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# GRAMMAR FOR IELTS

**Demonstratives,  
possessives, inclusives**

**THIS, THAT, THESE AND  
THOSE**

# EXPLANATION

- There are many words which we can put in front of a noun to give information about it. These include **DEMONSTRATIVES, POSSESSIVES** and **INCLUSIVES** such as **this/that/these/those, my/your/his/her, some/any, each/every, all/most/many/much/some/several, none/no, both/neither/either, few/a few/little/a little.**
- These words are extremely common. If you use them correctly, you can significantly improve the accuracy of your speaking and writing in the IELTS Test.
- You will meet these words a lot in the IELTS Reading and Listening Tests.

# USING THIS

We can use **this** as a determiner. It goes before a singular or uncountable noun. It lets us refer back to an earlier noun, clause, idea etc.:

- The mixture is placed in **a metal box**. **This container** is slowly heated.
- Many protesters are genuinely scared about **climate change**. **This issue** will affect us all in the end.
- **Public sector workers have seen pay freezes and even pay cuts recently**. **This situation** has led to protests, high levels of worker dissatisfaction, a reduction in productivity and low morale. **This**, in turn, has provoked the government into making some state-sector employees redundant.

# USING THIS

We can use **this** to replace a noun, noun phrase, clause, idea etc.:

- Public sector workers have seen pay freezes and even pay cuts recently. **This** situation has led to **protests, high levels of worker dissatisfaction, a reduction in productivity and low morale**. **This**, in turn, has provoked the government into making some state-sector employees redundant.
- **The mental health of teenagers is often ignored**. **This** will have very serious consequences when these adolescents grow up.
- Records suggest that **the temperature of our planet has already gone up quite considerably**. Because of **this**, scientists are urging politicians to take action.

# USING THIS

We can use **this** with phrase like **all of; most of; much of; a great deal of; a significant amount of; some of; hardly any of; none of:**

- Literally tonnes of plastic is thrown away each day.  
(Practically/Almost/Nearly/Virtually) **all of this/it** could be recycled.
- We get a lot of our information from the internet. **A significant amount of this/it** is either incorrect or misleading.
- British people eat a large amount of fish. **Some of this/it** is caught locally, but a great deal is imported.
- I gave the organisation a lot of advice about the merger.  
**Hardly/Barely/Scarcely any of this/it** has been taken.

# USING THIS

Using **this** allows us to start a sentence with old/repeated information and then add new information. This is a strong feature of well-connected writing:

- **Many zoos remain open.** This (fact; situation) **annoys animal rights campaigners.**
- **More boys than girls study physics.** This (fact; situation) **obviously worries educators.**
- **The cost of housing has risen.** This (fact; situation) has led, in turn, to an increase in the number of homeless people. This is an intolerable situation.

# USING THAT

We can use **that** as a determiner. It goes before a singular or uncountable noun. It lets us refer back to an earlier noun, clause, idea etc. We usually use it to refer to something distant ( = in the past/future; in a distant place; distant because it is unlikely or untrue):

- Landing humans on **Mars** would be almost impossible. Even building the spaceship to take astronauts to **that planet** is probably beyond our capabilities. ( = in a distant place)
- Unless we take action, **our planet could be uninhabitable within a century**. **That prospect** is a terrifying one. ( = unlikely; currently untrue)



# USING THAT

- If you eat fatty foods and fail to take regular exercise, you are putting yourself at risk. Unfortunately, despite a huge amount of information and advice in the media, some unhealthy individuals still fail to grasp that concept. (= unlikely; currently untrue; not believed; conditional)
- In the past, women were not allowed to enrol on certain university courses. Thankfully, that state of affairs no longer exists. (= in the distant past)
- Humans and machines are likely to become increasingly similar over the coming decades. It may become impossible to differentiate between them. If that situation arises, it will have serious implications. (= in the future; currently untrue)

# USING THAT

We can use **that** to replace a noun or noun phrase. It lets us refer back to an earlier noun, clause, idea etc. We usually use it to refer to something hypothetical or unreal:

- Some educators advocate **allowing children to learn whatever they want**. **That** would certainly be a revolutionary change.
- **Sending motorists to prison for speeding offences** might cut the number of deaths on our roads. However, I do not think **that** is the way forward.
- Some people want **to re-introduce capital punishment for murder**. I do not believe **that** would actually make violent crime less likely.

# USING THAT

We can use **that + preposition** to refer back to an earlier noun phrase with a preposition:

- **The standard of living of those in developed countries** is on the rise. **That of citizens of developing countries** does not always show the same improvement.
- **The health of older people** is generally quite good. However, **that of the younger generation** is considerably poorer.
- **The price of coffee** has risen whilst **that of tea** has remained relatively constant.
- Whilst **the number of illegal immigrants** has fallen, **that of legal migrants** has almost doubled.
- **Air quality in the city** is poor, whereas **that in villages** is better.

