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## Pronouns

### STRUCTURAL DESCRIPTION OF PRONOUNS

Function and  
Position

Inflectional Form

#### Personal Pronouns

Similar to those of  
nouns. See p. 1

<i>Subject</i>	<i>Object</i>	<i>Possessive Adjective</i>	<i>Possessive Pronoun</i>	<i>Reflexive</i>
I	me	my	mine	myself
you (s.)	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its		itself
we	us	our	ours	ourselves
you (pl.)	you	your	yours	yourselves
they	them	their	theirs	themselves

*neutral reflexive*—oneself or one's self

#### Interrogative and Relative Pronouns

who            whom            whose            whose

#### Demonstrative Pronouns

<i>singular</i>	<i>plural</i>
this	these
that	those

Note that the possessive form of personal pronouns are written without an apostrophe (its, ours, etc.).



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## Types of Pronouns

1. Personal—I, you, he, she, it, we, they
2. Interrogative—who, what, which
3. Relative—who, which, that
4. Demonstrative—this, that, such, so
5. Reflexive—compounds of personal pronouns plus -self
6. Indefinite:
  - a. persons or things—compounds of some-, any-, no-, or every- plus -body, -one, -thing
  - b. quantity—some, any, several, much, etc.  
(Personal, relative, demonstrative, reflexive pronouns refer back to nouns previously mentioned.)
7. Expletive—it, there (These words fill subject position. The actual subject comes after the verb.)

2-1

## FORM OF PERSONAL PRONOUNS

Use the correct form of the pronoun in parentheses. Give the function of each pronoun—subjective complement (sc), object of verb—direct or indirect (ov), object of preposition (op), appositive (A).

EXAMPLE: a. John and (I) \_\_\_\_\_ I are the same age. S  
b. The only two who were absent were John and (I) \_\_\_\_\_ I .  
SC (after the verb be)  
c. Our teacher praised John and (I) \_\_\_\_\_ me . OV  
d. The letter was addressed to John and (I) \_\_\_\_\_ me .  
OP  
e. (We) \_\_\_\_\_ We girls are planning a picnic. A  
(appositive to the subject)

1. The money was given to (he) \_\_\_\_\_ and (I) \_\_\_\_\_.

2. Their mother is taking (they) \_\_\_\_\_ all to the circus.

3. Everyone finished the test except (I) \_\_\_\_\_.

4. All of (they) \_\_\_\_\_ came late.

5. My sister and (I) \_\_\_\_\_ are arriving on the early train.

6. (We) \_\_\_\_\_ children were spoiled by our parents.

7. Between (you) \_\_\_\_\_ and (I) \_\_\_\_\_, she's not very happy in her new home.

8. It was (I) \_\_\_\_\_ who planned this meeting. \_\_\_\_\_
9. Hello, may I speak to Mrs. Jones?  
This is (she) \_\_\_\_\_.
10. They wanted only Robert and (I) \_\_\_\_\_.
11. (She) \_\_\_\_\_ and her sister are planning to give a dinner party together. \_\_\_\_\_
12. Who's at the door?  
It's (I) \_\_\_\_\_.<sup>1</sup>

## 2-2

## POSSESSIVE FORMS OF PRONOUNS

Supply one of the possessive forms of the personal pronouns or of who. Be careful not to write an apostrophe with any of these pronouns.

**EXAMPLE:** a. He didn't bring a coat, so I lent him (I) \_\_\_\_\_ mine.  
 b. The store is opening (it) \_\_\_\_\_ its \_\_\_\_\_ doors one hour earlier today.  
 c. (Who) \_\_\_\_\_ Whose \_\_\_\_\_ book is this? I don't know (who)  
     whose \_\_\_\_\_ book it is.

1. The cat caught (it) \_\_\_\_\_ tail in the door.<sup>2</sup>
2. In (who) \_\_\_\_\_ house will the meeting be held?
3. The man (who) \_\_\_\_\_ car was stolen went to the police immediately.
4. Every nation has (it) \_\_\_\_\_ own special problems.
5. Can you tell me which house is (they) \_\_\_\_\_?
6. The earth rotates around (it) \_\_\_\_\_ axis every 24 hours.
7. I don't remember whether the pen I borrowed is (he) \_\_\_\_\_  
or (she) \_\_\_\_\_.
8. Whether the fault is (they) \_\_\_\_\_ or (we) \_\_\_\_\_, we must correct it immediately.
9. Here are some papers. (Who) \_\_\_\_\_ are they? Are they (you) \_\_\_\_\_?
10. The children who are making so much noise are (we) \_\_\_\_\_.
11. (Who) \_\_\_\_\_ money was used to finance the deal?

