

FROM NEW ZEALAND  
IELTS



**CHRISTCHURCH**



December 7th, 2023

## AGENDA

### PART ONE

Review  
Grammar

### PART TWO

Today's  
Grammar

### PART THREE

Reading  
Workshop

## STUDENT SHEETS





## PART ONE: REVIEW

Review of all basic grammar

## BASIC GRAMMAR: ARTICLES

**Definite articles** are used to refer to specific nouns. The definite article is "the". For example, in the sentence "I saw the cat," the definite article "the" is used to refer to a specific cat that the speaker has already mentioned or that is known to the listener.

**Indefinite articles** are used to refer to general nouns. The indefinite articles are "a" and "an". The indefinite article "a" is used before words that begin with a consonant sound, such as "apple" or "bike". The indefinite article "an" is used before words that begin with a vowel sound, such as "orange" or "elephant". For example, in the sentence "I saw a cat," the indefinite article "a" is used to refer to any cat, not a specific one.

Article	Usage	Example
A	Non-specific Noun	I saw a cat.
An	Non-specific Noun	I saw an orange cat.
The	Specific Noun	I saw the cat.

## BASIC GRAMMAR: DEFINING RELATIVE CLAUSES

A defining relative clause is a type of relative clause that provides essential information about a noun, making it crucial for identifying the specific noun being referred to. It is often used to restrict the meaning of a noun by specifying which one out of a group is being referred to.

Here are some examples of defining relative clauses:

- The woman who lives next door works in a bank.
- These are the flights that have been canceled.
- I love the restaurant where we had our first date.
- He gave me the book whose author is my favorite.
- I will never forget the day when I met you.

Feature	Description
Definition	A clause that provides essential information about a noun or pronoun in the main clause
Also known as	Restrictive relative clause
Introduced by	A relative pronoun
Commas	Not used
Importance	Essential to the meaning of the main clause

## BASIC GRAMMAR: PRESENT PERFECT VS PAST SIMPLE

### **Present Perfect: S + has/have + V3 + O**

The present perfect tense is used to talk about actions that started in the past and continue up to the present or have just happened. It can also be used to talk about actions that have not been completed yet but have started.

Here are some examples of how to use the present perfect tense:

- I have studied Thai for three years. (The action started in the past [three years ago] and continues up to the present.)
- I have just finished my homework. (The action just happened.)
- I have never been to Europe. (The action has not happened yet.)

### **Past Simple: S + was/were + O; S + V2 + O**

The past simple tense is used to talk about actions that happened at a specific time in the past and are now finished. It cannot be used to talk about actions that are ongoing or that have just happened.

Here are some examples of how to use the past simple tense:

- I learned Japanese when I was a child. (The action happened at a specific time in the past [when I was a child] and is now finished.)
- I finished my homework at 8:00 pm. (The action happened at a specific time in the past [8:00 pm] and is now finished.)
- I have never been to North America, but I went to Mexico last year. (The first sentence uses the present perfect to talk about the speaker's overall lack of experience, while the second sentence uses the past simple to talk about a specific past action.)

## ADVANCED GRAMMAR: PRESENT PERFECT VS PAST SIMPLE

Feature	Present Perfect	Past Simple
Aspect	Perfect	Simple
Time reference	Up to the present	Specific point in the past
Completion	Not completed or completed	Completed
Focus	On the ongoing nature of the action	On the specific event

## ADVANCED GRAMMAR: PRESENT PERFECT CONTINUOUS VS PAST SIMPLE CONTINUOUS

Feature	Present Perfect Continuous	Past Continuous
Aspect	Perfect continuous	Continuous
Time reference	Up to the present	Specific point in the past
Completion	Not completed or completed	Ongoing
Focus	On the ongoing nature of the action and the result of the action	On the ongoing nature of the action itself



## BASIC GRAMMAR: TALKING ABOUT THE FUTURE

### **Future Simple: S + will + V1 + O**

- Separate or single future events
- The All Blacks will play a rugby match next week.