# USING THAT

Using **that** allows us to start a sentence with old/repeated information and then add new information. This is a strong feature of well-connected writing:

- Allowing people to continue working after they reach the age of retirement might mean that **young people would struggle to get a job**. **That** would probably outrage them.
- Some have supported the idea of **turning parks and public gardens into much-needed housing**. **That** might please those struggling to find a decent home, but would annoy others who already live or work in the city.

# USING THESE

We can use **these** as a determiner. It goes before a plural noun. It lets us refer back to an earlier noun, clause, idea etc.:

- **Many members of the public** are genuinely worried about the state of the economy. **These individuals** are calling on the government to do something.
- In many major cities, it is easy to spot **homeless individuals**. **These people** surely deserve to be treated better.
- **Overcrowding and a lack of decent amenities** make life in the city stressful for many. **These problems** should be addressed by the authorities.

# USING THESE

We can sometimes use **these** to replace a plural noun. It lets us refer back to an earlier noun or noun phrase:

- Scientists have recently discovered a number of **planets outside our solar system with similar conditions to those on Earth**. **These/They** will be investigated further, as it is conceivable that life may have developed there.
- Sports like football and basketball have **a significant number of rules**. **These/They** have changed very little over the years.
- **The methods used to decide which applicant should be given a job** are old-fashioned. **These/They** should be changed.

# USING THESE

We can use these with all of; most of; many of; some of; several of; a few of; few of; not many of; both of; neither of; none of (either as a determiner or to replace a noun):

- Teachers use many strategies. (Nearly/Almost/Practically/Virtually) **all of these** (approaches) work in some situations, but not in others.
- Governments have many policies aimed at cutting unemployment. **Most of these** (strategies) are related to increasing demand in the economy.
- There are several arguments in favour of decriminalising certain drugs. This essay will consider **some of these** (ideas).

# USING THESE

- We currently rely heavily on coal and oil. **Neither of these** (forms of energy) is/are sustainable in the long term.
- The figures show that many universities decided to stop teaching foreign languages during the 1990s. The table indicates that **a few of these** institutions reversed this decision in the following decade.
- The death penalty is legal in The USA and China. **Both of these** countries have made it clear that they do not intend to stop using this form of punishment.
- Some people take drugs in order to be accepted by their peers. Others do it to forget their problems or because they know their families will disapprove. **None of these** reasons seems/seem sensible.



# USING THOSE

We can use **those** to refer back to plural nouns:

- **Temperatures** in summer tend to be extremely high. **Those** in winter are obviously considerably lower.
- **Houses** constructed from stone are more expensive than **those** made of brick.
- **Universities** which offer a supportive environment are far more popular than **those** which do not.
- **Children** encouraged to use their creativity and imagination generally seem quite happy. **Those** who are just expected to follow rules and obey adults are more likely to become depressed.

# USING THOSE

We can use **those** to refer to groups of people. We can use this word with or without a noun:

- The authorities in many countries have brought in legislation which curtails the rights of citizens. **Those (individuals)** who protest or demonstrate about such draconian laws often find themselves thrown in prison.
- **Those (residents)** living near nuclear power plants fear an accident or an explosion.
- **Those (soldiers and civilians)** who were killed in the war should be remembered at annual ceremonies.

# USING THOSE

We can use **those** to refer to groups of people. We can use **those** with several grammatical forms:

- **Those who believe in something** often live longer (relative clause)
- **Those seeking promotion** need to impress their managers. (present participle clause)
- **Those found guilty of serious crimes** should be imprisoned. (past participle clause)
- **Those with serious mental health issues** should be given all the support they need. In the long-run, this approach is both humane and cost-effective. (prepositional phrase/clause)
- **Those willing** to work hard are admirable. (adjective phrase/clause)



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# GRAMMAR FOR IELTS

**Demonstratives,  
possessives, inclusives**

**POSSESSIVE FORMS**

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# EXPLANATION

- There are many words which we can put in front of a noun to give information about it. These include **DEMONSTRATIVES, POSSESSIVES** and **INCLUSIVES** such as **this/that/these/those, my/your/his/her, some/any, each/every, all/most/many/much/some/several, none/no, both/neither/either, few/a few/little/a little.**
- These words can be used to describe possession.
- We can use other structures to describe possession.
- If you know how to describe possession, your writing and speaking will be stronger. This will certainly help in the IELTS Test.

# USING POSSESSIVE ADJECTIVES

Possessive forms: my; your/one's; his/her/its; our; their; your

- It is **my** **fervently-held view** that public transport should be free for everyone.
- If you do not stand up for **your** **rights**, you cannot expect anyone else to.
- A father must take **his** **responsibilities** seriously. **His** **behaviour** and attitudes are likely to have a major influence on **his** **son or daughter**.
- A child will usually look up to both of **her or his / its** **parents**.
- **The burglar** left **their** fingerprints on the window.
- It is unfair to expect **one's** **children** to be perfect.



