

IV PRONOUNS

Supply one or ones where necessary.

- 1 Have you met our new secretary? - Is she the **one** who joined us last week?
- 2 You know the man. I mean, the **one** who lent you 50.
- 3 Which actors did you meet? - The **ones** who appeared in Act 1.
- 4 Here are your stamps. These are the **ones** you paid for.
- 5 Which computer did you use? - The **one** that is in your office.
- 6 The children I like to teach are the **ones** who like to learn.
- 7 Pour away that dirty water and get some clean **water / (-)**.
- 8 If I were you, I'd sell that old car and buy a new **one**.

Put in you, one or ones where necessary.

You / One can always tell the people who know all about cars. They're the **ones** who can recognise all the latest models and who bore **you / one** silly with useless information. The **ones** who don't know about cars are a bit like my friend, Robin. Robin is **one** of those people who believes that all car engines are in the front of a vehicle. He recently hired a car without even realising that it was **one** of those with its engine at the back. Last week he was driving along a country road when he heard a strange noise coming from the car and he stopped to have a look. He raised the bonnet to examine his engine and you can imagine his surprise when he saw that he didn't have **one**! He waved to a passing car and a young man stopped. Robin explained that he had lost his engine. "I don't suppose **you** can help me," he said. "Of course I can help **you / (-)**," the young man said. "I've got a spare **one / (-)** in the back of my car. You can use that **one / (-)**."

Supply it, them, one, some, any or none in the following.

- 1 Were any cars parked outside our house today? - Yes, **one** was parked there all morning.
- 2 Was that car parked outside our house today? - Yes, **it** was parked there all morning.
- 3 Did any letters come for me this morning? - No, **none** came for you.
- 4 Have the spare parts arrived yet? - Yes, **some** of them have just arrived.
- 5 Do you like this dish? - Yes, I like **it** very much.
- 6 Did you enjoy the strawberries? - Yes, I enjoyed **them** very much.
- 7 Would you like some strawberries? - No, I don't want **any**, thank you.
- 8 Would you like any cherries? - Yes, I'd like **some**, please.
- 9 Have you got the maps with you? - No, I haven't got **them**.
- 10 Have you got a spare light bulb? - No, I haven't got **one**.

Put in one, any, it, they, them, or so.

It was late in the afternoon when Mr Fox asked his ten-year-olds if **they** would like to do a spelling test.

Mr FOX: **It**'s quite an easy **one**. I'll say the words and you'll spell **them**. Write **them** in your exercise books. If there are **any** words you can't spell, I'll write **them** on the blackboard. Do you like spelling, Liz?

LIZ: I love **it**.

Mr FOX: What about you, Annie?

ANNIE: I think **so**, but I'm not sure.

Annie was quite late getting home from school that afternoon. Annie's granddad was worried.

GRANDDAD: Why are you late, Annie?

ANNIE: **It**'s because of my rheumatism.

GRANDDAD: Only older people have rheumatism, Annie.

ANNIE: No, I haven't got **it**, granddad. I just can't spell **it**.

Supply my or the.

- 1 He hit me in **the** eye.
- 2 Something has got into **my** eye.
- 3 You don't have to pull me by **the** collar.
- 4 It's nice to see you. How's **the** family?
- 5 What's wrong? - I've hurt **my** arm.
- 6 **My** collar is too tight. I can't bear it.
- 7 **My** hair is getting too long. I must get it cut.
- 8 She looked me in **the** face and said, "No".
- 9 What's worse than a pain in **the** back?
- 10 The house is quiet with **the** children away.

Put in they, this, that, nothing, something, anyone or no one.

Everyone has studied subjects at school which **they** weren't very good at. **No one** can claim that some subjects aren't harder for them than others, however clever **they** are. I've never met **anyone** who's **that** clever. My weakest subject at school was certainly chemistry. I learnt formulas and experiments by heart, but there was **nothing** I could do to improve my performance. "Is **this (that)** the best you can do?" my chemistry teacher would say after every test he set us. "It's time you did **something** about **this** subject!" "I really do try, sir," I would answer. Before my last chemistry exam, I made a big effort. "I can't do better than **this (that)**," I said to my teacher as I handed in my paper. "It was my best performance." Two weeks later I got my report and eagerly looked up my chemistry marks. I had got 8%! I couldn't believe it! "Is **this (that)** all I got, sir?" I asked. "I'm afraid so," my teacher said. "Of course, 4% was for neatness!"