserves the accolades.* (“She” is the subject in this sentence.)

If the pronoun is used as a *direct object*, *indirect object*, or *object of the preposition* then it is in the **<sup>2</sup>Objective case**.

We bought **them** for a fair price. (“Them” refers to “sculptures.” The “sculptures” is the direct object.)



Some personal pronouns show *ownership* or *possession*. These pronouns are in the **<sup>3</sup>Possessive case**.

The sculptures are **hers**. (“Hers” imply that the lady artist owns the sculptures.)

### Mind Workout



Lesson II-A. Write the correct pronoun in each blank and label the pronoun as *singular* or *plural*. If the pronoun is singular, label it as *masculine*, *feminine*, or *neuter*.

1. Roger announced that \_\_\_\_\_ wants to build a weather station. \_\_\_\_\_
2. Maria would like to help Roger, but \_\_\_\_\_ schedule is too busy. \_\_\_\_\_
3. Evan and Rick watched clouds as part of \_\_\_\_\_ weather project. \_\_\_\_\_
4. Sarah bought several thermometers and put \_\_\_\_\_ in different places. \_\_\_\_\_
5. I checked the weather vane and saw that \_\_\_\_\_ pointed east. \_\_\_\_\_



### Trivia Segue

Possessive pronouns do not need apostrophes because the spelling of the word itself shows that it is possessive. The words *it's*, *you're*, and *they're* are not possessive pronouns; they are contractions of *it is*, *you are*, and *they are*.

### Lesson II-A

### Answer Trending...

1. he – singular - masculine
2. her – singular – feminine
3. their – plural
4. them – plural
5. it – singular - neuter





### Mind Workout

Lesson II-B. Circle the subjective case pronouns. Underline the objective case pronouns.

1. I often write newspaper articles with him.
2. Ana gave that assignment to us.
3. She travels to the office with Luis and me.
4. You can ask her for a raise next year.
5. Luis and I have a good time researching stories.
6. We work hard at it all year long!
7. Maybe he will show the photographs to you.
8. They are interesting, and some are funny, too.
9. A man makes a silly face in one of them.
10. He always knows which picture to give me for a story!



### Mind Workout

Lesson II-C. Complete the paragraph below with appropriate *personal pronouns*. Are the pronouns in the blanks in the *first, second or third person*?

Joy helps me a lot in preparing daily breakfast. I find 1.) \_\_\_\_\_ very cooperative. Recipe books are helpful, too. 2.) \_\_\_\_\_ help us broaden our knowledge. Gerald and Lea are the kids we cook breakfast for. Both of 3.) \_\_\_\_\_ are in the grade school. We know that it is 4.) \_\_\_\_\_ whom we have to cook for every morning. Gerald claims that 5.) \_\_\_\_\_ like ham and bacon very much. Lea expresses that 6.) \_\_\_\_\_ loves omelette. We have to cook 7.) \_\_\_\_\_ favorite food. Otherwise, 8.) \_\_\_\_\_ will have to ask for an additional allowance from 9.) \_\_\_\_\_ parents. The morning cooking routine will continue as long as 10.) \_\_\_\_\_ want us to do so.



## Lesson II-B Answer Trending...

1. (1)him
2. us
3. She, me
4. (You, her)
5. (it)
6. (We, it)
7. (he, you)
8. (they)
9. them
10. (He, me)



## Lesson II-C Answer Trending...

1. her
  2. They
  3. them
  4. them
  5. he
  6. she
  7. their
  8. they
  9. their
  10. they
- Person  
Thir



## Hand Me the Knowledge



# Reflexive and Emphatic Pronouns

**Reflexive pronouns** are compound personal pronouns that are used when the “receiver” of the action is the same person as the “doer.” In other words, if someone does something to himself or herself, the action is expressed using a reflexive pronoun.

Singular	Plural
myself, yourself, himself, herself, itself	ourselves, yourselves, themselves

*The children frightened **themselves** with Filipino ghost stories.*  
 (“Themselves” is the reflexive pronoun which reflects back to the subject “children.” Reflexive pronouns are in the objective case.)

### Trivia Segue



If the sentence is directed to one person, use the singular form *yourself*, but if it refers to a group, use the plural *yourselves*.

Although it may sound and look correct, there is no such word as “themselves.”



### Trivia Segue

**Emphatic** (or **intensive**) **pronouns** look exactly like reflexive pronouns but they are used to **emphasize** or **intensify** a noun or another pronoun. For example, when you want to point out that you did something all by yourself, you might say,

*I fixed the bus **myself**.*  
*I, **myself**, wouldn't pass judgment on him.*



Just take note that emphatic pronouns just add emphasis and we can place them after the subject or at the end of the sentence. Also, we could just get them out of the sentence and it will still mean the same.



### Mind Workout

Lesson II-D. Circle the reflexive pronoun in each sentence. Underline the word to which the pronoun refers.

1. "I will teach myself how to write," said David.
2. David promised himself that he would become a famous writer.
3. Kahlen said to David, "We must tell ourselves to stay focused."
4. They worked hard and taught themselves how to write well.
5. You can help yourself by taking a writing class.
6. I took that class and enjoyed myself very much.
7. Rose promised herself that she would sign up for the course.



### Mind Workout

Lesson II-E. Circle the reflexive pronoun in each sentence. Underline the word to which the pronoun refers.

8. Jana and Lori persuaded Jana and Lori to see the play.

\_\_\_\_\_

9. Sonia must get Sonia ready, or she will miss her cue.

\_\_\_\_\_

10. I will find a ride to the theatre for me.

\_\_\_\_\_



## Mind Workout

Lesson II-F. Finish the sentences with the correct emphatic pronoun.

1. Sally didn't buy that jam. She made it \_\_\_\_\_.
2. Mr. Ramon \_\_\_\_\_ offered me the job.
3. Did someone phone the doctor for you? Or did you phone him \_\_\_\_\_.
4. A: Who told you they were moving?  
B: They told me \_\_\_\_\_.
5. A: Who built your swimming pool for you?  
B: Nobody. We built it \_\_\_\_\_.

## Lesson II-D Answer Trending...

1. myself - I
2. himself - David
3. ourselves - we
4. themselves - they
5. yourself - you
6. myself - I
7. herself - Rose



## Lesson II-E Answer Trending...

8. Jana and Lori persuaded themselves to see the play.
9. Sonia must get herself ready, or she will miss her cue.
10. I will find a ride to the theatre for myself.



## Lesson II-F Answer Trending...

1. herself
2. himself
3. yourself
4. themselves
5. ourselves



For more exercises on **personal pronouns** (complete with cases and number), visit:

*Language Worksheets*

<http://www.language-worksheets.com/personal-pronouns-elementary.html>

## Techno Spider







B. State whether the underlined pronoun is *reflexive* or *intensive*.

A hotel manager 1) himself was surprised to know that Naizer, his chief chef, made 2) himself busy one weekend reading the biography of Asian cuisine expert Jet Tila. Naizer 3) himself revealed chef Jet Tila is his model for his recipes. The recipes 4) themselves speak much about all styles of Asian cuisine.