### **Future Perfect: S + will have + V3 + O**

- Events that will take place before another event.
- By the time they return, they will have visited all the major cities in New Zealand

### **Future Continuous: S + will be + V~ing + O**

- Period-long events that will start and end in the future.
- This time tomorrow, they will be exploring the beautiful landscapes of New Zealand.

### **Future Perfect Continuous: S + will have been + V~ing + O**

- Period-long events that will start/stop between now and a future time.
- In a year, they will have been living in New Zealand for a decade.

## BASIC GRAMMAR: DIFFERENCES BETWEEN TENSE FORMS ILLUSTRATED

Tense	Form	Use	Example
Simple Future	Will + base form of verb	Predicts a future action or event	I will go to the gas station soon.
Be Going To	Am/Is/Are + going to + base form of verb	Indicates a plan or intention to do something in the future	I am going to visit New Zealand next month.
Future Continuous	Will be + -ing form of verb	Describes an action that will be in progress at a specific time in the future	This time next year, I will be living in Paris.
Future Perfect	Will have + past participle	Describes an action that will be completed by a specific time in the future	By the end of the year, I will have finished writing my book.
Future Perfect Continuous	Will have been + -ing form of verb	Describes an action that will have been in progress for a period of time by a specific time in the future	By the time I graduate, I will have been living in Thailand for two decades.

## ADVANCED GRAMMAR:

### Future Perfect with **since** and **for**:

- This pattern can be used to describe an action that will have been in progress for a specific length of time by a specific time in the future.
  - Example: I will have been working as a doctor for five years by the time I am 30.

### Future Perfect with **by the time**:

- This pattern can be used to describe an action that will have been completed by a specific time in the future.
  - Example: I will have finished writing my novel by the time the deadline arrives.

### Conditional Future:

- This pattern is used to express a hypothetical future action or event that is dependent on a certain condition.
  - Example: If I win the lottery, I will buy a new house.

### Future with **unless**:

- This pattern is used to express a negative prediction that is dependent on a certain condition.
  - Example: I will not be able to go to the party unless I finish my work.



## ADVANCED GRAMMAR:

### **Future with even if:**

- This pattern is used to emphasize that an action or event will still happen even if a certain condition occurs.
  - Example: I will still be able to go to the party even if it rains.

### **Future with hardly or scarcely:**

- These adverbs are used to express doubt or disbelief about the possibility of a future action or event.
  - Example: I can hardly believe that I will be graduating from college next year.

### **Future with as soon as:**

- This phrase is used to express that an action or event will happen immediately after another action or event.
  - Example: As soon as I finish my homework, I will go to the park.

### **Future with before long:**

- This phrase is used to express that an action or event will happen soon.
  - Example: I will be there before long.

## BASIC GRAMMAR: FIRST CONDITIONAL SENTENCE

**In the first conditional, we talk about a possible future event or situation and its likely result. The condition in the "if" clause is likely or possible, and the result in the main clause is a probable consequence.**

### First Conditional

- Structure: If + S + V1 + O, S + will + V1 + O
- Example:
  - If it rains in Auckland, the streets will be wet.
  - If New Zealand wins the rugby match, there will be celebrations across the country.

**In the second conditional, we talk about an unlikely or hypothetical present or future situation and its hypothetical result. The condition in the "if" clause is unlikely or unreal, and the result in the main clause is also hypothetical.**

### Second Conditional:

- Structure: If + S + V2 + O, S + would + V1 + O
- Example:
  - If I visited New Zealand, I would explore the beautiful landscapes.
  - If it were summer in New Zealand, we would go hiking in the mountains.

## ADVANCED GRAMMAR: RELATIVE CLAUSES

### **Defining Relative Clause** (*we studied this a few weeks ago*)

Relative clauses provide essential information to identify or define the noun they modify. Without the relative clause, the sentence wouldn't be complete or clear.

