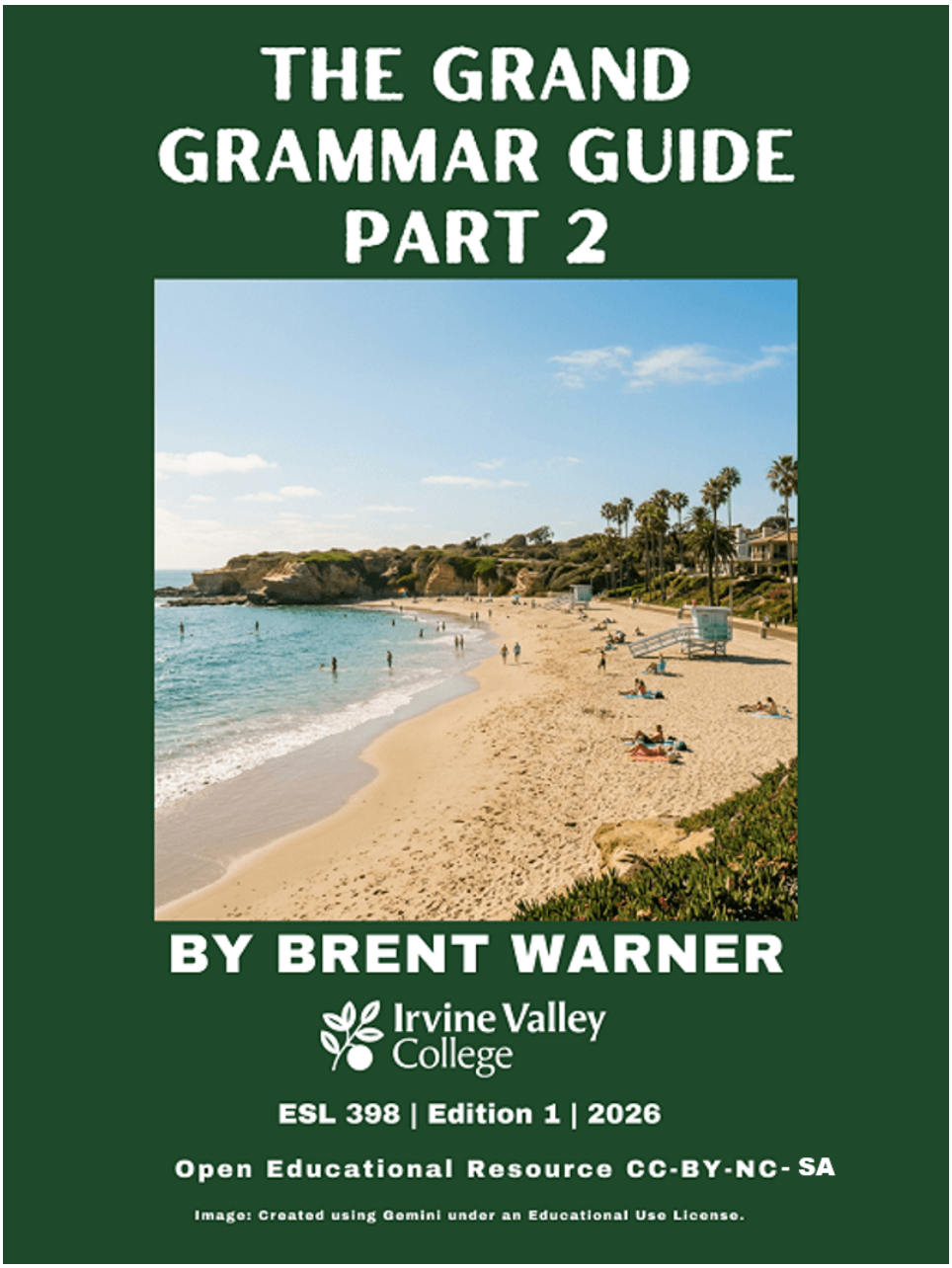
THE GRAND GRAMMAR GUIDE, PART 2



Brent Warner
Irvine Valley College





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Brent Warner
Irvine Valley College
ESL398 Edition 1 2026

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1.1: ADJECTIVE CLAUSES

1.1.1: READING - Orange County Food Trucks
1.1.2: Adjective Clauses Overview

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1.1.1: READING - Orange County Food Trucks