<sup>1</sup>Although formal usage requires subject form for such a subjective complement, the object form is more common in informal speech.

<sup>2</sup>The forms of he and she are also often used for pets.

## DOUBLE POSSESSIVE CONSTRUCTIONS WITH PRONOUNS

Personal pronouns may appear in double possessive constructions beginning with **of**—**an old hat of yours, a casual acquaintance of mine.**

Use a double possessive construction for the pronouns in parentheses.

**EXAMPLE:** a. He is a good friend (I) \_\_\_\_\_ of mine  
 b. Some students (her) \_\_\_\_\_ of hers \_\_\_\_\_ were on a TV discussion program.  
 c. That car (they) \_\_\_\_\_ of theirs \_\_\_\_\_ always gave them trouble.

1. Any friend (you) \_\_\_\_\_ is a friend (I) \_\_\_\_\_.
2. An old classmate (he) \_\_\_\_\_ is coming to dinner.
3. A neighbor (us) \_\_\_\_\_ likes to gossip a great deal.
4. I can understand why they're so proud of that son (they) \_\_\_\_\_.
5. A good customer (he) \_\_\_\_\_ died recently.
6. Some papers (you) \_\_\_\_\_ got mixed in with some notes (I) \_\_\_\_\_.
7. Almost no friends (they) \_\_\_\_\_ came to the funeral.
8. Many patients (he) \_\_\_\_\_ stopped coming to him after he raised his fees.
9. Those jade carvings (they) \_\_\_\_\_ are worth a fortune.

## **WHO** vs. **WHOM**

**Who** is the subject form, **whom** the object form. (In informal usage, **who** is often also used for the object of a verb.)

**Who** or **whom** appears in direct questions, in indirect questions (noun clauses), and in adjective clauses.

In the following exercises, supply **who** or **whom**. (Observe formal usage.) Label each pronoun you have filled in—Subject (**s**), Object of Verb (**ov**), Object of Preposition (**op**).

### Direct Questions

**EXAMPLE:** a. Who \_\_\_\_\_ is watering the plants? \_\_\_\_\_ s  
 (of is watering).  
 b. Whom \_\_\_\_\_ do you want? \_\_\_\_\_ ov (of do  
 want)  
 c. From whom \_\_\_\_\_ did he receive the money? \_\_\_\_\_ op  
 (of from)

## Indirect Questions (Noun Clauses)

*EXAMPLE:* a. I know \_\_\_\_\_ who \_\_\_\_\_ is watering the plants. \_\_\_\_\_ S  
(of is watering)  
b. I know \_\_\_\_\_ whom \_\_\_\_\_ you want. \_\_\_\_\_ OV  
(of want)  
c. I know from \_\_\_\_\_ whom \_\_\_\_\_ he received the money. \_\_\_\_\_ OP  
(of from)

1. We can't imagine \_\_\_\_\_ could have done such a thing.  
\_\_\_\_\_
  2. They will soon announce \_\_\_\_\_ they have chosen.  
\_\_\_\_\_
  3. Please let us know to \_\_\_\_\_ the money should be sent.  
\_\_\_\_\_
  4. I can't remember from \_\_\_\_\_ I bought this. \_\_\_\_\_
  5. The teachers tried to guess \_\_\_\_\_ might be appointed as  
the new principal. \_\_\_\_\_

## **Adjective Clauses**

**Adjective Clauses**

**EXAMPLE:** a. The man s who (of is watering) is watering the plants is the gardener.

b. The man (of want) whom you want is the gardener. OV

c. The man from OP whom (of from) he received the money is the gardener.

- UP

she is living is a brilliant student.