- New Zealand which is located in the southwestern Pacific Ocean is known for its stunning landscapes.
- The person who visited New Zealand last year shared amazing stories.

### **Non-defining Relative Clause** (*this is new*)

In these examples, the relative clauses provide additional, non-essential information about the noun. The sentences would still make sense if you removed the relative clauses.

- Rotorua, a city in New Zealand, is famous for its geothermal activity, which attracts tourists from around the world.
- My friend, who lives in Auckland, recommended some great places to visit.



## BASIC GRAMMAR: PHRASAL VERBS AND DEPENDENT PREPOSITIONS

### Phrasal Verbs:

- A phrasal verb is a combination of a main verb and one or more particles (prepositions or adverbs) that together function as a single unit with a specific meaning.
- The particle can change the meaning of the main verb, often creating idiomatic expressions.
- Phrasal verbs are commonly used in English and can be separable or inseparable. In separable phrasal verbs, the object can come between the main verb and the particle, while in inseparable phrasal verbs, the object must come after the particle.

### Examples:

- Turn on the light. (separable)
- She ran into an old friend. (inseparable)

### Dependent Prepositions:

- Dependent prepositions are prepositions that are closely associated with specific verbs, adjectives, or nouns. The choice of preposition depends on the particular word it is associated with, and using a different preposition can change the meaning of the expression.
- These prepositions are "dependent" because they rely on the context of the associated word.

### Examples:

- Dependent on her advice, I made a decision.
- He is good at playing the piano.
- I am interested in learning new languages.



## PART TWO: TODAY'S GRAMMAR

Advanced Grammar





## ADVANCED GRAMMAR: CONDITIONALS

### Real Conditionals:

- Zero Conditional
  - Subject + V1 + Object + then/when + S + V1 + O
- First Conditional COMPLETED
  - Subject + V1 + Object + if + S + will + V1 + O

### Examples:

- If it rains in Christchurch, the Avon River floods.
- If there is an earthquake in Christchurch, emergency services will respond quickly.

### Unreal Conditionals:

- Second Conditional COMPLETED
  - If + Subject + were + Object + then + S + would + V1 + O
- Third Conditional
  - If + S + had + V3 + O + then + S + would have + V3 + O

### Examples:

- If there were a major earthquake in Christchurch, the city would implement stricter building codes.
- If Christchurch had invested more in earthquake-resistant infrastructure in the past, the damage from the 2011 earthquake would have been less severe.



## ADVANCED GRAMMAR: MODALS OF OBLIGATION

### Modals of Obligation: Subject + Modal Verb + V1 + Object

#### 1. Must:

- Affirmative: You must finish your homework before you go out.
- Negative: You must not forget to submit your assignment.

#### 2. Have to:

- Affirmative: I have to attend the meeting at 3 PM.
- Negative: She doesn't have to work on weekends.

#### 3. Should:

- Affirmative: You should complete the project by the deadline.
- Negative: You shouldn't eat too much junk food.

#### 4. Ought to:

- Affirmative: Students ought to study regularly for better results.
- Negative: He ought not to be late for the appointment.

### Expressing Preferences:

#### 1. Like/Prefer:

- I like watching movies on the weekends.
- She prefers reading novels rather than watching TV.

#### 2. Would rather:

- I would rather stay home and relax tonight.
- They would rather go to the beach than visit the museum.

#### 3. Prefer...to:

- I prefer tea to coffee.
- He prefers walking to taking the bus.

#### 4. Enjoy:

- I enjoy playing the guitar in my free time.
- We enjoy spending time outdoors.

#### 5. It's (not) my cup of tea:

- Going to crowded parties is not my cup of tea.
- Watching documentaries is more my cup of tea.