READING: Orange County Food Trucks



Have you ever craved authentic Korean tacos while stuck in traffic? Or wanted gourmet grilled cheese **that tastes better than anything you could make at home**? In the past, hungry customers were limited to traditional restaurants, fast food chains, and cafes **that were located in permanent buildings**. But in the early 2000s, **when creative entrepreneurs began exploring mobile dining options**, Orange County food truck operators had an idea. These innovative chefs, **who were looking for ways to reach customers directly**, realized that diners no longer had to be confined to eating meals **that were served only in brick-and-mortar establishments**. They came up with the concept of gourmet food trucks, **which they started as small businesses that could move from location to location**. Many didn't expect huge profits at first because they weren't sure the concept would work in Orange County, **which already had many established restaurants**. Buying food from a truck requires customers to trust vendors **whom they might not know well**. But people loved the food trucks **that offered unique, high-quality meals**. Soon there was so much demand for permits and prime parking spots that the county had to create new regulations **that governed where and when trucks could operate**. Food truck operators, **who had initially hoped just to break even**, started to charge premium prices **that reflected their gourmet offerings**. Before long, this experiment grew into a thriving industry.

By 2015, the food truck scene had become so popular that Orange County needed better organization. Local government brought in new policies **whose implementation helped establish designated food truck lots and events**. Officials changed the industry from scattered individual trucks **that operated independently** to organized food truck events **that featured dozens of vendors, both established and newcomers,** at locations **that were specifically chosen for maximum foot traffic**.

Many food businesses **that start successfully in urban areas** later struggle with competition. When the initial

enthusiasm started to fade, some operators began to worry. Around 2018, new challenges were introduced by changing customer preferences and increased competition. Some truck owners, **who had been working in the industry for years**, were forced to close their businesses. Health department officials understood that social media and delivery apps were changing the way **that people ordered food**; customers no longer had to visit trucks in person to get their favorite meals. Smart operators created online ordering systems **whose convenience allowed people to order meals in advance and pick them up quickly**. The food truck industry, **which seemed destined to become oversaturated like other food service sectors**, was revitalized through technology and adaptation.

By the time many successful operators reached their fifth year in business, they had earned enough to expand into multiple trucks or even permanent restaurant locations. The profits **that they generated** exceeded their original expectations by significant margins. Many operators have committed to supporting their local communities, participating in charity events **whose proceeds help local food banks and community organizations that serve Orange County residents who need assistance**.

Orange County Food Trucks: Reading Questions

Answer the questions about the reading *Orange County Food Trucks*. Use complete sentences.

Part A: Comprehension

1. Why didn't many food truck operators expect huge profits at first?

Answer: _____

2. How did the food truck industry change around 2015?

Answer: _____

3. How did technology help the food truck industry survive after 2018?

Answer: _____

Part B: Discussion

Discuss these questions with a partner or a small group.

4. Would you rather eat at a food truck or at a brick-and-mortar restaurant? Why?

5. Invent the strangest food truck that you can imagine. What does it sell, who are its customers, and where in Orange

County does it park?

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1.1.2: Adjective Clauses Overview

Adjective Clauses: OVERVIEW

What Is an Adjective Clause?

An **adjective clause** describes a noun, just like an adjective. The difference is that an adjective clause has its own **subject and verb**. It usually comes **right after** the noun it describes, and it begins with a **relative pronoun** such as *who*, *which*, or *that*.

An adjective and an adjective clause describing the same noun

Form	Example
Adjective	People loved the **unique** food trucks.
Adjective clause	People loved the food trucks **that offered unique, high-quality meals**.

Two Sentences Become One

An adjective clause lets you combine two short sentences that talk about the same noun. The relative pronoun replaces the repeated noun.

> **Example from the Reading**
>
> *Customers have to trust **vendors**. They might not know **the vendors** well.*
>
> *→ Customers have to trust vendors **whom they might not know well**.*

Relative Pronouns and Adverbs

Each word below introduces an adjective clause. All of the examples come from the reading *Orange County Food Trucks*, except *where*.

Words that introduce adjective clauses, what they describe, and examples

Word	Describes	Example
who	People	These innovative chefs, **who were looking for ways to reach customers directly**, had an idea.
whom	People (as an object)	Customers have to trust vendors **whom they might not know well**.
which	Things	Orange County, **which already had many established restaurants**, was a tough market.
that	People or things	People loved the food trucks **that offered unique, high-quality meals**.
whose	Possession (people or things)	Operators created ordering systems **whose convenience allowed people to order in advance**.
where	Places	We found the parking lot **where the trucks meet every Friday**.
when	Times	It started in the early 2000s, **when entrepreneurs began exploring mobile dining**.

