

Prepare for {IELTS}

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GRAMMAR FOR IELTS

Pronouns

SUBJECT, OBJECT AND POSSESSIVE PRONOUNS

EXPLANATION

- **PRONOUNS** are important. They allow you to make your English more coherent and cohesive.
- There are several different types of **PRONOUN** including **subject pronouns, object pronouns** and **possessive pronouns**.

USING SUBJECT PRONOUNS

Subject pronoun	Object pronoun	Possessive pronoun	Reflexive pronoun
I	me	mine	myself
you	you	yours	yourself
one			oneself
he/she/it	him/her/it	his/hers/its	himself/herself/itself
we	us	ours	ourselves
you	you	yours	yourselves
they	them	theirs	themselves

USING SUBJECT PRONOUNS

- Although **governments** around the world claim **they** are trying to alleviate poverty, **I** am scandalised by how little **they** are actually doing.
- When **The Pope** visited my country a couple of years ago, **he** galvanised members of the public into protesting about social inequality, simply by his presence.
- Unless **we** tackle social deprivation head-on, those worst affected by it will become increasingly angry.
- Although **money** is important, **it** is not as vital as most people think.
- **One** should take great care when travelling abroad. (**We can use one as an impersonal form of you but it is quite old-fashioned**)

USING OBJECT PRONOUNS

Subject pronoun	Object pronoun	Possessive pronoun	Reflexive pronoun
I	me	mine	myself
you	you	yours	yourself
one			oneself
he/she/it	him/her/it	his/hers/its	himself/herself/itself
we	us	ours	ourselves
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USING OBJECT PRONOUNS

- I believe that judges ought to impose stiffer sentences on **burglars**, particularly those who use violence or carry a weapon. **As** a society, we should send **them** the clear message that crime will not be tolerated.
- Advertisers use a range of strategies to put pressure on **us** to purchase their products.
- **Art** should play a fundamental role in our lives. **We** need to try to understand **it** as well as we can.
- **We** should all be willing to donate **blood**. Nobody should have to pay **us** for **it**.

COMBINING PRONOUNS

Combining subject pronouns and object pronouns (and including possessive forms) can make sentences very cohesive:

- **Many experts** have fought for years to change **the law**. **They** say **it** results in innocent people going to prison.
- Unless **our species** takes radical steps to deal with **the looming environmental crisis**, **it** will cause **us** devastating problems and **our children** will not be able to forgive **us** for burying **our** heads in the sand and leaving **them** with insurmountable difficulties.
- **The university** has received funding from **a number of wealthy former students**. **It** has thanked **them** for **their** generosity. **Its** financial position has been improved markedly by **their** support.

USING POSSESSIVE PRONOUNS

Subject pronoun	Object pronoun	Possessive pronoun	Reflexive pronoun
I	me	mine	myself
you	you	yours	yourself
one			oneself
he/she/it	him/her/it	his/hers/its	himself/herself/itself
we	us	ours	ourselves
you	you	yours	yourselves
they	them	theirs	themselves

USING POSSESSIVE PRONOUNS

- It would be unfair to compare **your performance** with **mine**.
- My sister is a fashion designer and tells me that her friends often say they would love **a job** like **hers**.
- Although I picked up **my keys**, I couldn't find **his** anywhere.
- When deciding which career path to follow, it is important that you realise **the decision** is **yours**. After all, you will be the one who has to deal with the consequences of what you choose to do.
- We should take a great deal of notice of what children want. After all, **the future** is **theirs** not **ours**.
- The government refused to consult on this issue. **The decision** was **its** alone.

USING POSSESSIVE PRONOUNS

Possessive pronouns can be used with prepositions such as **of**:

- From my point of view, she is one of the best architects in the world. The buildings she designs are innovative and stunning. As you can tell, I am a massive **fan/admirer of hers**.
- You once mentioned that a **colleague of yours** was looking for accommodation in the city-centre. I've just heard that a **friend of mine** is moving out of her flat right next to the train station, so I wondered if it might be suitable.
- If you can't find your **book**, you could contact other students in the class to ask if you could borrow **one of theirs**.