Naizer shared that Jet Tila's passion for Asian food 5) itself began at an early age. As a boy, he spent time 6) himself learning the ancient traditions of classical Asian cuisine in the family restaurants and at the Bangkok Market. At age ten, Jet 7) himself realized his deep connection to food sprang from an even deeper connection to his history. He learned the family traditions from his Cantonese grandmother 8) herself. At 22, he was teaching cooking classes in his backyard – a phenomenon that caught 9) himself the attention of the Los Angeles Times. In culinary school, Jet 10) himself began to develop his style by seeking novel and inventive approaches to Eastern ingredients using classical French technique. Jet 11) himself has also completed an intensive study program at the California Sushi Academy. Jet 12) himself has written two cover stories and several articles for the Food section of the Los Angeles Times and has been featured in Los Angeles magazine.

Naizer 13) himself has read Jet's articles and follow some tips shared. He has taken it on 14) himself to use the recipes that Jet shared in his articles. Naizer's co-chefs have developed similar reading interest. They 15) themselves envision to become popular like Jet Tila.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

*Answers on Appendices (Answer Key)*



## Broaden the Horizon

To remember and appreciate the personal and reflexive/intensive pronouns, create a sing-songy poem as if you are teaching pronouns to kids. Then, choose a tune to sing the poem.

Musical



For more exercises on **reflexive and emphatic/intensive pronouns**, visit:

MCWDN Pronounsense

<http://www.mcwdn.org/grammar/proreflexindquiz/proreflexindquiz.html>

## Techno Spider

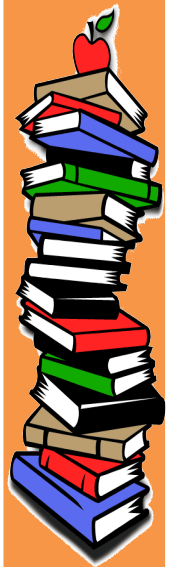


## Lesson Appraisal

Personal pronouns have three cases: subjective, objective or possessive.

When we are in the brink of a decision, we could be subjective (consider emotions in one's choice), objective (use logical thinking), or possessive (be egoistic). We should just make sure to use the correct case in situations that call for them.

The possessive case reminds us to be clear about the thin line between who owns which. All we know is that our lives are just borrowed from our Creator and we have the responsibility to take care of them.



## Broaden the Horizon

To summarize the lesson, complete this chart below with the correct personal, reflexive/intensive pronouns.

Spatial



	Nominative/ Subjective		Objective		Possessive				Reflexive/ Intensive	
	Sing	Plural	Sing	Plural	with noun		w/out noun		Sing	Plural
					Sing	Plural	Sing	Plural		
<b>First Person</b>										
<b>Second Person</b>										
<b>Third Person</b>										



	<b>Nominative/ Subjective</b>		<b>Objective</b>		<b>Possessive</b>				<b>Reflexive/ Intensive</b>	
	<i>Sing</i>	<i>Plural</i>	<i>Sing</i>	<i>Plural</i>	<i>with noun</i>		<i>w/out noun</i>		<i>Sing</i>	<i>Plural</i>
					<i>Sing</i>	<i>Plural</i>	<i>Sing</i>	<i>Plural</i>		
<b>First Person</b>	I	we	me	us	my	our	mine	ours	myself	ourselves
<b>Second Person</b>	you				your		yours		yourself	yourselves
<b>Third Person</b>	he/ she	they	him/ her	them	his/ her	their	his/ hers	theirs	himself/ herself	themselves

Broaden the Horizon **Answer Trending...**

Refer to table above.









## Hand Me the Knowledge

# Interrogative, Relative, and Demonstrative Pronouns

When you ask a question about someone or something, you often start with an **interrogative pronoun**.

Interrogative pronouns: **who**, **whom**, **which**, **what**, **whose**, **where**, **when**, **why**, and **how**.

Example:        **Who** is going to the dance next week?  
                       **Whom** will you ask about the schedule?  
                       **Which** do you like best, CDs or tapes?  
                       **What** are you going to wear tomorrow?

You will see the words **who**, **whom**, **which**, and **that** in many sentences. If they are not used to ask a question, they are **not** interrogative pronouns.

*The man **who** lives there recently walked to Mt. Apo.*  
*We saw the boat **which** was damaged by the butanding.*

These are **relative pronouns**. They are used to insert special grammar structures called clauses.

Example:        *The man **who** is wearing the red shirt just robbed the bank.*  
                       *The teacher **whom** you met trained in France.*  
                       *I almost forgot **that** it was your birthday.*  
                       *We went to see her favorite movie **which** was in the mall.*



## Broaden the Horizon

To differentiate interrogative and relative pronouns, here is a chart for studying with different samples.

Spatial



	Interrogative	Relative
Person	<ol style="list-style-type: none"> <li>1. <b>Who</b> is Marcelino Agana?</li> <li>2. <b>Who</b> are Mahatma Gandhi and R. Tagore?</li> <li>3. <b>Whom</b> are you offering the poem?</li> </ol>	<ol style="list-style-type: none"> <li>1. The play <b>who</b> wrote “New Yorker in Tondo” is M. Agana</li> <li>2. The singer <b>whom</b> everyone acknowledges as the country’s Queen of Rock is Sampaguita.</li> </ol>
Thing	<ol style="list-style-type: none"> <li>1. <b>Which</b> is the better fruit, guava or mango?</li> <li>2. <b>What</b> are your favorite Filipino games?</li> </ol>	<ol style="list-style-type: none"> <li>1. The first haircut of Johan was done at Ayala in a shop <b>which</b> caters to the young.</li> <li>2. Yoga is <b>what</b> makes some healthy and fit</li> </ol>
Both	<ol style="list-style-type: none"> <li>1. <b>Whose</b> are these pens on the table?</li> <li>2. <b>Whose</b> is this mug with Johan?</li> </ol>	<ol style="list-style-type: none"> <li>1. An organization <b>whose</b> thrust is to alleviate the poor is encouraging</li> <li>2. The person <b>that</b> considers the feelings of others earns the respect of people.</li> </ol>
Place	<b>Where</b> are you going?	This is the spot <b>where</b> I left the keys.
Time	<b>When</b> can we meet again?	It was in 1972 <b>when</b> Martial Law was declared in the country.
Reason	<b>Why</b> are you very happy?	“This is the reason <b>why</b> I called this meeting,” says CEO.
Manner	<b>How</b> are you doing?	“This is the way <b>how</b> it is to be done,” says the teacher.

*Why* and *How* introduce questions so they are interrogative pronouns but their answers require phrases or clauses. They are adverbs, too.

## Trivia Segue



***That*** can be used not only as a relative pronoun but also a **demonstrative pronoun**.

This very small group of pronouns is extremely useful in making clear sentences: ***this, that, these, those,*** and ***such***.

Use ***this*** and ***these*** to point out something close to you; use ***that*** and ***those*** to refer to things that are farther away. The word ***such*** can be used as either singular or plural.

## Near

*Singular*

1. Is **this** the key to the door?
2. I love **this**, the place to be.

*Plural*

1. **These** are the athletes to be recognized later.
2. Have **these**, the songs for the play been recorded?

## Far

*Singular*

1. Does **that** mean you'll be chef someday?
2. **That** has changed the landscape of fashion.

*Plural*

1. Are **those** sold?
2. Why have **those** been junked?

Demonstrative pronouns are used to replace a noun or nouns. Remember to look for the antecedent before you decide that ***this, that, these,*** and ***those*** are demonstrative pronouns.

If you cannot find the antecedent, the words are not demonstrative pronouns.

*I know **that** you are honest.* (Not demonstrative)

*Buy **those** pork chops.* (Demonstrative adjective)

*I sold the cakes, but I gave **those** to Pia.* (Demonstrative pronoun)



### Mind Workout

Lesson II-G. Fill in the blanks with the correct *interrogative* pronoun.