## PART THREE: READING WORKSHOP

- Introduction to IELTS Questions
  - Summary Completion
  - True, False, Not Given
- Reading Techniques
  - Skimming and Scanning
- Reading Strategies



## TYPICAL STRATEGY FOR READING

- **Read the note completion task instructions carefully:** Understand what type of information you're required to fill in. It could be a summary, a chart, a table, or notes that need completion. Pay attention to word limits and the kind of responses needed (words, phrases, or numbers).
- **Identify keywords:** Reading the questions and look for keywords or phrases in the questions or notes that correspond to the information in the passage. This will guide you to the specific section that contains the answers.
- **Paraphrase and synonyms:** Answers might not be directly stated in the passage using the same words as in the notes. Look for synonyms or paraphrased versions of the keywords provided in the questions.
- **Scan for answers:** Scan the passage for the relevant information. Read actively and look for matching words or synonyms. Be attentive to details, especially dates, names, and specific facts.
- **Pay attention to distractors:** Some answer choices might seem correct at first glance but could be designed to mislead you. Be critical and choose the option that is best supported by the passage.

## UNIQUENESS OF: NOTE COMPLETION

**Predict the missing information:** Before looking for the answer, try to predict what information might fill the gap based on the context. This can guide your search in the passage.

**Use the surrounding information:** Look at the information before and after the gap. Sometimes, the context around the blank space provides clues to the missing information.

- Take note of the Headings/Main Ideas
- Use the basic grammar to predict answers

Reading

**COMPLETED**

Questions 1–8

Complete the notes below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

Write your answers in boxes 1–8 on your answer sheet.

**Stonehenge**

**Construction**

Stage 1:

- the ditch and henge were dug, possibly using tools made from 1 .....
- 2 ..... may have been arranged in deep pits inside the circle

Stage 2:

- bluestones from the Preseli Hills were placed in standing position
- theories about the transportation of the bluestones:
  - archaeological:
    - builders used 3 ..... to make sledges and rollers
    - 4 ..... pulled them on giant baskets
  - geological:
    - they were brought from Wales by 5 .....

Stage 3:

- sandstone slabs were arranged into an outer crescent or ring

**Builders**

- a theory arose in the 17th century that its builders were Celtic 6 .....

**Purpose**

- many experts agree it has been used as a 7 ..... site
- in the 1960s, it was suggested that it worked as a kind of 8 .....

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## UNIQUENESS OF: TRUE, FALSE, NOT GIVEN

Every single word is equally important in the True, False, and Not Given question type. This type of question refers to **factual information** presented to you in the passage. The best technique, however, is to:

- Identify all the main themes (there are usually 2 or more)
- Words like "all," "some," "many," and other quantifiers can significantly impact the truthfulness of a statement. Ensure the degree of accuracy aligns with the statement. Take careful note of modal verbs and quantifiers.
- If the information is not explicitly stated in the passage, or if it's unclear, mark the answer as 'Not Given.'

Test 2

Questions 9–13

**COMPLETED**

Do the following statements agree with the information given in Reading Passage 1?

In boxes 9–13 on your answer sheet, write

**TRUE** if the statement agrees with the information  
**FALSE** if the statement contradicts the information  
**NOT GIVEN** if there is no information on this

- 9 During the third phase of construction, sandstone slabs were placed in both the outer areas and the middle of the Stonehenge site.
- 10 There is scientific proof that the bluestones stood in the same spot until approximately 1600 BCE.
- 11 John Aubrey's claim about Stonehenge was supported by 20th-century findings.
- 12 Objects discovered at Stonehenge seem to indicate that it was constructed by a number of different groups of people.
- 13 Criticism of Gerald Hawkins' theory about Stonehenge has come mainly from other astronomers.