USING POSSESSIVE PRONOUNS

Possessive pronouns can be used after **like**:

- My nephew has got a massive dog which barks all the time. It keeps everybody awake all night and annoys the neighbours. I definitely wouldn't want **a pet like his**.
- **A car like ours** was recently used in a bank robbery and the police have questioned us about the incident. They even took our vehicle away and examined it for fingerprints.
- If you had **a vehicle like mine**, you would love driving!

We can use **whose** when we do not know the identity:

- I found a **wallet** on the floor but I've no idea **whose** it is.
- I'm not sure **whose book** that is.



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GRAMMAR FOR IELTS

Pronouns

REFLEXIVE PRONOUNS

EXPLANATION

- **PRONOUNS** are important. They allow you to make your English more coherent and cohesive.
- There are several different types of **PRONOUN** including **reflexive pronouns**.

USING REFLEXIVE PRONOUNS

Subject pronoun	Object pronoun	Possessive pronoun	Reflexive pronoun
I	me	mine	myself
you	you	yours	yourself
one			oneself
he/she/it	him/her/it	his/hers/its	himself/herself/itself
we	us	ours	ourselves
you	you	yours	yourselves
they	them	theirs	themselves

USING REFLEXIVE PRONOUNS

We use reflexive pronouns when the subject and object are the same:

- I **pride myself** on being able to distinguish champagne from cheap imitations.
- It is essential to **look after yourself** properly during the period leading up to exams: students who **take care of themselves** physically usually **put themselves** in a better position to pass.
- Students who **prepare themselves** thoroughly for exams are far more likely to pass.
- Few students find exams pleasant but most **enjoy themselves** when they have finished.
- Deceiving others is a terrible thing to do; **deceiving oneself** is arguably even worse.

USING REFLEXIVE PRONOUNS

We usually add **by** to reflexive pronouns to indicate that nobody else is involved:

- I prefer to do the ironing, vacuuming and washing **by myself**; I do not feel comfortable asking someone else to do it for me.
- She made the cake **by herself**; this was quite an achievement for a six-year-old.
- He has made a replica of The Titanic entirely **by himself**. It must have taken years to complete.
- It is quite difficult to persuade young children to get dressed **by themselves**. They often prefer an adult to help, even when this is not necessary.

USING REFLEXIVE PRONOUNS

We use reflexive pronouns to emphasise a noun/pronoun:

- **I myself** have never been keen on violent sports such as boxing, but I recognise the right of others to participate in these activities.
- **We ourselves** must start to tackle the issue of climate change.
- In some parts of the world, well-off families have servants and nannies. **The rest of us** have to do the domestic chores **ourselves**.
- Tutors occasionally accuse their **students** of not having written their essays **themselves**. Unfortunately, there is a multi-million-dollar industry providing written work for weaker students.
- In a sense, nobody can really help smokers to quit their disgusting habit. **They themselves** need to develop the willpower to stop.



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GRAMMAR FOR IELTS

Pronouns

USING ONE AND ONES

EXPLANATION

- **PRONOUNS** are important. They allow you to make your English more coherent and cohesive.
- There are several different types of **PRONOUN**. We can often use **one** and **ones** to replace a noun.

USING ONE AND ONES

We can use **one** to avoid repeating a singular countable noun:

- The **decision** made by the authorities to censor some television programmes containing violent scenes was a controversial **one**; many supporters of civil liberties opposed it. (= **decision**)
- I had to buy a new **car** as the previous **one** I had stopped working. (= **car**)
- A large number of **students** apply for the scholarship each year. Unfortunately, only the **one** who gets the highest examination score is awarded the money. (= **student**)
- When I was at school, I found most **subjects** either difficult or boring. The only **one** I actually enjoyed was chemistry. (= **subject**)

USING ONE AND ONES

We can use **one** to avoid repeating a singular countable noun:

- The gallery contained some remarkable **paintings**. The most interesting **one** was by El Greco. (= painting)
- I've been to many **countries** but, without a doubt, my favourite **one** is Mexico. (= country)
- Students applying to **universities** often find it difficult to work out which **one** would be most suitable for them. (= university)
- There are several **reasons** why technology should be used in the classroom. Probably the most important **one** relates to the fact that online material tends to be more enjoyable than books. (= reason)
- I was bullied for being the fattest **one** in my class. (= student)

USING ONE AND ONES

We can use **ones** to avoid repeating a plural noun:

- There are many **reasons** why we need to make the world a fairer place. The most important **ones** are social and economic. (= reasons)
- Many **refugees** have managed to reach Europe after taking perilous journeys across the sea. These are probably the lucky **ones**. (= refugees)
- Some **students** finish class after lunch, but I am one of the unlucky **ones**; I have a maths lesson which doesn't end until five o'clock. (= students)

USING ONE AND ONES

We can use **ones** to avoid repeating a plural noun:

- Older **students** often seem far more motivated than younger **ones**.
(= students)
- We often start by dealing with **problems** which are easily solved before moving on to the more difficult **ones**. (= problems)
- Some experts in the field of education believe that **schoolchildren** should be taught together, regardless of their ability. Others suggest that stronger **ones** should be given more difficult tasks in order to stretch them, whilst weaker **ones** should be put in classes where extra support is available. (= schoolchildren)



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Pronouns

USING IT

EXPLANATION

- **PRONOUNS** are important. They allow you to make your English more coherent and cohesive.
- There are several different types of **PRONOUN**. We can often use **it** to replace a noun.

USING IT

REPLACING LONG SUBJECTS

We can use **it** at the beginning of a sentence to replace longer subjects (infinitive clauses; that-clauses; wh-clauses; -ing clauses):

- **It** should be illegal **to throw litter on the ground.**
- **It** is important **to plan activities in advance.**
- **It** is essential **that youngsters are given every opportunity possible to succeed.**
- **It** is worth pointing out **that overall sales rose significantly during the period under discussion.**

USING IT

REPLACING LONG SUBJECTS

We can use **it** at the beginning of a sentence to replace longer subjects (infinitive clauses; that-clauses; wh-clauses; -ing clauses):

- **It** is not known **what caused the accident.**
- **It** is clear **why refugees are given such poor-quality housing:** they are powerless and have no effective way of complaining.
- **It** is probably pointless **wondering why some individuals seem to be evil.**
- **It** is useless **trying to argue with racists:** they have firmly-held views and are unwilling to listen to others.

USING IT

EMPHASISING SUBJECTS

We often use **it** to replace a long subject clause when we include a phrase which emphasizes that clause:

- **It is worth noting that the number of violent crimes fell slightly during the period under discussion.**
- **It ought to be acknowledged that capitalism has brought wealth and prosperity to some, even though others have suffered as a result of it.**
- **It should be stated that the death penalty has never actually been shown to be effective.**
- **It needs to be mentioned that anyone working in a noisy environment is likely to suffer both physically and psychologically.**

USING IT

VERBS OF FEELING

We use **it** to replace a clause after verbs connected with feelings:

- **It amazes/astonishes/astounds** me **that** so few human beings seem to care about animal rights.
- **It frightens/shocks/scares** me **that** we live in a world where one miscalculation could bring about a nuclear holocaust.
- **It worries/upsets/concerns/troubles** many **that** so little is done to help drug addicts to rehabilitate themselves.
- **It pleases/delights** the vast majority of us **that** so many youngsters get involved in voluntary work and support for charities.
- **It interests/fascinates/intrigues** many people **to find out** about their family history.

USING IT

REPLACING LONG SUBJECTS

We very often use the structure **it + to be + adjective + infinitive**:

- **It is relatively easy** to learn how to swim.
- **It is unacceptable** to cheat at golf.
- **It is impossible** to know whether criminals are born or made.
- **It is quite unusual** to find well-travelled individuals with narrow-minded, bigoted or racist attitudes.
- **It would be surprising** to discover that the well-documented rises in global temperatures were not in fact related to human activity.
- **It would be fascinating** to know whether other life forms actually exist in our universe.

USING IT EMPHASISING SUBJECTS

We can use **it** and a relative pronoun to emphasize a subject:

- **It** is generally **the most impoverished members of society** **who** receive the worst medical care.
- **It** is **greed** **which** causes most problems in the world.
- **It** tends to be **cyclists and pedestrians** **who** are injured and killed in road-traffic accidents.
- **It** is **fear** **which** forces many to migrate.
- **It** is **the lack of adequate housing** **which** really makes me angry.
- **It** is **the cost** **which** prevents school-leavers from going to university.
- I must admit that **it** is **my parents' financial support** **which** allowed me to go to university.