# USING POSSESSIVE ADJECTIVES

- When a company spends a huge amount of money on an advertising campaign, it usually hopes to see **its profits** rise.
- We have a responsibility and a duty to defend **our commonly-held values** against those who would like to destroy them.
- Some argue that **their salaries** should be much higher because they do dangerous jobs, or do work which requires them to accept a huge amount of responsibility.
- You have all/both been given the chance to study at university. You should be grateful for **your opportunity**.
- Private donors sometimes give large sums of money to the university. **Their generosity** allows it to increase **its range of courses**.

# USING POSSESSIVE ADJECTIVES

We can use the adjective **own** for emphasis:

- A young child needs to start making some of **his or her own decisions**.
- These days, those with gardens or small plots of land grow **their own vegetables**.
- You should make **your own choices** and accept the consequences of your actions.
- One is entitled to defend oneself in order to fully protect **one's own interests**.
- I did it **on my own** ( = without any help from others)
- I would hate to live **on my own** ( = alone; separate from others)

# POSSESSIVES ALTERNATIVES

We can sometimes use **of + possessive pronoun** to indicate possession. The noun we use it with usually follows **the; this; that; these; those**:

- You'll never guess what has happened! **That child of mine** has been accepted into Harvard University!
- She's/He's a fantastic player. **That goal of hers/his** was unbelievable!
- Although **these problems of yours** are serious, I'm sure we can solve them.
- Unless we start to care for **this world of ours**, we are likely to regret it later.
- The managers of the company have no heart. **That decision of theirs** to close down three factories was ruthless and uncaring.

# POSSESSIVES

## ALTERNATIVES

We can use apostrophes to indicate possession:

- It seems that **society's/humanity's problems** are insurmountable.
- An **employer's responsibilities** are not restricted to offering staff a reasonable salary.
- **Undergraduates' poor exam techniques** often cause them to get disappointing grades. Their **tutors' responses** are not always sympathetic.
- **Universities' roles** have changed over the years.
- Although **men's football** is still more popular than the **women's game** in terms of viewers, the gap is definitely closing.
- I strongly believe that **children's clothes** should not be taxed.
- **People's beliefs** are hard to change.

# POSSESSIVES ALTERNATIVES

To indicate possession (that something belongs to something/somebody) we can use **noun + of + noun**:

- If **the price of food** continues to rise, those on lower incomes will soon struggle to make ends meet.
- The figures indicate that **the level of unemployment** is expected to increase, and **the cost of raw materials** is set to remain constant.
- **The rights of all citizens** need to be upheld by the courts.
- Surprisingly, **the memories of older people** tend to be better in some respects than **those of younger adults**.
- **The popularity of fast-food** has gone up markedly.



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# GRAMMAR FOR IELTS

**Demonstratives,  
possessives, inclusives**

HOW TO USE **SOME**



# EXPLANATION

- There are many words which we can put in front of a noun to give information about it. These include **DEMONSTRATIVES, POSSESSIVES** and **INCLUSIVES** such as **this/that/these/those, my/your/his/her, some/any, each/every, all/most/many/much/some/several, none/no, both/neither/either, few/a few/little/a little.**
- These words are extremely common. If you use them correctly, you can significantly improve the accuracy of your speaking and writing in the IELTS Test.
- You will meet these words a lot in the IELTS Reading and Listening Tests.

# USING SOME

We use **some** to mean a certain number/amount. We can use **some** with plural and uncountable nouns, often in affirmative sentences:

- **Some experts** now claim that drinking red wine can reduce the possibility of a stroke or heart attack for **some individuals** in **some cases**.
- There are **some understandable reasons** why young, impressionable athletes might take performance-enhancing steroids.
- **Some people** believe that the world was created by God. This version of history is taught in **some schools**. However, it is disputed by many.
- I am writing to ask for **some information** about the upcoming event.

# USING SOME

We can use **some** to replace plural and uncountable nouns:

- If I had a lot of money, I would give you **some**.
- In my experience, you never get any luck when you really need **some**.
- Most of the food produced by supermarkets is sold to consumers. However, **some** is never sold and **some** is bought but never eaten.
- I used to have loads of money but I gave **some** away to charities.
- If you have any chocolate left, please could I have **some**?

# USING SOME

**Some** can be used to refer to **people**. We quite often use **some...others...:**

- **Some** believe that our environment has the greatest impact on our development, whilst **others** claim that genetic factors are key.
- **Some** live long lives, whereas **others** die young.
- **Some** seem to thrive when they work in groups, whereas **others** obviously benefit more from working alone.

**This structure can be used with nouns which are not people:**

- Unfortunately, many **businesses** go bankrupt. **Some** simply run out of money, whilst **others** decide to close for various different reasons.

# USING SOME

We can use **some** in offers and requests:

- I wonder if you would be able to give me **some advice**.
- Could you help me with **some** of the **English** I need for the presentation?
- I would be grateful if you could send me **some details/information** about the forthcoming conference.
- Would you like me to give you **some help**?
- Shall I bring **some food** for the party? If you would like, I could make **some pizza**.