1. \_\_\_\_\_ sponsored our package tour to Pangasinan?
2. \_\_\_\_\_ hotel will we be accommodated?
3. To \_\_\_\_\_ did the concierge leave the key?
4. \_\_\_\_\_ time do they serve breakfast?
5. \_\_\_\_\_ do we order our meal? It is already 6:00 P.M.
6. \_\_\_\_\_ is their special cuisine served? In the kitchen.
7. \_\_\_\_\_ is the cuisine special?
8. \_\_\_\_\_ appetizer do they serve?
9. From \_\_\_\_\_ do we get our meal stub?



### Mind Workout

Lesson II-H. Encircle the correct *demonstrative* pronoun in the parentheses.

1. (That, Those) is Raphael's favorite snack food.
2. (That, Those) little white balls enveloped in *lumpia* wrapper steamed in the pan are known as *siomai*.
3. (This, These) sauce with *kalamansi* makes *siomai* tastier.
4. (This, That) next stall sells beef teriyaki and *lumpia shanghai*.
5. We will have to move there to taste (these, those) foods.
6. (This, These) are foods often bought by many.



**Mind Workout**

Lesson II-I. Complete the following sentences using a suitable *relative* pronoun.

1. He reported \_\_\_\_\_ he had seen the incident.
2. I know \_\_\_\_\_ bought the mansion house.
3. The monkeys \_\_\_\_\_ escaped from the zoo were recaptured.
4. I just introduced you to the man \_\_\_\_\_ I met at the club.
5. Mr. Ching \_\_\_\_\_ stall is a popular gathering for noodle-lovers cooks his food very well.

**Lesson II-G Answer Trending...**

- |          |          |         |
|----------|----------|---------|
| 1. Who   | 4. What  | 7. Why  |
| 2. Which | 5. When  | 8. What |
| 3. Whom  | 6. Where | 9. whom |



**Lesson II-H**

**Answer Trending...**

- |          |          |
|----------|----------|
| 1. That  | 3. This  |
| 2. Those | 4. These |
| 5. those | 6. These |



**Lesson II-I**

**Answer Trending...**

- |          |          |
|----------|----------|
| 1. That  | 4. whom  |
| 2. Who   | 5. whose |
| 3. which |          |



For more exercises on **interrogative, relative and demonstrative pronouns**, visit:

*MCWDN Pronounsense*

<http://www.mcwdn.org/grammar/pronounhome.html>

**Techno Spider**







### Cognitive Check-Up

C. Identify the interrogative, relative and demonstrative pronouns in the following sentences. Underline each interrogative pronoun once, each relative pronoun twice and encircle each demonstrative pronoun.

Example: This is the best banana bread that I have ever tasted!

1. Last night we watched *The Searchers*, which is my father's favorite movie.
2. Which of those stones belong to the beach?
3. That is the book assigned for class next week.
4. This is not the sweater that I want to wear.
5. Ms. Torres offered a ride to Dr. Lim, whose car was being repaired.
6. Who stole the money that I am supposed to buy a phone with?
7. Lita, who is in the chess club, showed me how the pieces on a chessboard move.
8. Ian is the one who knows that issue.
9. What have you done with these keys?
10. Whom should we reward that tall trophy?



### Broaden the Horizon

To help you remember the interrogative, relative and demonstrative pronouns, give gestures to each pronoun. For example, point to any place using both of your hands to refer to "those."

Kinesthetic







### Hand Me the Knowledge

# Reciprocal and Indefinite Pronouns

**Reciprocal pronouns** are compound pronouns which express a mutual action or relationship between the individuals indicated in the **plural** subject or object.

There are only two reciprocal pronouns: **each other**, and **one another**.

*The friends started listening to **each other** and their relationship improved.*

*She taught her children to help **one another**.*

*Each other is used more often than one another, which sounds a little formal. Also, some say that one another is used for three or more people or things, but not exactly.*

### Trivia Segue



**Indefinite pronouns** refer to a person, a place, a thing, or an idea that may or may not be specifically named. The number of these pronouns definitely matters and they usually not have antecedents.

<b>Singular</b>	another, anybody, anyone, anything, each, either, everybody, everyone, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something
<b>Plural</b>	both, few, many, others, several
<b>Singular or Plural</b>	all, any, more, most, none, some

Consider these:



1. **Some** of the sugar has been transported. (“Sugar” part of the *of*- phrase as the mass noun, is singular; therefore “some” is singular.)



2. **Some** of the oranges have been given away. (“Oranges” as count noun is plural; therefore, “some” is plural.)

Note that many indefinite pronouns also function as other parts of speech. For example:

*He has **another** job at night besides bartending.* (pronoun)  
*I'd like **another** drink, please.* (adjective)

### Trivia Segue



### Techno Spider



To give a very detailed discussion on **indefinite pronouns** (including the meaning of the indefinite pronoun if used in context), visit:

*English Club*

<http://www.englishclub.com/grammar/pronouns-indefinite.htm>



### Mind Workout

Lesson II-J. Choose the correct *reciprocal* or *reflexive* pronoun to complete each of the sentences. Choose the more natural-sounding response according to the context.

- They are in love. They love \_\_\_\_\_.  
A. themselves                      B. each other
- John baked \_\_\_\_\_ a cake.  
A. himself                              B. one another
- My girlfriend and I understand \_\_\_\_\_ very well.  
A. ourselves                              B. each other
- They are at home by \_\_\_\_\_. No one else is there.  
A. themselves                              B. one another
- Mary doesn't like Tom. Tom doesn't like Mary either. Tom and Mary don't like \_\_\_\_\_.  
A. each other                              B. one another.



### Mind Workout

Lesson II-K. Choose the correct indefinite pronoun to complete each of the sentences. Choose the more natural-sounding response according to the context.

- Mr. Dilan didn't see \_\_\_\_\_ suspicious at the hotel.  
A. all                                      B. anything                              C. none
- \_\_\_\_\_ saw a black SUV parked behind the bushes.  
A. Anyone                                      B. Everything                              C. Someone
- \_\_\_\_\_ believe that the trial will end by next month.  
A. Anyone                                      B. Either                                      C. Many
- A \_\_\_\_\_ of the workers were against the new policies.  
A. few                                      B. many                                      C. some
- I left messages to them but \_\_\_\_\_ came forward to say thank you.  
A. all                                      B. no one                                      C. somebody



## Lesson II-J

## Answer Trending...

1. each other
2. himself
3. each other
4. themselves
5. Each other



## Lesson II-K

## Answer Trending...

1. anything
2. Someone
3. Many
4. few
5. no one



## Cognitive Check-Up

D. On the blank, write the word “**correct**” if the underlined indefinite or reciprocal pronoun is correctly used in the sentence. If not, write the correct indefinite or reciprocal pronoun.

- \_\_\_\_\_ 1. Ken never uses his car. He goes somewhere by motorcycle
- \_\_\_\_\_ 2. It’s a nice hotel. It’s comfortable and anything is clean.
- \_\_\_\_\_ 3. I’m looking for my glasses. I can’t find them anywhere.
- \_\_\_\_\_ 4. All likes to have a shell of *buko halo-halo*.
- \_\_\_\_\_ 5. She said something but I didn’t understand her.
- \_\_\_\_\_ 6. Many are willing to wait but everyone are restless.
- \_\_\_\_\_ 7. Both of the three girls like Peter.
- \_\_\_\_\_ 8. No one is responsible for the mistake except me.
- \_\_\_\_\_ 9. Somebody volunteers to collect the contribution.
- \_\_\_\_\_ 10. He wore his brother’s clothes and his brother wore his clothes. They wore each other clothes.

