

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
you	you	yours	yourselves
they	them	theirs	themselves

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

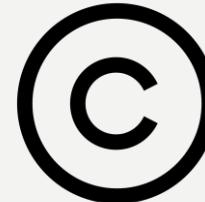
We can use ones to avoid repeating a plural noun:

- 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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GRAMMAR FOR IELTS

Pronouns USING IT

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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**.