# WORDS CONNECTED TO **SOME**

We can use several words based on **some**:

- It is likely that **somewhere** in our galaxy, microbial life forms exist.
- In my view, **somebody/someone** from the scientific community should try to persuade international organisations to spend more money on research into tropical diseases.
- **Something** clearly needs to be done about congestion in our major cities.
- **Somehow**, we must find a way of using the sun's energy more effectively.
- It is **somewhat** surprising that we still do not have a way of successfully treating malaria.



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# GRAMMAR FOR IELTS

**Demonstratives,  
possessives, inclusives**

HOW TO USE ANY

# EXPLANATION

- There are many words which we can put in front of a noun to give information about it. These include **DEMONSTRATIVES, POSSESSIVES and INCLUSIVES** such as **this/that/these/those, my/your/his/her, some/any, each/every, all/most/many/much/some/several, none/no, both/neither/either, few/a few/little/a little.**
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# USING ANY

We can use **any** to mean a certain number/amount. We can use **any** with plural and uncountable nouns. We often use **any** in questions and in negative sentences:

- There aren't **any reasons** why we should stay. (= There are no reasons why we should stay)
- We haven't had **any problems** so far.
- I hope that there won't be **any delays** and that you will arrive safely and on time.
- It's Sarah's birthday next week. Do you have **any ideas** what she would like?
- Unfortunately, we haven't really got **any money/time/energy** at the moment so wouldn't be able to come and visit you.

# USING ANY

We can use **any** to replace plural and uncountable nouns:

- Even if I had a lot of **money**, I probably wouldn't give **any** to charity.
- I'm afraid that even though I asked all my colleagues for **help and advice**, I didn't get **any**.
- You said in your text that you were going whale-watching. I'd love to see some **whales**. Have you ever actually seen **any**?
- I will ask my **colleagues** about the horse-riding trip. If **any** want to come, we will contact you and book places for them.
- The government has announced that it will not allow **refugees** into the country, and has warned that if **any** are found, they will be repatriated.

# USING ANY

We often use **any** with negative adverbs:

- There are **hardly/barely/scarcely** **any** scientists who would argue that Darwin's Theory of Evolution is completely wrong.
- I have to say that there are **seldom/rarely** **any** decent films on at our local cinema so I wouldn't recommend it.
- Getting a well-paid job is difficult. There are **hardly ever / practically never** **any** good positions advertised online.

# USING ANY

We often use **any** with negative verbs:

- We need to **prevent any** further delays to the project.
- I have discussed the matter with her and she **denies any** involvement in the incident.
- The police are often accused of **failing** to take **any** action against those accused of crimes of domestic violence.

We often use **any** with other negative language:

- Because of economic sanctions, it was **difficult/impossible** to buy **any** electronic goods.
- I hope and expect to be able to get there without **any difficulties/problems/inconvenience.**

# USING ANY

We often use **any** with **if/whether**:

- **If** there are **any** polar bears alive by the year 2050, I will be astonished.
- **If** there is **any** help I can give you, let me know.
- I wonder **whether** there is **any** point texting her. She never reads her messages.
- Some sceptics doubt **whether** there is **any** genuine evidence to support the claim that human beings are causing climate change.

# USING ANY

We can use **any** with singular nouns to mean **practically/almost every; no particular one**:

- **Any attempt** to clone human beings would be heavily criticised by most of the scientific community.
- **Any solution** to the dreadful problem of child labour would be welcomed.
- **Any motorist** would be able to tell you that roads are becoming more congested.
- To be honest, I'm short of cash and desperate for work. **Any job** would do at the moment.



# WORDS CONNECTED TO ANY

We can use several words based on **any**:

- Although many older people are quite adventurous, some do not want to go **anywhere**, preferring the quiet life at home.
- I do not believe that **anything** can be done to prevent the outbreak of wars and conflicts - as a species we are aggressive and violent.
- If **anybody/anyone** could find a cure for cancer, they would probably become incredibly famous.
- That's interesting. **Anyhow**, we're really here to discuss your role in the company (an informal word which is used to change the subject of conversation)



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# GRAMMAR FOR IELTS

**Demonstratives,  
possessives, inclusives**

**HOW TO USE EACH AND  
EVERY (AND -EVER)**

# EXPLANATION

- There are many words which we can put in front of a noun to give information about it. These include **DEMONSTRATIVES, POSSESSIVES** and **INCLUSIVES** such as **this/that/these/those, my/your/his/her, some/any, each/every, all/most/many/much/some/several, none/no, both/neither/either, few/a few/little/a little.**
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# USING EACH AND EVERY

We use **each** with singular nouns to refer to a number of people/things individually:

- **Each** **player** in a football team needs to support his or her teammates.
- **Each** (and every) **citizen** has both a right and a duty to vote in elections.

We use **every** with singular nouns to emphasize the group:

- **Every** (single) **person** I know believes that the freedoms of speech and association are fundamental.