## UNIQUENESS OF: MULTIPLE CHOICE

- **Themes:** Like the true, false, and not given questions; you should identify all the same themes in order for that option to be a possible candidate.
- **Read the task instructions carefully:** How many options can you choose? One or Two?
- **Eliminate incorrect answers:** After reading the question and the answer choices, eliminate any options that are clearly incorrect. This narrows down your choices and increases your chances of selecting the correct answer.
- **Be aware of distractors:** IELTS questions often include answer choices that are designed to confuse you. These are known as distractors. Stay alert and avoid falling for them.
- **Pay attention to negatives:** Be cautious with questions that include negatives like "not," "except," or "opposite." Missing these terms can lead to incorrect answers.

Reading

**COMPLETED**

Questions 14–19

Choose the correct letter, A, B, C or D.

Write the correct letter in boxes 14–19 on your answer sheet.

14 What point does the writer make about AI in the first paragraph?

A It is difficult to predict how quickly AI will progress.  
B Much can be learned about the use of AI in chess machines.  
C The future is unlikely to see limitations on the capabilities of AI.  
D Experts disagree on which specialised tasks AI will be able to perform.

15 What is the writer doing in the second paragraph?

A explaining why machines will be able to outperform humans  
B describing the characteristics that humans and machines share  
C giving information about the development of machine intelligence  
D indicating which aspects of humans are the most advanced

16 Why does the writer mention the story of King Midas?

A to compare different visions of progress  
B to illustrate that poorly defined objectives can go wrong  
C to emphasise the need for cooperation  
D to point out the financial advantages of a course of action

17 What challenge does the writer refer to in the fourth paragraph?

A encouraging humans to behave in a more principled way  
B deciding which values we want AI to share with us  
C creating a better world for all creatures on the planet  
D ensuring AI is more human-friendly than we are ourselves

18 What does the writer suggest about the future of AI in the fifth paragraph?

A The safety of machines will become a key issue.  
B It is hard to know what impact machines will have on the world.  
C Machines will be superior to humans in certain respects.  
D Many humans will oppose machines having a wider role.

19 Which of the following best summarises the writer's argument in the sixth paragraph?

A More intelligent machines will result in greater abuses of power.  
B Machine learning will share very few features with human learning.  
C There are a limited number of people with the knowledge to program machines.  
D Human shortcomings will make creating the machines we need more difficult.

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## UNIQUENESS OF: YES, NO, NOT GIVEN

- Every single word is equally important in the Yes, Not, and Not Given question type. This type of question refers to **opinions and views** that have been presented to you in the passage. The best technique, however, is to:
- Identify all the main themes (there are usually 2 or more)
- Look for the same advanced grammar patterns, keywords and compare the statement to the passage. Take careful note of modal verbs and quantifiers.
- If the information is not explicitly stated in the passage, or if it's unclear, mark the answer as 'Not Given.'

Test 2

Questions 20–23

Do the following statements agree with the claims of the writer in Reading Passage 2?

In boxes 20–23 on your answer sheet, write

**YES** if the statement agrees with the claims of the writer  
**NO** if the statement contradicts the claims of the writer  
**NOT GIVEN** if it is impossible to say what the writer thinks about this

- 20 Machines with the ability to make moral decisions may prevent us from promoting the interests of our communities.
- 21 Silicon police would need to exist in large numbers in order to be effective.
- 22 Many people are comfortable with the prospect of their independence being restricted by machines.
- 23 If we want to ensure that machines act in our best interests, we all need to work together.



FROM NEW ZEALAND  
IELTS



IELTS BY KRU. JAEM  
END





# GRAMMAR CHECK

Students can complete the “Grammar Check” activities anytime, and submit for feedback by emailing it to [thinkincafekk@gmail.com](mailto:thinkincafekk@gmail.com) with yourStudent ID Number in the email heading.



## GRAMMAR CHECK

*Exercise:*

*Read the following article, and circle all the quantifiers and nouns.*

### A Day at the Market

At the bustling market, people browsed through various stalls, examining the diverse array of goods available. The vendors displayed many fruits and vegetables, offering several choices to the customers. There were a lot of apples, oranges, and bananas neatly arranged in crates. Some buyers bought a few apples while others picked up a lot of oranges for their families.