Where Does the Clause Go?

Put the adjective clause **directly after** the noun it describes. If that noun is the subject of the sentence, the clause goes in the **middle** of the sentence.

Adjective clauses at the end and in the middle of a sentence

Position	Example
End of the sentence	Operators charged premium prices **that reflected their gourmet offerings**.
Middle of the sentence	The profits **that they generated** exceeded their expectations.

Essential or Extra?

Some adjective clauses are **essential**: they tell us *which* person or thing. Others only add **extra** information, and they use **commas**. You will study this in Section 1.6.

Restrictive and nonrestrictive adjective clauses

Type	Commas?	Example
Restrictive (essential)	No	Many food businesses **that start successfully** later struggle.
Nonrestrictive (extra)	Yes	Food truck operators, **who had hoped just to break even**, raised their prices.

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1.2: ADJECTIVE CLAUSE PRONOUNS AS SUBJECTS

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1.2.1: READING - Little Saigon

READING: Little Saigon, a Taste of Vietnam in Westminster

If you drive down Bolsa Avenue in Westminster, you will see signs **that show both Vietnamese and English**. You will smell grilled pork, fresh bread, and strong coffee. This is Little Saigon, a neighborhood **that is home to one of the largest Vietnamese communities outside of Vietnam**.

The story of Little Saigon began in 1975. After the Vietnam War ended, thousands of refugees left their country and came to the United States. Many of the families **who settled in Orange County** had very little money, but they worked hard and opened small businesses along Bolsa Avenue. One of the most famous places today is the Asian Garden Mall, a large building **which opened in 1987**. In 1988, California put up freeway signs **that point drivers to Little Saigon**.

Of course, most visitors come for the food. Pho is a noodle soup **that comes with fresh herbs, lime, and bean sprouts**. Phở 79, a family restaurant **that opened in 1982**, won a James Beard Foundation award in 2019. Bánh mì is a sandwich **that combines a French baguette with Vietnamese flavors**. It is a perfect choice for students **who want a cheap, fast lunch**.

Every winter, the community celebrates Tết, the Lunar New Year, with a festival **that started in 1982**. Visitors **who come to the festival** enjoy lion dances, music, and food. Little Saigon is a place **that keeps Vietnamese culture alive**, and it welcomes anyone **who is hungry**.

Little Saigon: Reading Questions

Answer the questions about the reading *Little Saigon, a Taste of Vietnam in Westminster*. Use complete sentences.

Part A: Comprehension

1. Why did many Vietnamese families come to Orange County after 1975?

Answer: _____

2. What happened in 1988 that made the name "Little Saigon" more official?

Answer: _____

3. What is bánh mì, and why is it a good choice for students?

Answer: _____

Part B: Discussion

Discuss these questions with a partner or a small group.

4. Is there a neighborhood in Orange County, or in your hometown, that keeps a culture alive through food? Describe it.

5. You are opening a restaurant that serves only one dish. What is the dish, and what do you name the restaurant?

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1.2.2: Adjective Clause Pronouns as Subjects - OVERVIEW

Adjective Clause Pronouns Used as the SUBJECT

The pronoun performs the action in the adjective clause

Example sentences and explanations for adjective clause pronouns used as the subject

Example Sentences	Explanation
The chef **won** the cooking contest. *She* **works** at a café in Westminster. ↓ The chef **who** **won** the cooking contest **works** at a café in Westminster. The chef **that** **won** the cooking contest **works** at a café in Westminster.	**WHO is performing the action in the adjective clause?** In the adjective clause "*who won the cooking contest*", **who** is the SUBJECT because **who** performs the action of winning. **Test:** Ask "Who won the cooking contest?" Answer: "**Who**" (the chef) won the contest. ✓ **SUBJECT** **who** performs the action "won"
The food truck **is** popular with students. *It* **sells** Korean tacos. ↓ The food truck **which** **sells** Korean tacos **is** popular with students. The food truck **that** **sells** Korean tacos **is** popular with students.	**WHAT is performing the action in the adjective clause?** In the adjective clause "*which sells Korean tacos*", **which** is the SUBJECT because **which** performs the action of selling. **Test:** Ask "What sells Korean tacos?" Answer: "**Which**" (the food truck) sells Korean tacos. ✓ **SUBJECT** **which** performs the action "sells"