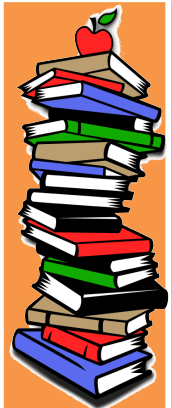
*Answers on Appendices (Answer Key)*



Lesson

Appraisal

Being indefinite might sound very strange. Yes, we could not be who we are if we are not aware of what defines us. Let us not forget that God completes us and no one else could ever be as definitive as the Divine Creator. With this, we should reciprocate what we have to others because the nicest feeling is to be loved back and feel appreciated.







# III CLOSE UP: Agreement



## Foundation Build-Up

As we have been discussing, a pronoun is a word used to replace a noun. Sometimes, people substitute nouns with pronouns while disregarding number, person and even gender of the noun to the pronoun. To ensure clarity and better understanding between persons talking, a Simple set of agreement rules are deciphered for easier reference and study.



## Testing 1-2-3

Lesson III. On the line provided in each of the following sentences, write a pronoun that agrees with the antecedent. Then, circle each antecedent.

Example: (Paul) lent Neil his jacket.

1. Ellen took \_\_\_\_\_ dog for a walk after snacks.
2. One of the men bent to pick up \_\_\_\_\_ tools.
3. Somebody left \_\_\_\_\_ books on the lawn last night.
4. Sean said that \_\_\_\_\_ was too tired to come with us.
5. Out of boredom, the cat chased \_\_\_\_\_ own tail.
6. Stanley went up to \_\_\_\_\_ room to do the homework.
7. We stayed awake to watch the film until \_\_\_\_\_ as over.
8. Neither of the boys remembered where \_\_\_\_\_ toy was.

## Lesson III Answer Trending...

- |                 |                  |                       |
|-----------------|------------------|-----------------------|
| 8. he - Neither | 6. His - Stanley | 3. his/her - Somebody |
| 7. it - watch   | 5. its - cat     | 2. his - One          |
|                 | 4. he - Sean     | 1. her - Ellen        |



## Hand Me the Knowledge

# Pronoun-Antecedent Agreement

Short review: A **pronoun** is usually used as a substitute for a previously stated noun called the **antecedent**.

*I could tell Jack was mad because **he** punched a hole in my door.* (“He” is a pronoun substituting for the noun “Jack.”)

Sometimes, the agreement between the pronoun and the antecedent it is substituting for can be confused. The result is a sentence that lacks clarity.

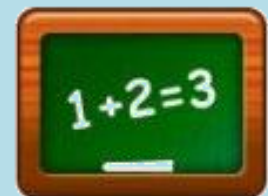
*Although the politician makes many promises, ~~they~~ rarely ~~keep~~ those promises.*

Not only the pronoun you are using to stand for the antecedent, but the verb, too, needs to be in agreement with the antecedent.

*politician – he/she rarely keeps promises  
politicians – they rarely keep promises*

*Another example      The problems are serious, but ~~it~~ can be solved.*

The pronoun **they** refers to the subject “problems.”



There are rules to consider in the agreement of pronouns and antecedent.

1

A major rule in Pronoun-Antecedent Agreement is very basic:

A pronoun needs to match (“agree with”) the **number**, **gender**, and **person** of the noun it refers to or replaces.

*Dorothy* likes **her** new shoes.

(Dorothy = singular feminine antecedent, her = possessive pronoun)

The *children* washed **their** hands.

(children = plural antecedent, their = possessive pronoun)



2

The conjunction “and” can cause problems with agreement. Two or more singular things joined by **and** become a **plural** antecedent.

The new puppy **and** kitten have destroyed **their** owner’s sofa.



3

When *each* or *every* precedes two or more singular things joined by **and**, a singular antecedent is formed.

*Each* new puppy **and** kitten destroys **its** owner’s sofa.



In rule 3, no matter how many singular nouns you join with *and*, the antecedent is still singular.

**Each** new puppy, kitten, rabbit, tarantula, python, parrot, iguana, **and** ferret destroys **its** owner’s sofa.

Trivia Segue





4

Use caution with these conjunctions:  
***either...or, neither...nor, and not only...but also.***  
 Of the two antecedents in the sentence, the pronoun must agree with the **closer** one.

*Not only Louise but also the Chuas fixed **their** famous beef pochero for the picnic.*



*Not only the Chuas but also Louise fixed **her** famous beef pochero for the picnic.*

5

These indefinite pronouns are always singular even when they seem plural: ***each, either, neither, anyone, anybody, anything, everyone, everybody, everything, no one, nobody, nothing, someone, somebody, something.***

*Neither of my two brothers show much sense when ~~they~~ date women.*  
 (This sentence might sound right, but it is completely wrong.)

*Neither of my two brothers shows much sense when **he** dates women.*  
 (Neither = singular)

6

When fixing an agreement error, try to avoid ~~sexist language~~ that might offend readers.

*Someone left **his or her** lights on.*



Trivia Segue



In the 1950's, rule books would have recommended using the masculine pronoun exclusively: *Someone left **his** lights on.*  
 In the 1970's, after criticism from feminists and civil rights activities, rule books next suggested using both genders so that males and females had equal representation in the language: *Someone left **his or her** lights on.*

7

These indefinite pronouns are always plural:

*both, few, many, others, several.*

Some indefinite pronouns are singular or plural, depending on context: *all, any, none, more, most, some.*

*Few of the characters know **their** lines.* (Few = plural)

*All of Beverly's hair gets **its** color from a bottle.*

*All of Beverly's fingernails get **their** color from a bottle.*



We can actually determine if the indefinite pronoun is singular or plural by checking the object after the *of-* phrase (as discussed in the previous chapter on indefinite pronouns).

According to the Gregg Reference Manual, in formal usage, **none** is still considered a singular pronoun. In general usage, however, none is considered singular or plural, depending on the number of the noun to which it refers.

### Trivia Segue



8

Collective nouns are singular or plural, depending on context. Collective nouns are groups of people or animals: *team, jury, class, committee*, etc. If all members are acting **in unison**, treat the collective noun as **singular** and use a singular pronoun. If, however, all members are **acting individually**, treat the noun as **plural** and use a plural pronoun.

*The team celebrated **its** victory.*

(The team is acting as one, thus a singular pronoun “its” is used.)

*The team changed into **their** street clothes and went home happy.* (Each member of the team changed to their respective uniforms which indicates plural, thus a plural pronoun “their” is used.)



Special cases: Companies, organizations, and schools are singular and thus require singular pronouns. An amount may take a singular or pronoun, depending on how the expression is used. Some nouns that are plural in form take singular pronouns.

*Next year, Valencia College will try to solve **its** parking woes by requiring students to buy P75.00 parking stickers.*

*I paid twenty pesos for these skates. I thought **it** was a reasonable price. I have twenty pesos, but one of **them** has been torn in half.*

*I have good news. Would like to hear **it**? (Singular)*

*Where are the scissors? Oh, here **they** are. (Plural)*



In rule 6, we avoid sexist language by using **he or she, his or her, him or her, himself or herself**. But, populating an entire paragraph with these pronouns gets **tiresome**. When possible, the solution is to change the **antecedent to a plural word** so we can use a gender-neutral plural pronoun to refer to it.