We use **every** with some adverbs:

- **Almost/Virtually/Practically/Nearly** **every** **driver** in the world has broken the speed limit at one time or another.

# WORDS CONNECTED TO **EVERY**

We can use several words based on **every**:

- Pharmaceutical companies claim that **everything** possible is done to ensure that the drugs they produce are safe and do not have unwanted side-effects.
- If **everyone/everybody** in the world resolved to do one good deed each day, life would be noticeably better for all.
- **Everywhere** you go, you are likely to meet interesting people with thought-provoking ideas and an entirely different perspective on life.

# WORDS CONNECTED TO **EVER**

We can use **wherever; whenever; whoever; whatever; whichever; however** to mean there are several or many possibilities and it doesn't matter which possibility you choose because they are all very similar:

- **Wherever** you look, you will find people who are less fortunate than you.
- **Whenever** a terrorist attack takes place, extra security measures are introduced.
- **Whoever** developed artificial blood plasma should be congratulated for saving millions of lives.
- **Whatever** you bring and **whatever time** you arrive, it will be great to see you.



# WORDS CONNECTED TO **EVER**

We can use **wherever; whenever; whoever; whatever; whichever; however** to mean there are several or many possibilities and it doesn't matter which possibility you choose because they are all very similar:

- Consumers tend to buy products from **whichever** retailer has the best price.
- **However** difficult the challenge and **whatever** obstacles they face, the most successful people know how to prosper.
- **However much** money you make, and **however many** expensive cars you own, you will not be happy unless you have good friends.



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# GRAMMAR FOR IELTS

**Demonstratives,  
possessives, inclusives**

**HOW TO USE ALL, MOST,  
MANY, MUCH, SOME AND  
SEVERAL**

# EXPLANATION

- There are many words which we can put in front of a noun to give information about it. These include **all, most, many, much some, several**.
- When using these words, it is important to know:
  1. Are they used with **COUNTABLE NOUNS** and/or **UNCOUNTABLE NOUNS**?
  2. Can they be used with **of** to refer to defined groups?
  3. Can they be used with **of** + **OBJECT PRONOUNS**?
  4. Can they be used with **of** + **POSSESSIVE ADJECTIVES**?
  5. Can they be used alone to refer to **people**?

# ALL, MOST, MANY, MUCH, SOME, SEVERAL

We can use **all** with plural nouns and with uncountable nouns:

- **All soldiers** need support and counselling if they witness shocking and terrible scenes.
- **All of the soldiers who fought in The Great War** returned home with terrible psychological scars.
- I have sent you **all of the information in the book**.
- Nearly **all of my classmates** graduated with honours.
- **All of them** struggle.
- Some soldiers manage to acclimatise themselves to civilian life after fighting a war. However, nearly **all** have emotional scars.
- **Not all** are easily convinced by advertisements.

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# ALL, **MOST**, MANY, MUCH, SOME, SEVERAL

We can use **most** with plural nouns and with uncountable nouns:

- **Most older people** enjoy spending time with their grandchildren.
- **Most of the older people I know** seem to have incredibly active lifestyles.
- **Most of the information we received** is irrelevant.
- **Most of the students with the highest grades** went to university.
- **Most of my holiday** was spent in bed with food poisoning.
- **Most of them** appeared to enjoy themselves.
- Although some feel that online betting should not be regulated, **most** believe that governments should pass laws to protect vulnerable gamblers.

# ALL, MOST, **MANY**, MUCH, SOME, SEVERAL

We can use **many** with plural nouns:

- **Many problems** can be solved easily if we are willing to compromise.
- **Many of the huge multi-national companies which make massive profits** actually exploit workers around the world.
- Although some employees get a great sense of personal satisfaction from their work, **many of them / my friends** feel under-valued and not appreciated by their employers.
- Some school-leavers apply to institutions of higher education. However, **many** believe that going to university is actually a waste of time. **Not many** believe this type of study represents good value for money.



# ALL, MOST, MANY, MUCH, SOME, SEVERAL

We can use **much** with uncountable nouns:

- There is **much** **debate** and **discussion** surrounding the issue of censorship in the media.
- **Much** of **the pollution** **which affected the region** has been cleared.
- **Much** of **my childhood** was spent in Australia.
- Some of the anger has died down, but **much** of **it** remains.
- **Much** of what is understood about children's reactions and responses to violent imagery is based on experimental findings from the 1960s.
- **Not much** is understood about how the universe is continuously expanding.

# ALL, MOST, MANY, MUCH, **SOME**, SEVERAL

We usually use **some** with plural nouns and uncountable nouns:

- **Some children** struggle to concentrate in class.
- **Some of the children in my school** always handed in their homework on time.
- **Some of the bad weather which we have recently experienced** may be a direct result of climate change.
- **Some of my opinions** are rather controversial.
- Many endangered species are being protected but it is also true that **some of them** are being exploited.
- **Some** believe that the use of corporal punishment is justified because it allows teachers and parents to control children. **Others** challenge this assertion.