Example Sentences	Explanation
SUBJECT Pattern to Look For: pronoun + verb **who + works** **which + sells** **that + serves** **who + won** **which + contains** ⚠️ **Important:** The pronoun comes immediately before the verb and performs that verb's action.	**Quick Identification Test:** 1. Find the adjective clause 2. Look at what comes after the pronoun 3. Is it a verb? 4. Does the pronoun perform that verb? ✓ If YES → The pronoun is the SUBJECT **Pronoun choices:** **who** = for people **which** = for things **that** = for both people and things
More Examples: *"The restaurant that **serves** fresh seafood is located in Laguna Beach."* *(that performs the action of serving)* *"The customers who **order** online usually get their food faster."* *(who performs the action of ordering)* *"The bakery which **opens** at 5 a.m. sells warm bread on Bolsa Avenue."* *(which performs the action of opening)* *"The server that **explains** the menu clearly helps customers choose quickly."* *(that performs the action of explaining)*	**In every example:** **pronoun + verb** The pronoun is the SUBJECT of the adjective clause because it performs the verb's action. **Notice:** The verb comes immediately after the pronoun, and the pronoun is the one doing that action.

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1.2.3: Exercise 1 - Multiple Choice

Exercise 1: Pronouns as Subjects, Multiple Choice

Choose ALL the correct answers to complete each sentence. Some questions have more than one correct answer.

Example

The woman _____ owns this taco stand is from Oaxaca.

*→ a) **who** ✓ and b) **that** ✓ (The woman is a person, and the pronoun is the subject of owns.)*

1. The chef _____ made this pho grew up in Westminster.

a) who
b) that
c) which
d) she

2. The food truck _____ parks near IVC sells Korean tacos.

a) who
b) that
c) which
d) it

3. I have a cat _____ steals French fries from my plate.

a) who
b) that
c) which
d) it

4. The customers _____ wait in line at Knott's love the boysenberry pie.

a) who
b) that
c) which
d) they

5. Do you know the bakery _____ opens at 5 a.m.?

a) who
b) that
c) which
d) it

6. The waiter _____ dropped the soup apologized three times.

a) who
b) that
c) which
d) he

7. I want a sandwich _____ has extra pickles.

a) who
b) that
c) which
d) it

8. The farmer _____ grows these strawberries lives in Irvine.

a) who
b) that
c) which
d) he

9. The robot _____ makes pancakes at the café never takes a break.

a) who
b) that
c) which
d) it

10. People _____ eat ghost peppers for fun are very brave.

a) who
b) that
c) which
d) they

11. My grandmother has a recipe _____ uses forty cloves of garlic.

a) who

b) that

c) which

d) it

12. The man _____ created the boysenberry was named Rudolph Boysen.

a) who

b) that

c) which

d) he

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1.2.4: Exercise 2 - Combine the Sentences

Exercise 2: Pronouns as Subjects, Combine the Sentences

Combine the two sentences into one sentence. Use *who*, *which*, or *that* as the subject of the adjective clause. Put the clause directly after the noun it describes.

Examples

Daniel knows a café. It serves Vietnamese coffee.

*→ Daniel knows a café **that serves Vietnamese coffee**.*

The cook is my uncle. He makes the best tamales in Anaheim.

*→ The cook **who makes the best tamales in Anaheim** is my uncle.*

1. Mateo found a ramen shop. It stays open until 3 a.m.

Answer: _____

2. Priya met a farmer. She grows lemons in Tustin.

Answer: _____

3. The food truck sells boba. It parks near the IVC library.

Answer: _____

4. Hiroshi ordered a burrito. It weighed almost two pounds.

Answer: _____

5. Leila is the student. She brought homemade baklava to class.

Answer: _____

6. The chef owns three restaurants. He started with one taco cart in Santa Ana.

Answer: _____

7. Omar has a parrot. It says "more salsa, please" every morning.

Answer: _____

8. Sofia tried the ice cream. It tastes like pickles.

Answer: _____

9. Minh is the waiter. He remembers every customer's order.

Answer: _____

10. The bakery won a prize. It makes croissants shaped like dinosaurs.

Answer: _____

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1.2.5: Exercise 3 - Find the Adjective Clause

Exercise 3: Find the Adjective Clause

Read each sentence. Write the adjective clause, the noun it describes, and the verb that comes right after the pronoun.