Look at this example paragraph:

*If a student wants to improve his or her grades, he or she should walk himself or herself over to the tutoring center. There, he or she can request a tutor to help him or her with his or her homework. This preparation for his or her class will ensure that he or she is ready when taking his or her quizzes and exams.*

Oh, the  
**horror!**



We could edit the paragraph to avoid the repetition of *he or she*, etc.:

*If **students** want to improve **their** grades, **they** should walk **themselves** over to the tutoring center. There, **they** can request over...*

**Mind Workout**

Lesson III-A. On the line provided in each of the following sentences, write a pronoun that agrees with the antecedent or antecedents. Then, circle each antecedent.

Example: Every Sunday (Maggie) and (Roger) watched their favorite television show.

1. When we're playing tennis, my brother and I never let the other players intimidate \_\_\_\_\_.
2. Either Jason or Raul will bring \_\_\_\_\_ tool kit to the *kalesa* race.
3. Brenda and Cathleen told us that \_\_\_\_\_ didn't plan to come to the party.
4. If either Britney or Celine wants to be a successful writer, \_\_\_\_\_ will need to work hard.
5. Each of my sisters has \_\_\_\_\_ own *kadang-kadang*.
6. None of the employees should reveal \_\_\_\_\_ password to anyone.
7. Several of the police officers spent \_\_\_\_\_ holidays volunteering at the new community center.
8. More of the palm trees have been planted this year because \_\_\_\_\_ look so striking along the *Siargao* beach.
9. The troupe of dancers looked good in \_\_\_\_\_ costumes.
10. The committee cannot even agree among \_\_\_\_\_.
11. After winning, the team posed for photographs with \_\_\_\_\_ ecstatic fans.
12. If you want to go to the Olympics, you have to train hard for \_\_\_\_\_.
13. He has five pesos; would \_\_\_\_\_ be enough to buy juice.
14. Several of my uncles are members of the Knights of Columbus, my father has also been a member of \_\_\_\_\_.
15. Either he or his brothers are willing to bring \_\_\_\_\_ video game to the beach.



**Mind Workout**



Lesson III-B. Each of the following sentences contains an error in pronoun-antecedent agreement. Draw a line through each incorrect pronoun, and write the correct form above it. Then, circle the antecedent.

Example: (Each) of the cats has ~~their~~<sup>its</sup> own special hiding place.

1. Either Denzel or Malcolm will bring their soccer ball to the game.
2. Let's ask Antonia and Belle if she read the *Lola Basyang* stories.
3. Many of the reporters do his or her own research.
4. Everyone in the class is aware of their responsibility to bring a note from home.
5. Several of the boys joined the military after he graduated from high school.
6. The majority of the class took its work home last night.
7. The Fantasy Society voted *Enteng Kabisote* their choice for fantasy movie of the century.
8. Roxanne decided not to wear her shorts because they had become threadbare.
9. Sue had four pesos in her wallet, but now two of it are missing.
10. Everyone should laugh his heart out as a form of exercise.

**Lesson III-A Answer Trending...**



- |                                   |   |                                       |
|-----------------------------------|---|---------------------------------------|
| 1. us – brother and I             | 6. his or her – none of the employees     | 11. its - team                        |
| 2. his – Either Jason or Raul     | 7. their - several of the police officers | 12. it - Olympics                     |
| 3. they- Brenda and Cathleen      | 8. they – more of the palm trees          | 13. it – five pesos                   |
| 4. she – either Britney or Celina | 9. their – troupe of dancers              | 14. It - Knights of Columbus          |
| 5. her – each of my sisters       | 10. themselves - committee                | 15. their - Either he or his brothers |

**Lesson III-B Answer Trending...**



- |   |  |
|---|--|
| 1. their – his (Either Denzel or Malcolm)     | 6. its – their (majority of the class) |
| 2. she – they (Antonia and Belle)             | 7. their - its (Fantasy Society)       |
| 3. his or her – their (Many of he reporters)  | 8. they – it (shorts)                  |
| 4. their – his or her (Everyone in the class) | 9. it – them (four pesos)              |
| 5. he – they (several of the boys)            | 10. his – his or her (everyone)        |





## Cognitive Check-Up

Circle the antecedent for the underlined pronoun in each of the following sentences. If the underlined pronoun does not agree with the antecedent, cross out the pronoun and write the correct pronoun over it. If the pronoun and antecedents agree, write **C**.

Example 1     All of the young men have left ~~his~~ <sup>their</sup> childhoods behind.

Example 2     Each of the children handed his or her *ninongs* and *ninangs* a Christmas list. C

1. Many of the Science fair contestants have brought his or her own equipment. \_\_\_
2. One of the girls has gotten mud all over their shoes. \_\_\_
3. We will listen to have of Canon D this morning, and we will hear the rest of them this afternoon. \_\_\_
4. Either Sergio or Michael will need to bring his or her boombox to the party. \_\_\_
5. No one in the family remembered to bring his or her key to the cabin. \_\_\_
6. Aren't all of your uncles taking a fishing pole with them on vacation? \_\_\_
7. Each of the kittens cried for his or her mother. \_\_\_
8. One of the young women was certain that the award for Best Song was going to them. \_\_\_
9. Neither Uncle Lito nor Uncle Victor remembered where their boots were. \_\_\_
10. The Cho family will take its vacation this year in Thailand. \_\_\_

*Answers on Appendices (Answer Key)*



## Broaden the Horizon

Musical



To remember the rules on pronoun-antecedent agreement, put a rhythm to the rules when you will be studying. Also, go back to Mind Workout A and B and identify the rules being considered in each sentence.

For more exercises on **pronoun-antecedent agreement**, visit:

*Towson Education Online*

<http://wwwnew.towson.edu/ows/indexexercises.htm>

## Techno Spider



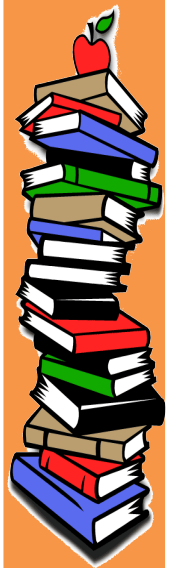
## Lesson Appraisal

Pronouns and Antecedents should agree in number, person and gender in sentences and paragraphs.

Have you ever experienced conflicts or disagreement with persons you loved? What was it about? How did you feel?

Employees and companies have contracts to pursue. Is it necessary to have contracts or some rule or agreement? Is it not enough to be trustworthy?

What will you do to resolve disagreement?



If you notice, the rules on Subject-Verb Agreement come into play when considering the matching of pronouns and their antecedents in sentences. Make sure you remember then put all learning and insights about agreement to the test.

## Trivia Segue







# IV CHECK UP:

## Common Errors



### Foundation Build-Up

Pronouns, such as *he*, *she*, *they*, *this*, *that*, *those*, or *which*, should clearly refer to specific nouns. Otherwise, you have a faulty pronoun reference that makes a sentence vague, confusing, and grammatically incorrect. In business writing, clear pronoun references are critical.

Every pronoun must have a conspicuous, openly stated antecedent. Also, it should be consistent in point of view and case in written or spoken contexts.



### Testing 1-2-3

Lesson IV. Place a check by the clear sentence(s) in each group.

- \_\_\_ Many students like both Math and English, but it has always been my favorite.