# ALL, MOST, MANY, MUCH, SOME, SEVERAL

We can use **several** with plural nouns:

- **Several experts** have claimed that investing in space exploration is a waste of money.
- **Several of the people I know** live in high-rise apartment blocks.
- **Several of my friends** have been to Japan and had a wonderful time.
- The majority of respondents agreed with the view that the courses were relevant. However, **several of them** expressed reservations.
- Most students completed the test successfully but the figures indicate that **several** actually failed.



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# GRAMMAR FOR IELTS

**Demonstratives,  
possessives, inclusives**

**HOW TO USE FEW, A FEW,  
LITTLE AND A LITTLE**

# EXPLANATION

- There are many words which we can put in front of a noun to give information about it. These include **DEMONSTRATIVES, POSSESSIVES** and **INCLUSIVES** such as **this/that/these/those, my/your/his/her, some/any, each/every, all/most/many/much/some/several, none/no, both/neither/either, few/a few/little/a little.**
- These words are extremely common. If you use them correctly, you can significantly improve the accuracy of your speaking and writing in the IELTS Test.
- You will meet these words a lot in the IELTS Reading and Listening Tests.

# USING FEW AND LITTLE

We can use **few** with plural countable nouns. It means **not many; not enough**:

- (Very) **few countries** are more beautiful than Chile.
- (Very) **few of the people who go to lectures** actually take notes on what is being said.
- (Very) **few of my classmates** have managed to get well-paid jobs since leaving university.
- **Few of us** are millionaires.
- Most adults would probably be willing to fight for their country at a time of war. **Few** would refuse.
- **Few** have the skills necessary to be a fighter-pilot.



# USING FEW AND LITTLE

We can use a few with plural countable nouns. It means not many; a small number; possibly enough:

- A few diseases have been entirely eradicated by scientists.
- A few of the holiday-makers questioned indicated that they would not want to go to Nigeria on vacation. However, the majority of those asked appeared to be quite keen on the idea.
- A few of my work colleagues are planning a party tomorrow.
- Most countries participate in The Olympics. Just a few of them refuse to send teams.
- Most teachers are hard-working and committed. However, a few are lazy and incompetent.

# USING FEW AND LITTLE

There are quite a few useful phrases connected with **few**:

- **Only a few / Just a few / Very few (astronauts)** have walked on the surface of the moon though **quite a few** have obviously wanted to.
- We should make the most of **the few / what few opportunities** we have to witness a solar eclipse.
- India is **one of the few nations** to have launched a rocket recently.
- The ISS orbits our planet **no fewer than sixteen times** a day.
- If **fewer satellites** were launched, there would be **fewer collisions**.
- Figures suggest that the year with **the fewest hurricanes** was 1945.
- The figures suggest that as the nineteenth century progressed, **fewer and fewer children** died before reaching their fifth birthday.

# USING FEW AND **LITTLE**

We can use **little** with uncountable nouns. It means **not much; not enough**:

- **Little evidence** is available to support the notion that life may exist on other planets.
- **Little of the composer's earlier work** survives.
- **Little of my time** at university was wasted.
- **Little (information)** is known about the early universe.
- **Little** has changed over the years. ( = not much)

# USING FEW AND **LITTLE**

We can use a little with uncountable nouns. It means **not much**; a small amount; possibly enough:

- A little **kindness** can go a long way.
- A little of **the information** **which we found** proved useful.
- **Only/Just a little of** **my time** is spent in the office.
- A little is now known about the earliest human societies. It is hoped that, as time goes by, we will be able to expand our knowledge further and gain an even deeper understanding. (**not much, but a significant amount**)

# USING FEW AND **LITTLE**

There are quite a lot of useful phrases connected with **little**:

- We should make the most of **the little time we have left** to save the environment.
- **What little** is understood about The Big Bang largely comes from computer simulations and our detection of background cosmic radiation.
- The number of immigrants rose **a little (bit)** in 1998.
- To be honest with you, I'm feeling **a little (bit)** tired.

# USING FEW AND **LITTLE**

There are quite a lot of useful phrases connected with **little**:

- There is **less chance** of success than there was a year ago.
- The table indicates that **the least interest** was in science.
- The price is **less important** than you might think.
- This is probably **the least important** aspect of the debate.
- **Less and less money** is invested in mental health. (reducing continuously)
- **Little by little**, living standards are rising (always changing, but changing slowly)



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# GRAMMAR FOR IELTS

**Demonstratives,  
possessives, inclusives**

HOW TO USE NONE AND NO

# EXPLANATION

- There are many words which we can put in front of a noun to give information about it. These include **DEMONSTRATIVES, POSSESSIVES and INCLUSIVES** such as **this/that/these/those, my/your/his/her, some/any, each/every, all/most/many/much/some/several, none/no, both/neither/either, few/a few/little/a little.**
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# WORDS CONNECTED WITH **NONE/NO**

We usually use **none/no** with plural nouns and uncountable nouns:

- **No workers** actually want a pay freeze or a drop in salary.
- **No time** can be lost. Action must be taken immediately.
- **None of the workers employed as manual labourers to build stadiums for the upcoming football tournament** was paid properly.
- **None of the water which is collected** needs to be processed.
- Although we invited about a dozen colleagues to the party, **none of them / my workmates** came.
- We invited **dozens** to the meeting but **none** came.
- All **the food** was eaten. **None** was wasted.