USING IT REPLACING SUBJECTS

It can be used with other verbs:

- **It takes** very little time to learn how to play the drums, and those who become experts claim that it is a tremendously therapeutic activity.
- **It seems/appears** that we are heading for disaster.
- **It costs** a lot to live in Tokyo.
- **It looks as if/though** we will continue to use fossil fuels well into the future.
- **It** sometimes **pays** to look for compromise.
- **I regard it as** sensible to educate children about the dangers of the internet.

USING IT OTHER STRUCTURES

It can be used with expressions with **no**:

- **It** is **no secret** that those with higher incomes live longer than those on or below the poverty line.
- **It** is **no surprise/wonder** that voters have lost faith in politicians who do not seem to care about them.
- **It** is **no use** complaining about things which cannot be changed.
- **It** is **no longer** necessary to have a landline.

USING IT

TIME, DISTANCE, WEATHER, TEMPERATURE

We use **it** in expressions about time, distance, weather, temperature:

- **It** will be around midnight when my train gets in.
- **It's** time we went. Unless we leave now we'll miss the last train.
- **It's** about two kilometres from my house to the city centre.
- **It** often rains/snows at this time of year so don't expect to do any sunbathing.
- **It** tends to be quite chilly at night so you might want a sweater.
- **It** gets dark at around seven o'clock in the evening, but **it** gets light quite early in the morning.
- **It** will be a lot warmer in a couple of months.



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PREPARE for IELTS: Grammar Exercises

Complete the following sentences with a possessive pronoun (**mine; yours; his; hers; ours; theirs; whose**):

1. When we travel abroad, we may experience culture shock if we encounter beliefs and behavior significantly different from _____.
2. My sister Marta works in a high-pressure environment and gets home exhausted at around nine o'clock each evening. I really wouldn't want a job like _____.
3. Thank you for the kind offer to lend me books for my research project. I'll have a look in the library but, if I can't find what I need, I'd love to borrow some of _____.
4. Pavarotti was an amazing singer. It was such a sad loss when he died. I'd always been a massive fan of _____.
5. I know you don't get on well with him, but he's always been a good friend of _____ and I find it really hard to agree with what you're saying.
6. There's a car in the car-park with its light on but I've no idea _____ it is.

ANSWERS

1. When we travel abroad, we may experience culture shock if we encounter beliefs and behavior significantly different from **ours**.
2. My sister Marta works in a high-pressure environment and gets home exhausted at around nine o'clock each evening. I really wouldn't want a job like **hers**.
3. Thank you for the kind offer to lend me books for my research project. I'll have a look in the library but, if I can't find what I need, I'd love to borrow some of **yours**.
4. Pavarotti was an amazing singer. It was such a sad loss when he died. I'd always been a massive fan of **his**.
5. I know you don't get on well with him, but he's always been a good friend of **mine** and I find it really hard to agree with what you're saying.
6. There's a car in the car-park with its light on but I've no idea **whose** it is.

PREPARE for IELTS: Grammar Exercises

Try to complete the sentences using one of the following reflexive pronouns:

myself; yourself; himself; herself; ourselves; yourselves; themselves

1. Many of us pride _____ on being fair-minded, honest and decent.
2. In hotter weather, it is essential that the elderly look after _____. They need to remain hydrated and to avoid strenuous physical exercise.
3. Having light-coloured skin, I have to protect _____ from the sun's rays.
4. As a society, we should ask _____ whether we really need to consume so much.
5. If an athlete hurts _____ during competition, it is essential that she receives treatment immediately in order to prevent the injury from being serious.
6. I often tell _____ to be more considerate of others' feelings
7. If you do not understand _____, you are very unlikely to understand other people.
8. Children should not work hard all the time. It is vital that they enjoy _____.

ANSWERS

1. Many of us pride **ourselves** on being fair-minded, honest and decent.
2. In hotter weather, it is essential that the elderly look after **themselves**. They need to remain hydrated and to avoid strenuous physical exercise.
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6. I often tell **myself** to be more considerate of others' feelings.
7. If you do not understand **yourself**, you are very unlikely to understand other people.
8. Children should not work hard all the time. It is vital that they enjoy **themselves**.