\_\_\_ Many students like both Math and English, but Math has always been my favorite.
- \_\_\_ Max said to his brother, "You should see your doctor."

\_\_\_ Max thought that his brother should see his doctor.
- \_\_\_ After Smith had fought Jones, he ran around the ring and shouted for joy.

\_\_\_ Jones ran around the ring and shouted for joy after he had fought Smith.

\_\_\_ After Smith had fought Jones, Smith ran around the ring and shouted for joy.

## Lesson IV Answer Trending...

1. Many students like both Math and English, but **Math** has always been my favorite.
2. Max said to his brother, "You should see your doctor."
3. Jones ran around the ring and shouted for joy after he had fought Smith. *or*  
After Smith had fought Jones, Smith ran around the ring and shouted for joy.



## Hand Me the Knowledge

# Faulty Pronoun Reference

Pronouns substitute for nouns. The word a pronoun refers to is called its antecedent. A pronoun should refer clearly to its antecedent. A pronoun's **reference** will be unclear if it is **ambiguous**, **implied**, **vague** or **indefinite**.



## Ambiguous Reference

An ambiguous reference occurs when the pronoun could refer to **two possible antecedents**.



*The client told James that **he** had to come to therapy.*  
(Who has to come to therapy – the client or James)

The following revision eliminates the ambiguity.



*The client told James, "You have to come to therapy."*

Another example:

*The detective studied the manuscript with the aid of a magnifying glass;*



*then he puts **it** in his pocket.*

(Does "it" refer to the manuscript or to the magnifying glass?)

*The detective studied the manuscript with the aid of a magnifying glass; then he puts the **magnifying glass** in his pocket.*





### Implied Reference (Absent Antecedents)

A pronoun must refer to a specific antecedent, not to a word that is **implied but not present in the sentence**.

After braiding Ann's hair, Sue decorated **them** with ribbons.  
 (The pronoun "them" refers to Ann's braids – implied by the term "braiding" – but the word braids did not appear in the sentence.)

The following revision eliminates the implied reference:

✓ After braiding Ann's hair, Sue decorated **the braids** with ribbons.

Possessives cannot serve as antecedents:

In Nikki's case file, **she** describes how Ms. Jones abuses substances.  
 (The pronoun "she" does not refer to Nikki but refers to Nikki's case file.)

✓ In Nikki's case file, **Nikki** describes how Ms. Jones abuses substances.



### Vague Reference (Loose Antecedents)

The pronouns *this*, *that* and *which* should not refer vaguely to earlier word groups or ideas. These pronouns should refer to specific antecedents.

When a pronoun's reference is too vague, replace the pronoun with a noun.

More and more often, especially in large cities, we are finding ourselves victims of serious crimes. We learn to accept **this** with minor complaints.  
 (The pronoun "this" actually refers to the situation of being victims of serious crimes in large cities. The pronoun could not refer to this whole idea but to only one noun antecedent.)

✓ More and more often, especially in large cities, we are finding ourselves victims of serious crimes. We learn to accept our fate with minor complaints.  
 (The pronoun "this" is replaced by the noun "fate.")

When a pronoun's reference is too vague, supply an antecedent to which the pronoun clearly refers.

*Sue and Patsy were both too young to have acquired much wisdom, **which** accounts for their rash actions.*

✓ *Sue and Patsy were both too young to have acquired much wisdom,*

*a fact **which** accounts for their rash decisions.*

(The pronoun "which" clearly refers to the supplied antecedent, "fact.")



### Indefinite Reference

The pronouns *they*, *it* and *you* should not refer to indefinite word groups or ideas.

The pronoun **they** should refer to a specific antecedent. Do not use **they** to refer indefinitely to persons who have not been specifically mentioned.

*A list of ways to help a rape survivor is included with the orientation kit. For*

*example, **they** suggest speaking to the survivor in calm tones.*

✓ *A list of ways to help a rape survivor is included with the orientation kit. For example, the **St. John's Rape Crisis Center** suggests speaking to the survivor in calm tones.*

(The word "it" should not be used indefinitely in sentence construction.)

✓ *In the file report **it** says that...*

✓ *The file report points out that...*

The pronoun **you** is appropriate when the writer is addressing the reader directly. Usually in formal contexts, the indefinite **you** (meaning “anyone in general”) is inappropriate.



*In the city, **you** don't have to look far to find long waiting lists for counselling.*



*In the city, **one** doesn't have to look far to find long waiting lists for counselling.*

If the pronoun **one** seems stilted, the writer might recast the sentence:



***City residents** do not have to look far to find long waiting lists for counselling.*



### Mind Workout

Lesson IV-A. Correct the vague or faulty pronoun references by marking the sentences and filling in correct pronouns or nouns. Suggested answers are given in the answer key.

1. The manager told us it was not for sale.
2. When we stopped at Jollibee, the clerk said he didn't have any.
3. Paul loves books and thinks it is an exciting hobby.
4. Cathy was very upset with Claire, and she looked miserable.
5. Lee wanted to go to the art show with Jake, but he arrived too late.
6. In yesterday's paper it says the board meeting was cancelled.
7. The company filed bankruptcy. This caused investors to withdraw.
8. I wasn't able to finish all the problems on the exam, which makes me worried.



## Mind Workout

Lesson IV-B. Choose the answer that best corrects the error in the underlined portions. The correction should sound natural and be logical. If no error exists, choose “No change is necessary.”

- Because Tara and Diana worked the closing shift at Tito’s Taco Palace, **they** often arrived to class with **their** eyes barely open. Tara would have given Diana the correct answer to number seven on the chemistry exam if **she** hadn’t fallen asleep in the middle of it.
 

A. she                      B. her                      C. Diana                      D. No change is necessary.
- The puppy was howling; explosions and gunfire boomed from the television; and a tray of brownies was calling Fred's name from the **kitchen. This made** studying for the pronoun reference quiz impossible.
 

A. kitchen, which made  
B. kitchen. That made  
C. kitchen. Fred's desire for chocolate made  
D. No change is necessary.
- Bob's hands were so cramped from typing a 2,000-word essay that **the poor boy** stuck **his fingers** in an ice-cold glass of soda so that **he** wouldn't feel the pain.
 

A. he                      B. the fingers of Bob                      C. it                      D. No change is necessary.
- You** ought to take my advice and register for **your** fall classes early. **They** say that first semester courses fill the most quickly.
 

A. One                      B. his or her                      C. Counselors                      D. No change is necessary.
- Mrs. Jones explained to her niece **Fiona that she couldn’t poison the neighbor’s barking dog no matter how much she needed her beauty sleep.**

A. Fiona, “You can’t poison the neighbor’s barking dog no matter how much you need your beauty sleep.”  
B. Fiona, “She couldn’t poison the neighbor’s barking dog no matter how much she needed her beauty sleep.”  
C. Fiona “that she couldn’t poison the neighbor’s barking dog no matter how much she needed her beauty sleep.”  
D. No change is necessary.

Lesson IV-A Answer Trending...



1. The manager told us the house was not for sale.
2. When we stopped at Jollibee, the clerk said he didn't have any change.
3. Paul loves books and thinks reading is an exciting hobby.
4. Cathy was very upset with Claire, and Cathy looked miserable.
5. Lee wanted to go to the art show with Jake, but Jake arrived too late.
6. Yesterday's paper says the board meeting was cancelled.
7. The company filed bankruptcy. This situation caused investors to withdraw.
8. I worried because I wasn't able to finish all the problems on the exam.