At the adjacent stand, a young artist was selling handmade crafts. She had several beautifully crafted wooden chairs and a few unique tables. People showed interest in her work, and many admired the intricate designs on the furniture.

Further down the market, there was a dairy section where fresh products were on display. Customers purchased a lot of milk but found that there was little cheese available. Despite the little cheese, there was a lot of interest in the artisanal yogurt.

While walking through the market, visitors noticed a lot of activity and movement. It seemed that many individuals were enjoying their day shopping and exploring the various goods on offer.



## GRAMMAR CHECK: COUNTABLE AND UNCOUNTABLE NOUNS

Exercise:

*Can you remember all the quantifiers for countable and uncountable nouns? Fill in the blanks with the appropriate quantifiers or nouns to complete the sentences correctly:*

1. She bought \_\_\_\_ chairs at the market.
2. There was \_\_\_\_ cheese left in the dairy section.
3. They purchased \_\_\_\_ bananas for the week.
4. The artist had \_\_\_\_ tables for sale.
5. Visitors noticed \_\_\_\_ activity at the market.
6. I have \_\_\_\_ patience for waiting in long lines.
7. We need \_\_\_\_ books for the school project.
8. \_\_\_\_ people arrived late for the event.
9. She has \_\_\_\_ friends in the city.
10. I need \_\_\_\_ information about the assignment.

## GRAMMAR CHECK: QUANTIFIERS AND SUBJECT VERB AGREEMENT

Exercise:

*Subject Verb Agreement with Quantifiers: Choose the correct form of the verb to match the subject and the quantifier provided in the sentence.*

1. All of the information (is/are) available online.
2. Many of the students (study/studies) hard for the upcoming exam.
3. Both of the options (seem/seems) viable for our project.
4. All the money (was/were) missing from the safe.
5. Some of the cake (tastes/taste) delicious.



## GRAMMAR CHECK: PRESENT SIMPLE VS PRESENT CONTINUOUS

Exercise:

*Fill in the blanks with the appropriate form of the verb, either in the present simple or present continuous tense.*

1. She usually \_\_\_\_\_ to the gym, but today she \_\_\_\_\_ at home.
2. I \_\_\_\_\_ that he \_\_\_\_\_ TV every evening at this time.
3. The birds \_\_\_\_\_ in the garden while I \_\_\_\_\_ on my assignment.
4. She always (complain) about the traffic, but today she (seem) oddly relaxed.
5. He (not / usually / work) on weekends, but this time he (complete) an important project.



## GRAMMAR CHECK: COLLOCATIONS

Exercise:

*Complete the sentences by choosing the appropriate collocation for each blank.*

1. The company is known for its exceptional \_\_\_\_\_.
2. He is trying to \_\_\_\_\_ a solution to the problem.
3. This book provides a wide \_\_\_\_\_ of information.
4. She has a deep \_\_\_\_\_ for literature and poetry.
5. The committee is trying to \_\_\_\_\_ a compromise between the conflicting parties.

## GRAMMAR CHECK: DEFINING RELATIVE CLAUSES

### *Exercise: Fill in the Blanks with Defining Relative Clauses*

Instructions: Fill in the blanks with the appropriate defining relative clauses. Choose the correct relative pronoun (who, whom, whose, which, that) or use zero relative pronouns where necessary. The sentences below may require additional words to form a complete sentence.

1. The book \_\_\_\_\_ I borrowed from the library is about space exploration.
2. She is the doctor \_\_\_\_\_ treated my grandfather last week.
3. The house \_\_\_\_\_ windows were broken is going to be renovated.
4. The man \_\_\_\_\_ car was stolen reported the incident to the police.
5. The restaurant \_\_\_\_\_ we visited yesterday serves the best pizza in town.
6. Do you know the person \_\_\_\_\_ won the singing competition?
7. The team \_\_\_\_\_ won the championship will be awarded a trophy.
8. The laptop \_\_\_\_\_ you recommended is on sale.
9. This is the school \_\_\_\_\_ my parents attended when they were young.
10. The dog \_\_\_\_\_ chased the cat up the tree belongs to our neighbors.