  1. The girl with \_\_\_\_\_ can be trusted.
  2. I always appreciate a person \_\_\_\_\_ we hired as a cook will start tomorrow.
  3. The woman \_\_\_\_\_ you can depend.
  4. He is a man on \_\_\_\_\_ can do this job.
  5. I don't know anyone \_\_\_\_\_

## REFLEXIVE PRONOUNS

A reflexive pronoun generally points back to the subject. It is used:

1. as the direct object of the verb—*You mustn't blame yourself for that mistake.*
2. as the indirect object of the verb—I bought myself a beautiful watch.
3. as a prepositional object:
  - a. of a verb—*We should depend on ourselves rather than on others.*
  - b. of an adjective—*She's angry with herself for making such a mistake.*

Supply the required reflexive pronoun.

*EXAMPLE:* a. Albert Schweitzer dedicated himself to caring for the sick Africa. (*Himself* is the direct object of the verb *dedicated*.)  
 b. She made herself a dress. (*Herself* is the indirect object of verb *made*.)  
 c. He's very selfish; he thinks only about himself. (*Himself* is prepositional object of the verb *thinks*.)  
 d. They are ashamed of themselves. (*Themselves* is the prepositional object of the adjective *ashamed*.)

1. It's time I bought \_\_\_\_\_ a new car.
2. If we could only see \_\_\_\_\_ as others see us.
3. The children washed and dressed \_\_\_\_\_ quickly.<sup>3</sup>
4. She's quite pleased with \_\_\_\_\_ for finishing the job on time.
5. They built \_\_\_\_\_ a beautiful home.
6. Did both of you enjoy \_\_\_\_\_ at the party?
7. You should always depend on \_\_\_\_\_ rather than on someone else.
8. God helps those who help \_\_\_\_\_.
9. He's angry with \_\_\_\_\_ for misplacing the money.
10. You will all have to be responsible for \_\_\_\_\_.
11. They are always quarreling among \_\_\_\_\_.
12. He's telling a story about \_\_\_\_\_.
13. Try not to make a fool of \_\_\_\_\_.
14. They are constantly talking about \_\_\_\_\_.
15. We must now devote \_\_\_\_\_ wholeheartedly to the task at hand.

<sup>3</sup>The reflexive pronoun is optional in this sentence.

## REFLEXIVE PRONOUNS AS INTENSIFIERS

Reflexive pronouns used as intensifiers are not necessary for the grammatical structure of a sentence. They merely serve to emphasize nouns or pronouns.

*Intensifying a subject*

- or We ourselves will lead the discussion. (= we and no one else)  
 or We will lead the discussion *ourselves*. (Final position is possible only if the sentence or clause is short.)  
 Shakespeare himself could not have said it better. (= even Shakespeare)  
 or Shakespeare could not have said it better *himself*.

*Intensifying an object*

- I saw the chief *himself*.  
 They want us to lead the discussion *ourselves*.  
 We spoke to the victims *themselves*.

Use a reflexive pronoun to emphasize each of the italicized words. If the italicized word is a subject, note whether the reflexive intensifier may also appear in final position.

*EXAMPLE:* a. The governor himself cannot help the condemned man.

b. You yourself cannot believe such a thing. yourself

1. Their unexpected success at the polls surprised the *candidates* \_\_\_\_\_.
2. This package must be given to the *president* \_\_\_\_\_.
3. *We* \_\_\_\_\_ must do the work. \_\_\_\_\_
4. *She* \_\_\_\_\_ had nothing to do with the robbery.
5. *He* \_\_\_\_\_ told us about the matter. \_\_\_\_\_
6. The report was written by the *department head* \_\_\_\_\_.
7. *The victims* \_\_\_\_\_ can't explain how the accident happened. \_\_\_\_\_
8. *You* (plural) \_\_\_\_\_ would not care to be put into such an unpleasant situation. \_\_\_\_\_
9. *The party members* \_\_\_\_\_ don't believe that their leaders are honest. \_\_\_\_\_
10. *The President* \_\_\_\_\_ gave instructions on what to serve for the state dinner. \_\_\_\_\_
11. Many people think he's a great man. *I* \_\_\_\_\_ once thought so \_\_\_\_\_, but I don't any more.
12. *He* \_\_\_\_\_ would never have permitted such a thing to happen \_\_\_\_\_; someone else must have planned it.

## PRONOUNS FOR GENERAL STATEMENTS

Several pronouns may be used to represent people in general (generic person).