# SUBJECT-VERB AGREEMENT WITH NONE

When we use **none** as a pronoun, the verb can be singular or plural. It depends on the noun which **none** replaces:

- All the food was eaten. **None** (no food) **was** wasted.
- I asked my friends for help but **none** (no help) **was** forthcoming.
- I spend ages waiting for opportunities but **none** (no opportunities) **come**.
- Many people can be quite narrow-minded, especially if they haven't had the opportunity to spend time abroad. Many of my friends believe that our country is the greatest in the world, but **none** (of my friends) **have** travelled widely.

# SUBJECT-VERB AGREEMENT WITH NONE

We can use **none of** as a determiner. It is often better to use a singular verb with it in formal English, even with plural nouns:

- **None of this is** relevant.
- Unfortunately, **none of the paperwork has** been kept.
- **None of the arguments makes** sense. (= not one of them)
- **None of the students comes** by bus. (= not one of them)

In informal English, or when the meaning is **not any of**, you can use **none of** with a plural verb with a plural noun:

- **None of my friends live** round here.
- **None of those points seem** relevant.
- **None of the museums allow** schoolchildren to enter free of charge.

# WORDS CONNECTED WITH NO

We can use several words based on **no**:

- There is **no reason** why the disabled should not lead fulfilling and rewarding lives.
- There is **no point** expecting multi-national conglomerates to start acting ethically; they have to be forced to change.
- **Nothing** can be done to change our past actions.
- **Nowhere** is poverty more evident/obvious than in the shanty towns and favelas which surround some of the world's most prosperous cities.
- **Nobody/No-one** can deny the fact that China is becoming increasingly powerful economically.

# WORDS CONNECTED WITH NO

We can use several phrases based on **no**:

- **No matter** how old you are, it is still possible to learn.
- **No amount of** training can really prepare soldiers for war.
- Sadly for some, Britain is **no longer** one of the world's dominant powers.
- **No sooner** had the rain ended than the sun came out.
- **On no account** should you touch that spider.
- **Under no circumstances** should capital punishment be used.
- Our company's success is due, **in no small measure**, to our marketing strategy.



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# GRAMMAR FOR IELTS

**Demonstratives,  
possessives, inclusives**

**HOW TO USE BOTH,  
NEITHER AND EITHER**

# EXPLANATION

- There are many words which we can put in front of a noun to give information about it. These include **DEMONSTRATIVES, POSSESSIVES and INCLUSIVES** such as **this/that/these/those, my/your/his/her, some/any, each/every, all/most/many/much/some/several, none/no, both/neither/either, few/a few/little/a little.**
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# USING BOTH...AND...

**Both...and...** is used to emphasise that two words/phrases are true:

- **Both motorbikes and bicycles** became more popular during the twenty-year period which the figures refer to.
- **Both dysentery and diarrhoea** are major killers in parts of the developing world.
- **Both eating and drinking excessively** can be dangerous.
- The journey was **both long and dangerous**.
- We need to progress **both quickly and efficiently**.
- **Both individuals who drink alcohol and those who smoke cigarettes** put their lives at risk.

# USING NEITHER...NOR...

**Neither...nor...** is used to emphasise that two words/phrases are not true:

- In some countries, **neither pork nor beef** is eaten, for religious reasons.
- A large proportion of eighteen-year-olds **neither work nor study**.
- The job was completed **neither quickly nor efficiently**.
- In my opinion, **neither obese individuals nor those who smoke excessively** should be given access to medical treatment.
- Some school-leavers do **not** want **either to work or to study**.

# USING **EITHER...OR...**

**Either ...or ...** can be used to link words/phrases together when we want to indicate a choice between options:

- We could **either go to the beach or go hiking in the mountains.**
- If you are **either too tall or too short**, you will not be allowed to become a police officer.
- I believe that **either a diplomat from West Africa or one from South America** should become the next leader of the organisation.
- Most of those who complete a Degree **either decide to apply for a job related to their studies or elect/opt to remain in the world of academia.**

# USING BOTH, NEITHER AND EITHER

We can use **both**, **neither** and **either** in front of nouns or to replace nouns:

- I took **two cameras** and **both / both of them** broke.
- **Both of my children** love playing the violin.
- Bring a **spoon** or a **fork**. **Either / Either of them** will do!
- **Either of the universities** would be an excellent choice for you.
- Sales of **fridge/freezers** and **washing machines** fell during the period.  
**Neither / Neither of them** was as popular at the end of the period as at the beginning.
- **Neither of my brothers** can swim.