Example

The man who sells churros at the swap meet knows everyone's name.

→ *Adjective clause:* ***who sells churros at the swap meet***

→ *Noun it describes:* ***man***

→ *Verb after the pronoun:* ***sells*** *(who + sells = SUBJECT pattern)*

1. The café that sits next to the pier serves giant cinnamon rolls.

Adjective clause: _____

Noun it describes: _____

Verb after the pronoun: _____

2. Kids who eat too much cotton candy usually regret it.

Adjective clause: _____

Noun it describes: _____

Verb after the pronoun: _____

3. The cookbook that fell into the swimming pool is still drying.

Adjective clause: _____

Noun it describes: _____

Verb after the pronoun: _____

4. My sister found a potato that looks exactly like a duck.

Adjective clause: _____

Noun it describes: _____

Verb after the pronoun: _____

5. The farmers' market which opens every Saturday sells local honey.

Adjective clause: _____

Noun it describes: _____

Verb after the pronoun: _____

6. Anyone who finishes the giant burrito gets a free T-shirt.

Adjective clause: _____

Noun it describes: _____

Verb after the pronoun: _____

7. We watched a video that showed a cat making sushi.

Adjective clause: _____

Noun it describes: _____

Verb after the pronoun: _____

8. The waiter brought us soup which was colder than ice cream.

Adjective clause: _____

Noun it describes: _____

Verb after the pronoun: _____

9. The students who brought tamales to the party were very popular.

Adjective clause: _____

Noun it describes: _____

Verb after the pronoun: _____

10. The refugees who opened the first shops on Bolsa Avenue changed Westminster forever.

Adjective clause: _____

Noun it describes: _____

Verb after the pronoun: _____

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1.3: ADJECTIVE CLAUSE PRONOUNS AS OBJECTS OF VERBS

1.3.1: READING - Walter Knott and the Berry that Built a Theme Park

1.3.2: Ajective Clause Pronouns as Objects of Verbs - OVERVIEW

1.3.3: Exercise 4 - Multiple Choice

1.3.4: Exercise 5 - Combine the Sentences

1.3.5: Exercise 6 - When Can the Connector Disappear?

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1.3.1: READING - Walter Knott and the Berry that Built a Theme Park

READING: Walter Knott and the Berry That Built a Theme Park

Today, Knott's Berry Farm in Buena Park is famous for roller coasters, but it started as a berry stand. In the 1920s, Walter and Cordelia Knott sold fruit beside a country road. The berries **that Walter grew** were sweet, and the pies **Cordelia baked** were even sweeter.

In 1932, Walter learned about a new kind of berry. Rudolph Boysen had created it on his farm in Anaheim, but the vines **that Boysen left behind** were dying. Walter planted the few vines **that he could save** in Buena Park, and they grew strong again. He named the fruit after the man **whom he wanted to honor**. He called it the *boysenberry*.

In 1934, during the Great Depression, money was tight, so Cordelia started serving fried chicken dinners. The meal **she served** was simple: chicken, biscuits, and a slice of boysenberry pie. Soon, the lines **that customers formed** stretched far down the road.

In 1940, Walter began building an Old West ghost town to entertain the hungry crowds. The old buildings **which he collected** made the farm feel like a trip back in time. Today, the chicken dinner and the boysenberry pie **that visitors still order** remind everyone how it all began.

Walter Knott: Reading Questions

Answer the questions about the reading *Walter Knott and the Berry That Built a Theme Park*. Use complete sentences.

Part A: Comprehension

1. How did Walter and Cordelia Knott make money in the 1920s?

Answer: _____

2. Where did the boysenberry come from, and how did it get its name?

Answer: _____

3. Why did Cordelia start serving chicken dinners in 1934?

Answer: _____

Part B: Discussion

Discuss these questions with a partner or a small group.