<b>we</b>	We all get into trouble sometimes.
<b>they (informal)</b>	They grow coffee in Brazil. ( <i>more formal</i> —Coffee is grown in Brazil.)
	They say that honesty is the best policy. ( <i>more formal</i> —It is said that honesty is the best policy.)
<b>you (informal)</b>	You have to study very hard at the university.
<b>one (formal)</b>	One should do one's ( <i>or his</i> ) duty in all things.
<b>everybody or everyone</b>	Everybody should obey the law.

In making general statements, we should not shift from one generic person to another.

Shift in person—if **we** are making statements about people in general, **one** should not shift from one person to another, but **you** should be consistent in **your** use of pronouns of generic person.  
 Corrected to—if **we** are making statements about people in general, **we** should not shift from one person to another, but **we** should be consistent in **our** use of pronouns of generic person.

A pronoun referring back to a noun which represents a class should have the same number as the noun.

Shift in number—the **student** must be made to understand how each lesson can be of value to **them**.  
 Corrected to—the **student** must be made to understand how each lesson can be of value to **him**.  
 (He is used to refer back to a class word which includes both males and females.)

Fill in the blanks with the proper pronouns for general statements. Avoid a shift in person or number.

**EXAMPLE:** a. One should always be careful when one (or he) is crossing the street.  
**or**  
Everybody (or everyone) should always be careful when he is crossing the street.  
 b. They say that the number thirteen is unlucky.  
 c. A teacher must be sure that all of his students understand the point he is making.  
 d. You never really know what love is until you experience it yourself (reflexive).  
**or**  
We never really know what love is until we experience it ourselves.

1. \_\_\_\_\_ all need to relax at times.
2. \_\_\_\_\_ should be loyal to the country \_\_\_\_\_ live in.
3. If a person practices typing every day, \_\_\_\_\_ can become \_\_\_\_\_

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**Shift in number**—The **student** must be made to understand how each lesson can be of value to **them**.

**Corrected to**—The **student** must be made to understand how each lesson can be of value to **him**. (**He** is used to refer back to a class word which includes both males and females.)

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**or**

Everybody (or everyone) \_\_\_\_\_ should always be careful when **he** is crossing the street.

b. \_\_\_\_\_ They \_\_\_\_\_ say that the number thirteen is unlucky.

c. A teacher must be sure that all of \_\_\_\_\_ his \_\_\_\_\_ students understand the point \_\_\_\_\_ he \_\_\_\_\_ is making.

d. \_\_\_\_\_ You \_\_\_\_\_ never really know what love is until \_\_\_\_\_ you \_\_\_\_\_ experience it \_\_\_\_\_ yourself \_\_\_\_\_ (reflexive).

**or**

We \_\_\_\_\_ never really know what love is until **we** experience it **ourselves**.

1. \_\_\_\_\_ all need to relax at times.

2. \_\_\_\_\_ should be loyal to the country \_\_\_\_\_ live in.

3. If a person practices typing every day, \_\_\_\_\_ can become an expert.

4. Doctors are responsible for the lives of \_\_\_\_\_ patients.
5. During the war everyone had to look out for \_\_\_\_\_ (reflexive).
6. \_\_\_\_\_ should not give up before \_\_\_\_\_ absolutely have to.
7. \_\_\_\_\_ should love \_\_\_\_\_ neighbors as \_\_\_\_\_ love \_\_\_\_\_ (reflexive).
8. \_\_\_\_\_ do things somewhat differently in every country.
9. Dentists say that \_\_\_\_\_ should brush \_\_\_\_\_ teeth every day.
10. The company expects \_\_\_\_\_ to do a full day's work.
11. \_\_\_\_\_ should not expect as much of others as \_\_\_\_\_ expect of \_\_\_\_\_ (reflexive).
12. \_\_\_\_\_ should try to keep \_\_\_\_\_ streets clean.

## 2-8

### PRONOUNS WITH -EVER

The -ever forms of pronouns have several uses.

Intensifiers in questions	<i>Whatever</i> made you insult that man? <i>Whoever</i> told you to do such a thing?
Intensifiers in negatives (equivalent to at all)	He doesn't understand any English <i>whatever</i> (or <i>whatsoever</i> ). ( <u>Only these forms with what are negative intensifiers.</u> )
Alternatives for no matter who—what—which	<i>Whoever</i> knocks at the door, don't answer it.
Introductory words in noun clauses	<i>Whoever</i> broke the window must pay for it. Take <i>whatever</i> you want.