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## PREPARE for IELTS: Grammar Exercises

Complete the following sentences with one of the following words:

whatever; wherever; whenever; whoever; whichever; however

1. \_\_\_\_\_ university you decide to apply for, it is important that you actually visit the campus before agreeing to spend three or four years of your life there.
2. I will complete this project, \_\_\_\_\_ long it takes and \_\_\_\_\_ difficult it is.
3. You can wear \_\_\_\_\_ you want at work on a Friday. The manager has decided that this might improve productivity.
4. \_\_\_\_\_ I return home, it always feels great.
5. \_\_\_\_\_ I work, I always try to have a good relationship with my colleagues.
6. \_\_\_\_\_ you talk to, it pays to be polite and respectful.

### ANSWERS

1. **Whichever** university you decide to apply for, it is important that you actually visit the campus before agreeing to spend three or four years of your life there.
2. I will complete this project, **however** long it takes and **however** difficult it is.
3. You can wear **whatever** you want at work on a Friday. The manager has decided that this might improve productivity.
4. **Whenever** I return home, it always feels great.
5. **Wherever** I work, I always try to have a good relationship with my colleagues.
6. **Whoever** you talk to, it pays to be polite and respectful.

## PREPARE for IELTS: Grammar Exercises

Look at the sentences below. Choose the best determiner to fill each gap:

1. The issue of obesity is one of the most serious difficulties which confronts us.  
**This/These** problem could cost governments hundreds of thousands of dollars and could lead to an eventual reduction in life expectancy.
2. The issues of food waste and obesity are clearly connected to the way we live.  
**Both/Neither** of these problems reflect our unhealthy attitude towards what we eat.
3. **Most/All** of the food we throw away ends up in landfill sites. Around ten percent of it is sent to farms and fed to cattle and a further five percent is turned into fuel.
4. **Those/These** who work in food manufacturing sometimes do not worry about food waste. They realise that if consumers throw food items away, they will have to buy more. **That/Those** situation is obviously good for the profits of food producers.
5. **Those/These** shoppers who purchase more food than they actually need are often criticised by **both/neither** environmentalists and politicians.
6. Supermarket customers load up their shopping trolleys **every/all** week. They often take home far more than they actually need when they do their weekly shop.

### ANSWERS

1. The issue of obesity is one of the most serious difficulties which confronts us. **This** problem could cost governments hundreds of thousands of dollars and could lead to an eventual reduction in life expectancy.
2. The issues of food waste and obesity are clearly connected to the way we live.  
**Both** of these problems reflect our unhealthy attitude towards what we eat.
3. **Most** of the food we throw away ends up in landfill sites. Around ten percent of it is sent to farms and fed to cattle and a further five percent is turned into fuel.
4. **Those** who work in food manufacturing sometimes do not worry about food waste. They realise that if consumers throw food items away, they will have to buy more. **That** situation is obviously good for the profits of food producers.
5. **Those** shoppers who purchase more food than they actually need are often criticised by **both** environmentalists and politicians.
6. Supermarket customers load up their shopping trolleys **every** week. They often take home far more than they actually need when they do their weekly shop.

## PREPARE for IELTS: Grammar Exercises

Look at the sentences below. Choose the best determiner to fill each gap:

1. **Every/All** day, from the moment they open their doors to the time when they close the check-outs and switch off their cash registers, supermarkets are full of shoppers.
2. The managing directors of two of the country's leading food producing companies were invited to discuss the issue of food waste with a group of politicians and academics. Unfortunately, **none/neither** of them attended the meeting.
3. Two well-known celebrity chefs have appeared on television recently urging householders to cut back on food spending. Unfortunately, **all/both** of these professional chefs own restaurants which regularly throw away vast amounts of unwanted food.
4. Environmental campaigners have written to the bosses of the country's one hundred largest companies, asking them to make a public commitment to reducing food waste. Sadly, **none/neither** of the managers have replied.
5. The government has tried to highlight the issue of food waste with an awareness-raising campaign and the threat that householders who throw away large quantities of food will be fined. **Some/Neither** of these strategies have been particularly effective.
6. **Most/Some** individuals, when asked, agree that wasting food when there is poverty and starvation in the world is actually criminal. However, there is a small minority of people who do not see it as a problem.

### ANSWERS

1. **All** day, from the moment they open their doors to the time when they close the check-outs and switch off their cash registers, supermarkets are full of shoppers.
2. The managing directors of two of the country's leading food producing companies were invited to discuss the issue of food waste with a group of politicians and academics. Unfortunately, **neither** of them attended the meeting.
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5. The government has tried to highlight the issue of food waste with an awareness-raising campaign and the threat that householders who throw away large quantities of food will be fined. **Neither** of these strategies have been particularly effective.
6. **Most** individuals, when asked, agree that wasting food when there is poverty and starvation in the world is actually criminal. However, there is a small minority of people who do not see it as a problem.