EXTRA

- To pride yourself on being = to believe that you have a positive characteristic and to have a good opinion of yourself because of this.
- To be hydrated = to contain enough water
- Strenuous = involving a lot of physical movement

PREPARE for IELTS: Grammar Exercises

Look at the following sentences. Complete each sentence with the word **one** or **ones**:

1. International bodies such as The United Nations are faced with numerous challenges. Many of the most pressing **one/ones** are related to global inequality and poverty.
2. The chart shows that European countries experienced increased visitor numbers over the period, and that the **one/ones** where this rise was most notable was France.
3. We went on loads of excursions while we were on holiday. Without any doubt, the best **one/ones** was a camel-ride through part of the desert.
4. There were loads of expensive hotels at the resort but we found a perfectly good room in one of the cheaper **one/ones**.
5. Thousands of school-leavers apply to the most prestigious universities. Only the most outstanding **one/ones** are generally offered places.
6. Literally thousands of job-seekers applied for the position. The **one/ones** who was eventually appointed had to go through a rigorous process of interviews, psychological assessments and intelligence tests.

ANSWERS

1. International bodies such as The United Nations are faced with numerous challenges. Many of the most pressing **ones** are related to global inequality and poverty.
2. The chart shows that European countries experienced increased visitor numbers over the period, and that the **one** where this rise was most notable was France.
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5. Thousands of school-leavers apply to the most prestigious universities. Only the most outstanding **ones** are generally offered places.
6. Literally thousands of job-seekers applied for the position. The **one** who was eventually appointed had to go through a rigorous process of interviews, psychological assessments and intelligence tests.

PREPARE for IELTS: Grammar Exercises

Look at the following sentences. Choose the best pronoun in each case:

1. The number of people living in cities has rocketed over recent years. **It/They/Its** almost quadrupled between 1980 and 2015 and **it/they/its** is expected to continue growing for the foreseeable future.
2. Unless we take immediate steps to deal with the looming environmental crisis, **we/our/ours** future looks incredibly bleak. Future generations will not be able to forgive **we/our/us** if we take no action, even though we realise how critical the situation is.
3. In my view, doctors and nurses should be paid extremely well. **Their/They/It** provide a tremendous service to patients **who/whose/that** are usually very grateful.
4. Motorists **which/they/who** drive too fast or **which/they/who** drive under the influence of drugs or alcohol should be banned for life. **Their/It/They** may not realise that **their/it/they** can easily kill or critically injure other motorists, cyclists or pedestrians **which/they/who** are using the roads.
5. Employees **who/whose/which** bosses treat them badly should be paid a large amount of compensation. **Whose/Their/Its** lives can be devastated by workplace bullying and **their/they/its** ought to be paid a lot of money to help them recover.
6. It worries **I/me/myself** that so many adolescents seem to feel so disenchanted with life. **We/Them/Us** need to make **it/itself/its** clear to **they/them/themselves** that the future is **their/theirs/themselves**.
7. I pride **me/mine/myself** on being fair-minded. **I/Me/Myself** treat other people well and respect the **one/ones/themselves** who respect **me/one/myself**. The **those/whose/ones** who do not show respect towards others are better ignored or avoided.
8. **Its/It/Itself** is generally the least powerful people in society who get the worst treatment. They are the unfortunate **one/ones/themselves**. **It/Itself/They** is no secret that those living below the breadline are generally less healthy than the rest of **ourselves/we/us**. The fault is not **their/theirs/themselves**. It is **we/our/ours**.

ANSWERS

1. The number of people living in cities has rocketed over recent years. **It** almost quadrupled between 1980 and 2015 and **it** is expected to continue growing for the foreseeable future.
2. Unless we take immediate steps to deal with the looming environmental crisis, **our** future looks incredibly bleak. Future generations will not be able to forgive **us** if we take no action, even though we realise how critical the situation is.
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5. Employees whose bosses treat them badly should be paid a large amount of compensation. **Their** lives can be devastated by workplace bullying and **they** ought to be paid a lot of money to help them recover.
6. It worries **me** that so many adolescents seem to feel so disenchanted with life. **We** need to make **it** clear to **them** that the future is **theirs**.
7. I pride **myself** on being fair-minded. **I** treat other people well and respect the **ones** who respect **me**. The **ones** who do not show respect towards others are better ignored or avoided.
8. **It** is generally the least powerful people in society who get the worst treatment. They are the unfortunate **ones**. **It** is no secret that those living below the breadline are generally less healthy than the rest of **us**. The fault is not **theirs**. It is **ours**.