Supply *whoever*, *whatever*, or *whichever*.

*EXAMPLE:* a. Give this to one of the boys, \_\_\_\_\_ whichever \_\_\_\_\_ one comes to the door first.  
b. \_\_\_\_\_ *Whoever* gave you permission to leave the office early?  
c. \_\_\_\_\_ *Whatever* happened to those nice people who used to live next door to you?

1. He will borrow money from \_\_\_\_\_ is willing to lend it to him.
2. I have no money \_\_\_\_\_.
3. \_\_\_\_\_ finishes first will win a prize.
4. I will abide by \_\_\_\_\_ decision.

5. He is very grateful to \_\_\_\_\_ helps him.
6. He tells the same story to \_\_\_\_\_ he meets.
7. \_\_\_\_\_ he does is done well.
8. We'll employ \_\_\_\_\_ woman the agency sends us.
9. He'll do \_\_\_\_\_ you say.
10. \_\_\_\_\_ he paints expresses his deep spirituality.
11. \_\_\_\_\_ marries her will be a lucky man.
12. \_\_\_\_\_ TV channel he turned on, he saw nothing but westerns or murder mysteries.
13. We know no one \_\_\_\_\_ in this town.
14. \_\_\_\_\_ she does displeases her husband.
15. \_\_\_\_\_ is worth doing at all is worth doing well.

AGF

7. Both of the lamps (be) \_\_\_\_\_
8. Each student (be) \_\_\_\_\_
9. Either you or I (be) \_\_\_\_\_
10. Every apartment in the repairs.

A pronoun of indefinite  
requires a verb that agrees

Some  
Some

The same rule applies  
to a fraction (one third, etc.)

## 2-9

### AGREEMENT WITH INDEFINITE PRONOUNS (1)

Each, every, either, neither require singular verbs. Possessive (or other) pronouns referring to one of these words are singular in formal speech.

**Each student is bringing his lunch.**

(His is used if reference is made to a group of males and females together.)

**Everyone is expected to do his best.**

**Neither of the girls has done her homework.**

In *informal* usage, a plural verb may occur with either, neither; and a plural pronoun may refer to each, every, either, neither.

For each sentence, fill in the required form for the verb and the pronoun. Use only the present tense.  
Observe formal usage.

**EXAMPLE:** a. Each of the boy scouts (be) \_\_\_\_\_ is \_\_\_\_\_ bringing \_\_\_\_\_ his own camping equipment.  
b. All of the boy scouts (be) \_\_\_\_\_ are \_\_\_\_\_ bringing \_\_\_\_\_ their own camping equipment.

1. Everyone (have) \_\_\_\_\_ own way of doing things.
2. Each of the awards (be) \_\_\_\_\_ for a large sum of money.
3. Either of the women (be) \_\_\_\_\_ willing to lend you \_\_\_\_\_ vacuum cleaner.
4. Each employee (be) \_\_\_\_\_ being asked to contribute as much as \_\_\_\_\_ can.
5. Everybody in the office (seem) \_\_\_\_\_ pleased with the raise \_\_\_\_\_ has received.
6. Neither of the lamps (be) \_\_\_\_\_ suitable for this table.

Use the required form of the verb.

**EXAMPLE:** a. All of her jewelries  
b. All of her jewelries

1. None of the pies
2. None of the desserts
3. All of the information is correct.
4. All of the statistics
5. Most of his luggage
6. Most of his bags
7. Some of that
8. Some of that
9. Most of the money
10. Most of the girls
11. All of this fruit
12. All of these are
13. Half of the time

<sup>4</sup>In formal usage, the verb

<sup>5</sup>Some conservative hand

7. Both of the lamps (be) \_\_\_\_\_ suitable for this table.
8. Each student (be) \_\_\_\_\_ requested to ask \_\_\_\_\_ parents to come to the parents-teachers association meeting.
9. Either you or I (be) \_\_\_\_\_ mistaken.<sup>4</sup>
10. Every apartment in the building (need) \_\_\_\_\_ some repairs.

2-10

## AGREEMENT WITH INDEFINITE PRONOUNS (2)

A pronoun of indefinite quantity like some, all, none, most plus an of phrase requires a verb that agrees with the noun in the of phrase.