## GRAMMAR CHECK: PRESENT PERFECT VS PAST SIMPLE

*Rewrite the sentences in the present perfect or past simple tense according to the prompts given.*

1. She \_\_\_\_\_ just \_\_\_\_\_ her project.
2. I \_\_\_\_\_ a new phone last week.
3. They \_\_\_\_\_ to Asia.
4. He \_\_\_\_\_ his grandparents yesterday.
5. We \_\_\_\_\_ at that restaurant before.

## GRAMMAR CHECK: PRESENT PERFECT CONTINUOUS VS PAST SIMPLE CONTINUOUS

*Exercise: Present Perfect Continuous vs. Past Simple Continuous*

*Instructions: Choose the correct tense (Present Perfect Continuous or Past Simple Continuous) to complete each sentence.*

1. I (work) \_\_\_\_\_ in the garden for hours yesterday.
2. They (play) \_\_\_\_\_ tennis every weekend last summer.
3. She (study) \_\_\_\_\_ English for two hours this afternoon.
4. He (paint) \_\_\_\_\_ the fence all morning.
5. We (wait) \_\_\_\_\_ for the bus for 30 minutes.
6. The children (read) \_\_\_\_\_ a book since they got home from school.
7. My friends (dance) \_\_\_\_\_ at the party last night.
8. The company (develop) \_\_\_\_\_ a new product for the last six months.
9. I (talk) \_\_\_\_\_ to my neighbor for a while just now.
10. They (watch) \_\_\_\_\_ a movie for the past three hours.



## GRAMMAR CHECK: FUTURE TENSE FORMS

### Future Perfect with since and for:

Complete the following sentences with the correct form of the verb in the parentheses.

1. By the time I graduate, I (study) Spanish for five years.
2. Sarah (work) as a teacher for ten years by the time she retires.
3. By the end of the year, I (write) my novel for three months.

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### Future Perfect with by the time:

Complete the following sentences with the correct form of the verb in the parentheses.

1. I (finish) my homework by the time you arrive.
2. The train (leave) by the time you get to the station.
3. By the time I get home, my dog (eat) all his food.

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## GRAMMAR CHECK: FUTURE TENSE FORMS

### Conditional Future:

*Rewrite the following sentences using the conditional future tense.*

1. If I win the lottery, I will buy a new car.
2. If I get a good grade on my test, I will go out to celebrate.
3. If I have time this weekend, I will visit my grandparents.

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### Future with unless:

*Complete the following sentences with the correct form of the verb in the parentheses.*

1. I (not be able to) go to the party unless I finish my work.
2. We (not have) enough food unless we go to the grocery store.
3. I (not pass) the exam unless I study hard.

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## GRAMMAR CHECK: FUTURE TENSE FORMS

### Future with even if:

*Complete the following sentences with the correct form of the verb in the parentheses.*

1. I (still go) to the party even if it rains.

\_\_\_\_\_

2. I (still be able to) see you even if I have to work late.

\_\_\_\_\_

3. I (still love you) even if you make mistakes.

\_\_\_\_\_

### Future with hardly or scarcely:

*Rewrite the following sentences using the adverbs hardly or scarcely.*

1. I can't believe that I will be graduating from college next year.

\_\_\_\_\_

2. It's hard to imagine that I will have a job in a year.

\_\_\_\_\_

3. I can hardly believe that I will be able to afford a house someday.

\_\_\_\_\_

## GRAMMAR CHECK: FUTURE TENSE FORMS

### Future with as soon as:

*Complete the following sentences with the correct form of the verb in the parentheses.*

1. As soon as I (finish) my work, I (go) to the park.

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2. As soon as I (see) my friend, I (tell) her the news.