Lesson IV-B Answer Trending...



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



Hand Me the Knowledge

# Faulty Pronoun POV

Pronouns should not shift their **point of view** unnecessarily. When writing a paper, be consistent in your use of first, second, or third person pronouns.

For instance, if you start writing in the first-person **I**, don't suddenly jump to the second person **you**. Or, if you are writing in the third-person **they**, don't shift unexpectedly to **you**. Look at the examples:

Inconsistent	Consistent
<i>One reason that <b>I</b> like living in the city is that <b>you</b> always have a wide choice of sports events to attend.</i>	<i>One reasons that <b>I</b> like living in the city is that <b>I</b> always have a wide choice of sports events to attend.</i>
<i><b>Someone</b> who is dieting should have the help of friends; <b>you</b> should also have plenty of willpower.</i>	<i><b>Someone</b> who is dieting should have the help of friends; <b>he or she</b> should also have plenty of willpower.</i>
<i>Students who work while <b>they</b> are going to school face special problems. For one thing, <b>you</b> seldom have enough time.</i>	<i>Students who work while <b>they</b> are going to school face special problems. For one thing, <b>they</b> seldom have enough study time.</i>





## Mind Workout

Lesson IV-C. Cross out inconsistent pronouns in the following sentences while writing the corrections above the errors.

1. As we drove through the countryside, you saw some of the horse-drawn buggies used by the townsmen.
2. One of the things I like about the corner store is that you can buy homemade sausage there.
3. Fran likes to shop at the factory outlet because you can buy discount clothing there.

## Lesson IV-C Answer Trending...



1. As we drove through the countryside, **we** saw some of the horse-drawn buggies used by the townsmen.
2. One of the things I like about the corner store is that I can buy homemade sausage there.
3. Fran likes to shop at the factory outlet because **he** can buy discount clothing there.



## Lesson Appraisal

Writers encourage us to check on our pronoun reference and point of view to ensure clarity between antecedents and therefore create a smooth-flowing conversation or written work.

Have you ever been in a never-ending cycle of inconsistencies or vagueness? Have you tried to discuss to someone and end up not meeting the viewpoint of each other?

Aside from patience, we should enculturate sensitivity for us to get to understand each other. Without it, we plainly live for ourselves only.







## Hand Me the Knowledge

# Faulty Pronoun Case

There are three common cases of personal, reflexive and emphatic pronouns: **Nominative**, **Objective** and **Possessive**.

The **subject of a verb** and a **predicate nominative** should be in the **nominative** case.

May **us** go to the art exhibit?

- ✓. May **we** go to the art exhibit? (The pronoun is in the subject of the sentence so the nominative case should be used.)

My favorite singers are Sitti and **her**.

- ✓. My favorite singers are Sitti and **she**. (The pronoun is in the predicate nominative function so the nominative case should be used.)

A **direct object**, an **indirect object** and an **object of a preposition** should be in the **objective** case.

Mother took **her and I** to the gallery opening.

- ✓. Mother took **her and me** to the gallery opening. (direct object)

- ✓. Show **us** your latest charcoal drawing. (indirect object)

For Sue and **they**, the guide gave a special tour.

For Sue and **them**, the guide gave a special tour. (object of the preposition)

The personal pronouns in the **possessive** case are used to show ownership or possession.

Have you seen **my** sweater?

I believe these books are **theirs**.



### Mind Workout

Lesson IV-D. For each of the following sentences, underline the correct pronoun form in parentheses.

1. The guide showed (we, us) the *Banaue* Rice Terraces.
2. Tell (I, me) more about this *Banobo* art form.
3. (We, Us) think this indigenous Muslim sculpture is fascinating!
4. The last to leave the exhibit was (she, her).
5. Greta and (he, him) were eager to see the *pilandok*.
6. They waited for (we, us) at the door.
7. I bought (she, her) a book from the museum's bookshop.
8. Is this video game (your, yours)?
9. (Their, Theirs) stamp collection is not for sale.
10. Place your trophy next to (her, hers).

### Lesson IV-D Answer Trending...

- |       |        |          |          |
|-------|--------|----------|----------|
| 1. us | 4. She | 7. Her   | 10. hers |
| 2. me | 5. He  | 8. yours |          |
| 3. We | 6. Us  | 9. Their |          |



### Broaden the Horizon

As a final challenge, try to read again your previous essays your teacher asked you to do before. Determine if you have faulty pronoun references, point of view and cases in your sentences and paragraphs. Rewrite them to re-establish effectiveness.

Linguistic



For more exercises on **faulty pronoun reference**, visit:

*Towson Education Online*

<http://www.new.towson.edu/ows/indexexercises.htm>

<http://grammar.ccc.commnet.edu/grammar/pronouns1.htm>

### Techno Spider



### Cognitive Check-Up

A. Correct the vague or faulty pronoun references by rewriting the following sentences.

1. The students could not agree with the teachers because they were narrow-minded.

---

2. Every time Pavlov set out his dog's food, it would salivate.

---

3. Skydiving is exciting, but they often have accidents which result in broken bones.

---

4. As soon as Dean gets paid, he spends it.

---

5. The rain melted the ice; this caused flooding.

---

6. The students began to take the test which seemed like a good idea.

---

7. T. Jane says the subject is fun to teach because it's small, and they're motivated.

---

8. It says on the label that this medicine has no side effects.

---



**Cognitive Check-Up**

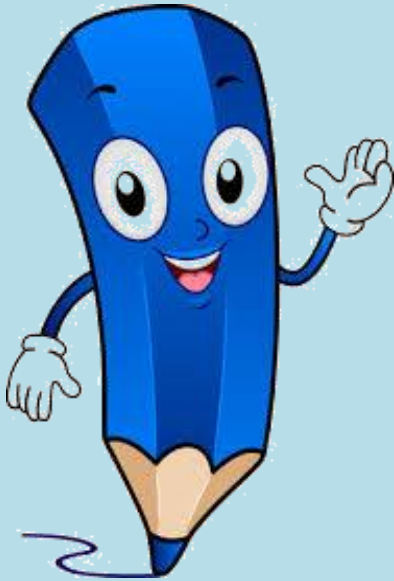
B. Cross out inconsistent pronouns in the following sentences while writing the corrections above the errors.

1. People shouldn't discuss cases outside of court if you serve on a jury.
2. As I read the daily papers, you get depressed by all the violent crime occurring in the Philippines.
3. In our family, we had to learn to keep our bedrooms neat before you were given an allowance.

C. Each of the following sentences contains at least one underlined pronoun. Write C above the underlined pronoun if its form is correct. If the pronoun form is incorrect, cross it out and write the correct form above it.

Example                      Our visitors might have been <sup>C</sup> she and <sup>he</sup> ~~him~~.

1. Did you see the photographs by Dolores and she?
2. Dr. Chen showed her and I his acupuncture clinic.
3. Him and me are building a model of the Hundred Islands.
4. Daisy told she and I about his trip to Davao.
5. Is the author of the skit her or him?
6. Mine report is about the history of the Philippine Martial Law.
7. Most of her clothes are made of cotton.