Some of the **machines** need to be repaired.

Some of the **machinery** needs to be repaired.

The same rule applies if words that refer to a part (**half**, **rest**, **remainder**) or a fraction (**one third**, **three fourths**) are used.

Half of the **pie** was eaten.

Half of the **pies** were eaten.

Use the required form of the verb **be**.

**EXAMPLE:** a. All of her jewelry (*past*) \_\_\_\_\_ was put in a safety vault.  
 b. All of her jewels (*past*) \_\_\_\_\_ were put in a safety vault.

1. None of the pies (*past*) \_\_\_\_\_ eaten.<sup>5</sup>
2. None of the dessert (*past*) \_\_\_\_\_ eaten.
3. All of the information on the report (*present*) \_\_\_\_\_ correct.
4. All of the statistics on the report (*present*) \_\_\_\_\_ correct.
5. Most of his luggage (*past*) \_\_\_\_\_ lost on his last trip.
6. Most of his bags (*past*) \_\_\_\_\_ lost on his last trip.
7. Some of that poet's work (*present*) \_\_\_\_\_ very fine.
8. Some of that poet's works (*present*) \_\_\_\_\_ very fine.
9. Most of the merchandise (*present perfect*) \_\_\_\_\_ sold.
10. Most of the goods (*present perfect*) \_\_\_\_\_ sold.
11. All of this fruit (*present*) \_\_\_\_\_ from their garden.
12. All of these apples (*present*) \_\_\_\_\_ from their garden.
13. Half of the turkey (*present*) \_\_\_\_\_ for today's dinner.

<sup>4</sup>In formal usage, the verb agrees with the noun or pronoun after (n) or.

<sup>5</sup>Some conservative handbooks claim that only a singular verb should be used with **none**.



14. Half of the dinner guests (*past*) \_\_\_\_\_ staying with their hosts overnight. The remainder (*past*) \_\_\_\_\_ taking the last train back to town.
15. Almost one third of the people in the world (*present*) \_\_\_\_\_ always hungry.

## 2-11

EXPLETIVE *THERE* vs. EXPLETIVE *IT*

Expletive there commonly occurs in the following types of sentences.

1. **There + be + (pro)noun + expression of place**

There's nobody here.

There's a piano in the room.

2. **There + be + noun with adjective modifiers**

There was once a very wicked king.

There are three reasons for rejecting that proposal.

3. **There + be + noun + -ing participle**

There is a sale going on at the bookstore. (= A sale is going on at the bookstore.)

There is a strong wind coming up from the west. (= A strong wind is coming up from the west.)

In a sentence with expletive there, the verb agrees with the actual subject that follows it.

There is a book on the desk.

There are some books on the desk.

Expletive it is often found in the following constructions.

1. **It + be + adjective + adverbial construction**

It's gloomy here.

It's pleasant in the garden.

It would be wise if you went there now.

2. **It + be + an expression of:**

<i>identification</i>	What is this? It's a <i>lawn mower</i> .
<i>weather</i>	It's <i>cold</i> outside.
<i>time</i>	It's <i>Wednesday</i> (or <i>ten o'clock, January 25</i> ).
<i>distance</i>	It is <i>five miles</i> from the library to my house.

Only a singular verb is used with expletive it.



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Change each sentence so that it begins with it.

### IT with Infinitive Phrase Subject

EXAMPLE: a. To take a drive in the country is very pleasant.

It is very pleasant to take a drive in the country.

b. For me to do that is quite difficult.

It is quite difficult for me to do that.

1. To fill out all these forms is very time-consuming.

3. That we will never finish on time is be

2. To take some exercise every day is good for the health.

4. That he failed his examinations is a

3. To speak before a large audience takes a great deal of self-assurance.

5. That he might be very ill never occu

4. For man to land a space ship on the moon is now possible.

6. That no one came to the airport to

5. To become a good doctor requires much training and experience.

7. That she couldn't have her way fro

6. For him to work so hard makes no sense.

7. To speak English well is difficult for foreign students.

### IT with THAT Noun Clause Subject

EXAMPLE: That he should resent such a remark is natural.

It is natural that he should resent such a remark.

1. That he will never be a success is becoming evident.

2. That he was able to sell that old car of his was a surprise to us.