---

3. As soon as I (get) home, I (call) you.

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### Future with before long:

*Rewrite the following sentences using the phrase before long.*

1. I will be there soon.

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2. The results of the experiment will be available shortly.

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3. The baby will be here before you know it.

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## GRAMMAR CHECK: FUTURE TENSE FORMS

Fill in the blanks with the appropriate form: first conditional, second conditional, defining relative clause, or non-defining relative clause.

1. If it \_\_\_\_\_ (snow) in Queenstown tomorrow, we \_\_\_\_\_ (build) a snowman in the garden.
2. The family \_\_\_\_\_ (visit) Wellington, \_\_\_\_\_ is the capital of New Zealand, next summer.
3. If I \_\_\_\_\_ (be) in New Zealand right now, I \_\_\_\_\_ (explore) the famous Fiordland National Park.
4. The person \_\_\_\_\_ (tell) us about the Maori culture, \_\_\_\_\_ is indigenous to New Zealand, was very knowledgeable.
5. We \_\_\_\_\_ (go) to the glowworm caves in Waitomo if it \_\_\_\_\_ (not rain) so much.



## GRAMMAR CHECK: FIRST AND SECOND CONDITIONALS/RELATIVE CLAUSES

Fill in the blanks with the appropriate form: first conditional, second conditional, defining relative clause, or non-defining relative clause.

1. If it \_\_\_\_\_ (snow) in Queenstown tomorrow, we \_\_\_\_\_ (build) a snowman in the garden.
2. The family \_\_\_\_\_ (visit) Wellington, \_\_\_\_\_ is the capital of New Zealand, next summer.
3. If I \_\_\_\_\_ (be) in New Zealand right now, I \_\_\_\_\_ (explore) the famous Fiordland National Park.
4. The person \_\_\_\_\_ (tell) us about the Maori culture, \_\_\_\_\_ is indigenous to New Zealand, was very knowledgeable.
5. We \_\_\_\_\_ (go) to the glowworm caves in Waitomo if it \_\_\_\_\_ (not rain) so much.





## GRAMMAR CHECK: FIRST AND SECOND CONDITIONALS/RELATIVE CLAUSES

Exercise: Fill in the blanks with the correct phrasal verb or dependent preposition:

1. She couldn't believe her luck when she \_\_\_\_\_ an old childhood friend at the airport.
  - a) ran into
  - b) ran over
  - c) ran out
2. The students were asked to come \_\_\_\_\_ a solution to the problem.
  - a) up with
  - b) in
  - c) out
3. His success was largely dependent \_\_\_\_\_ his dedication and hard work.
  - a) on
  - b) with
  - c) in
4. Jenny is really good \_\_\_\_\_ playing the guitar.
  - a) in
  - b) at
  - c) up with
5. The manager asked the team to look \_\_\_\_\_ the issue before the meeting.
  - a) out
  - b) into
  - c) over



## GRAMMAR CHECK: SECOND AND THIRD CONDITIONALS

Exercise: Complete the sentences with an appropriate form of the verb in brackets.

Second Conditional:

1. If the city \_\_\_\_\_ (experience) a severe drought, authorities \_\_\_\_\_ (implement) water conservation measures.
2. If there \_\_\_\_\_ (be) more public transportation options, people \_\_\_\_\_ (use) their cars less.
3. If the government \_\_\_\_\_ (offer) financial incentives for renewable energy, businesses \_\_\_\_\_ (invest) more in sustainable practices.

Third Conditional:

1. If residents \_\_\_\_\_ (take) the evacuation warnings seriously, they \_\_\_\_\_ (not be) trapped during the flood.
2. If the local community \_\_\_\_\_ (support) the preservation of the historic district, the developers \_\_\_\_\_ (not demolish) those old buildings.
3. If emergency services \_\_\_\_\_ (arrive) earlier, the casualties in the earthquake \_\_\_\_\_ (be) lower.