*Woah! Congratulations! You have succeeded in this module on Pronouns. I hope the self-motivated discussions and activities taught you very much this time again.*

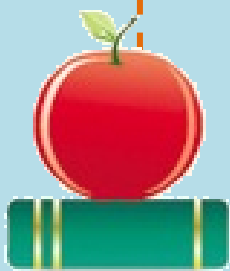
*I am grateful that you took the courageous step to learn more on the parts of speech with me. I hope we will see each other soon.*

*May the values and insights gave you a wider understanding, too. Thank you and 'til next time! ☺*

**This module is intended for high school students in their study of the agreement between pronouns and antecedents and writing effective paragraphs by revising faulty pronoun cases, inconsistencies and references.**

**Also, this module would be helpful for students preferably high school seniors and graduates who would like to review the foundational concepts of effective pronoun usage.**

**The first two lessons may be introduced for intermediate students whenever they start the discussion on pronouns.**



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## ANSWER KEYS

## Lesson I

## A. Pronouns and Antecedents

- The day **Dave** didn't use **his** sunblock, **he** got badly sunburned.  
*Dave is the antecedent of the possessive pronoun **his** and personal pronoun **he**.*
- See **that painting** on the wall? Jane knows the **woman who** painted **it**.  
*Painting is the antecedent of the demonstrative pronoun **that** and personal pronoun **it**.  
Woman is the antecedent of the relative pronoun **who**.*
- As the **cattle** came through the gate, **some** headed for the barn, but **most** stayed in the yard.  
*Cattle is the antecedent of the indefinite pronouns **some** and **most**.*
- If **that** is the **pen** Randy wants, why doesn't Brad buy **it**?  
*Pen is the antecedent of the demonstrative pronoun **that** and personal pronoun **it**.*
- Steve** invited us to **his** house to watch **his** favorite show on T.V.  
*Steve is the antecedent of the possessive pronoun **his**.*

## B. Types of Pronouns

- Which** of the planets is farthest from the sun?  
*INT*
- Mr. Ang and **she** left nearly an hour ago.  
*PER*
- Are the socks on the desk **yours**?  
*REF*
- Dad went to the mall by **himself** to shop for holiday gifts.  
*IND*
- The teacher assigned **each** of the students a poem to read aloud in class.

## Lesson II

## A. Personal and Possessive Pronouns

*Soy sauce has been used to flavour foods for over two thousand years. It is a very common ingredient in Asian cuisine. Carla, a soy sauce lover, makes Japanese, Chinese, or Korean food often for Jung and Jeng. Thus, she thought it may be worthwhile to make her own soy sauce, rather than buying it by the bottle. The soy sauce she makes for Jung and Jeng is basic and straightforward. She has made a collection of at least 20 known varieties from light (saltier) and dark soy to soy sauce made with soy flour. Yet, while the ingredients are simple, she believes that making it is both a long and somewhat smelly process! Jung and Jeng can attest to the smell. They have been accustomed to the smell. Nevertheless, it's very gratifying to work on for 3-6 months, and then serve it at dinner table.*

## B. Reflexive and Intensive Pronouns

- |              |               |               |
|--------------|---------------|---------------|
| 1. Intensive | 6. Intensive  | 11. Intensive |
| 2. Reflexive | 7. Intensive  | 12. Intensive |
| 3. Intensive | 8. Reflexive  | 13. Intensive |
| 4. Intensive | 9. Reflexive  | 14. Reflexive |
| 5. Intensive | 10. Intensive | 15. Intensive |

**Lesson II**

## C. Interrogative, Relative and Demonstrative Pronouns

1. Last night we watched *The Searchers*, which is my father's favorite movie.
2. Which of those stones belong to the beach?
3. That is the book assigned class next week.
4. This is not the sweater that I want to wear.
5. Ms. Torres offered a ride to Dr. Lim, whose car was being repaired.
6. Who stole the money that I am supposed to buy a phone with?
7. Lita, who is in the chess club, showed me how the pieces on a chessboard move.
8. Ian is the one who knows that issue.
9. What have you done with these keys?
10. Whom should we reward that tall trophy?

**Lesson II**

## D. Indefinite and Reciprocal Pronouns

1. **Somewhere** change to **anywhere**
2. **Anything** change to **everything**
3. Correct
4. **All** change to **Everyone**
5. Correct
6. **Everyone** change to **some**
7. **Both** change to **all**
8. Correct
9. **Somebody** change to **Someone**
10. **Each other** change to **each other's**



## Lesson III

1. (Many) of the Science fair contestants have brought his or her own equipment. their \_\_\_
2. (One) of the girls has gotten mud all over their shoes. her \_\_\_
3. We will listen to have of (Canon D) this morning, and we will hear the rest of them it this afternoon. \_\_\_
4. Either Sergio or (Michael) will need to bring his or her boombox to the party. his \_\_\_
5. (No one) in the family remembered to bring his or her key to the cabin. C
6. Aren't (all) of your uncles taking a fishing pole with them on vacation? C
7. (Each) of the kittens cried for his or her mother. its \_\_\_
8. (One) of the young women was certain that the award for Best Song was going to her them. \_\_\_ his
9. Neither Uncle Lito nor (Uncle Victor) remembered where their boots were. \_\_\_
10. The (Cho family) will take its vacation this year in Thailand. C

## Lesson IV

## A. Faulty Pronoun Reference (suggested answers)

1. The students could not agree with the teachers because the students were narrow-minded.  
*Ambiguous reference – make the pronoun they clear by changing it to the exact noun*
2. Every time Pavlov set out his dog's food, the dog would salivate.  
*Implied reference – it is implied that the dog is the one salivating but the pronoun could not refer to an adjective, in this case dog's. Thus, the noun should be clearly stated.*
3. Skydiving is exciting, but skydivers often have accidents which result in broken bones.  
*Indefinite reference – the pronoun they has an indefinite reference or not having an antecedent. Therefore, a noun should be provided.*
4. As soon as Dean gets paid, he spends the money.  
*Indefinite reference*
5. The rain melted the ice; the melting caused the flooding.  
*Vague reference – the pronoun this is vague because it is not referring to any noun but we are aware that it is denoting something; the pronoun this should not refer to a big idea but to a specific noun*
6. The students began to take the test; taking the test early seemed like a good idea.  
*Vague reference*
7. T. Jane says the subject is fun to teach because the class is small, and the students are motivated  
*Indefinite reference*
8. The label says that this medicine has no side effects.  
*Indefinite reference*

## Lesson IV

## B. Faulty Pronoun Point of View (suggested answers)

1. People shouldn't discuss cases outside of court if **they** serve on a jury.
2. As I read the daily papers, **I** get depressed by all the violent crime occurring in the Philippines.
3. In our family, we had to learn to keep our bedrooms neat before **we** were given an allowance.

## C. Faulty Pronoun Cases

1. Did you see the photographs by Dolores and ~~she~~ <sup>her</sup>.
2. Dr. Chen showed ~~her~~ <sup>C</sup> and ~~his~~ <sup>me</sup> acupuncture clinic.
3. ~~His~~ <sup>He</sup> and ~~me~~ <sup>I</sup> are building a model of the Hundred Islands.
4. Daisy told ~~she~~ <sup>her</sup> and ~~him~~ <sup>me</sup> about his trip to Davao.
5. Is the author of the skit ~~her~~ <sup>she</sup> or ~~him~~ <sup>he</sup>?
6. ~~My~~ <sup>My</sup> report is about the history of the Philippine Martial Law.
7. Most of ~~her~~ <sup>C</sup> clothes are made of cotton.

## END OF MODULE

*Don't run through life so fast that you forget not only where you've  
been, but where you are going.*

*Life is not a race, but a journey to be savored every step of the way.*

*~A Creed to Live By*