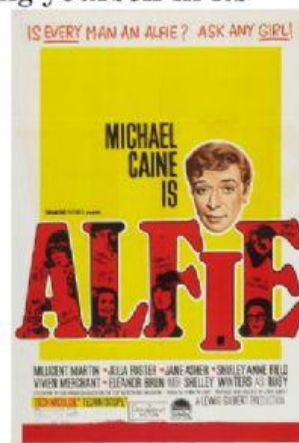


One of the fun things about studying another language is immersing yourself in its culture, and “it” is a great way to start for English. Look at this!

What does this 1966 classic movie have to do with “it”? (*Choose*)

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

(*Click here to peek at a suggestion AFTER you've answered!*)



2. “It” is everywhere in English, so let’s start with “it” as a third person neutral possessive. For an example, look at the end of the first line, above! You have to be careful, though. Drag and drop these phrases to the correct lines. (N.B., boxes need stuff dropped in their upper left hand corners, or the stuff bounces back)

This one expresses  
a possessive determiner

This one expresses  
a subject + “to be”

This one doesn't exist!

IT'S IT'S' ITS

3. Are these correct for "it" as a possessive? You tell me! (*Tick the correct versions*)



\_\_\_\_\_ I already gave its ball to John.

| \_\_\_\_\_ I already gave it's ball to John.

\_\_\_\_\_ I like it's color.

| \_\_\_\_\_ I like its color.

| \_\_\_\_\_ I like it's' color.

Your turn! (*ungraded*) \_\_\_\_\_

What's next? Let's do "it" as an object pronoun, whether direct or indirect...look for the differences (*and do my separate task on direct and indirect objects for more help*):

I gave the dog's ball to John. I gave it to John. I gave it to him.

I gave John the dog's ball. I gave John it. I gave him the ball. I gave him it.

I gave our dog's ball to another dog. I gave it to another dog. I gave it to it.

I gave another dog our dog's ball. I gave...? (*What about "I gave it it"...can you say this? - Technically, this is correct, but we don't use this confusing construction.*)

4. Drag & drop these onto the correct lines:    it    it    it    (no it)

He        gave                to        .

The        dog                brought                to        them.



5. How about these. Do these need “it” as an object? (*Tick the ones needing “it” as an object.*)



\_\_\_\_\_ I know it. | \_\_\_\_\_ I know. \_\_\_\_\_ I think so it. | \_\_\_\_\_ I think so.  
\_\_\_\_\_ I love it. | \_\_\_\_\_ I love. \_\_\_\_\_ I hate it. | \_\_\_\_\_ I hate.  
\_\_\_\_\_ I like! | \_\_\_\_\_ I like it! \_\_\_\_\_ I'll look at it. | \_\_\_\_\_ I'll look at.  
\_\_\_\_\_ I'll think about it. | \_\_\_\_\_ I'll think about.

Your turn! (*ungraded*) \_\_\_\_\_

6. Sometimes you need to understand the context before choosing! Look at these two examples:

I see it. = *to see* used in the normal way for the physical sense of sight.

I see. = *to see* used idiomatically for “to understand.” (*Now, tick the correct versions*)

\_\_\_\_\_ Oh, man, look at that! Did you see? | \_\_\_\_\_ Oh, man, look at that! Did you see it?  
\_\_\_\_\_ I want her to leave. – Hmmm, I see. | \_\_\_\_\_ I want her to leave. – Hmmm, I see it.

Your turn: “see” for sight! (*ungraded*) \_\_\_\_\_

Your turn: “see” for understanding! (*ungraded*) \_\_\_\_\_

What's next? "It" as a subject pronoun. Let's start with "it" to indicate a third person neutral single subject. We use "it" when there isn't a gender, or you don't need to specify one, ex.:

The water is cold. It is cold. The tiger swam. It swam.

(Sometimes there are female nouns for animals, ex., tigress, but even if we know the animal is a female, if it's not important for the topic, we use the neutral form.)

7. Drag and drop these, correctly:     it     it     She

Where's the book I'm reading? - \_\_\_\_\_ is by your bed on the table.

What noise! Is it the dog or her puppies?! – \_\_\_\_\_ is barking a lot.

What's all that noise, the neighbor's little girl?! – \_\_\_\_\_ is very noisy.

Your turn (*ungraded*): \_\_\_\_\_



Next? "It" as a special kind of subject pronoun, a preparatory subject, ex.;

Who is on the phone? – It's John. (*The person on the phone* is John.)

Let's go get a pizza! – It's a great idea! (*The idea of getting a pizza* is a great one!)

It's exciting to see John perform. (*To see John perform* is exciting. - an infinitive clause as subject)

**It's been really hard writing this task without "it" as a preparatory subject until now!**



8. We use “it” as a preparatory subject to replace longer or infinitive phrases; to talk about time, the weather, and distances; and to make general references to something that is understood.

Rewrite the sentences with “it” as a preparatory subject (*ungraded*):

Talking to you is so stimulating. \_\_\_\_\_

The time is now for eating! (*Beware of the trap!*) \_\_\_\_\_

To do that took a long time,... \_\_\_\_\_

...but the time was well spent! (*Beware!*) \_\_\_\_\_

The distance from here to there is too far. \_\_\_\_\_

To eat great Italian food is wonderful. \_\_\_\_\_

The rain is going to start. \_\_\_\_\_

The day is lovely! \_\_\_\_\_

Everything is OK. \_\_\_\_\_



**WATCH OUT!** DON'T use “it” to indicate something IN A PLACE. Use “here” (when it's closer, physically or emotionally) or “there” (when it's farther, physically or emotionally). For more help, do that separate task. 😊



9. It's clear to me that you're now an expert with "it" ... right?! Prove it! Drag & drop these!

It's about



the view was worth it!

It was hard, but



isn't it?!

Everything's OK,



time that you got here!

N.B., All images are Microsoft Clipart from the Word program used to make this file.