4. What is a food from Orange County, or from your hometown, that every visitor should try? Why?

5. A farmer names a new fruit after you. What does it look like, what does it taste like, and what is it called?

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1.3.2: Ajective Clause Pronouns as Objects of Verbs - OVERVIEW

Adjective Clause Pronouns as Objects of Verbs

When the connector receives the action, it functions as the object of the verb

Color key: verb = verb in the clause subject = different subject in the clause

Example patterns and explanations for adjective clause pronouns used as objects of verbs

Example Pattern	Explanation
Two Separate Sentences: The food truck is popular. We visited it yesterday at the OC Fair. **Combined Sentence:** *"The food truck **which** we visited yesterday at the OC Fair is popular."* **Alternative patterns:** • The food truck **that** we visited... • The food truck **Ø** we visited...	The connector **which** (or **that**) refers to "food truck." **Testing question:** Who/what performed the action of visiting? → Answer: **We** visited Since "we" performs the action and "which" receives the action, the connector functions as the **object** of the verb "visited." ✓ OBJECT PATTERN
OBJECT pattern: The pie was excellent. I ate it. → *"The pie **which** I ate was excellent."* **Compare to SUBJECT pattern:** The woman is my aunt. She runs a bakery in Tustin. → *"The woman **who** runs a bakery in Tustin is my aunt."*	**OBJECT pattern:** Testing question: Who/what ate? → Answer: **I** ate The connector "which" receives the action. ✓ OBJECT **SUBJECT pattern:** Testing question: Who/what runs a bakery? → Answer: **Who** runs The connector "who" performs the action. ✓ SUBJECT

Example Pattern	Explanation
Recognition Pattern: **OBJECT pattern structure:** noun + connector + different subject + verb Examples: • The restaurant **which** we tried... • The tacos **that** they ordered... • The chef **whom** I met... **SUBJECT pattern structure:** noun + connector + verb Examples: • The restaurant **which** opened... • The dish **that** won... • The chef **who** retired...	**Key Difference:** When a connector is the **object**, another word (subject) appears between the connector and the verb to perform the action. When a connector is the **subject**, the verb comes immediately after the connector (no other subject). **Important note:** Object pronouns (**who(m), which, that**) can often be omitted in conversation: • The café we visited was crowded. • The server I met was friendly. Subject pronouns cannot be omitted.
Additional Examples: **Local context:** • *"The taco stand **that** we **discovered** in Santa Ana is amazing."* • *"The coffee shop **which** she **recommended** has excellent pastries."* **General examples:** • *"The baker **whom** I **met** at the farmers' market was friendly."* • *"The recipe **that** you **wrote** was excellent."*	**Testing each example:** "...taco stand that *we* discovered..." → Who discovered? We discovered → "that" = object "...shop which *she* recommended..." → Who recommended? She recommended → "which" = object "...baker whom *I* met..." → Who met? I met → "whom" = object "...recipe that *you* wrote..." → Who wrote? You wrote → "that" = object

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1.3.3: Exercise 4 - Multiple Choice

Exercise 4: Pronouns as Objects of Verbs, Multiple Choice

Choose ALL the correct answers to complete each sentence. Most questions have more than one correct answer. Remember: Ø means no connector.

Example

The empanadas _____ Daniel brought were still warm.

*→ a) **that** ✓ b) **which** ✓ e) **Ø** ✓ (Daniel performs the action of bringing, so the connector is the object.)*

1. The pho _____ Minh cooked for us had fresh basil and lime.

a) that
b) which
c) who
d) it
e) Ø

2. The baker _____ Priya hired at her Tustin café makes amazing croissants.

a) who
b) whom
c) that
d) she
e) Ø

3. The cake _____ my roommate baked looked like a volcano.

a) that
b) which
c) who
d) it
e) Ø

4. The chef _____ we watched on TV opened a restaurant in Costa Mesa.

a) who
b) whom
c) that
d) he
e) Ø

5. The boba _____ Leila ordered had too much ice.

a) that
b) which
c) who
d) it
e) Ø

6. The waiter _____ Sofia thanked gave her free churros.

a) who
b) whom
c) that
d) he
e) Ø

7. The sandwich _____ the seagull stole was my lunch.

a) that
b) which
c) who
d) it
e) Ø

8. The farmer _____ we met at the Irvine farmers' market grows purple carrots.

a) who
b) whom
c) that
d) she
e) Ø

9. The robot _____ the café bought makes 300 pancakes an hour.

a) that

b) which
c) who
d) it
e) Ø

10. The magician _____ my parents hired for the party pulled a taco out of his hat.

a) who
b) whom
c) that
d) he
e) Ø

11. The recipe _____ Omar found online uses twelve kinds of cheese.

a) that
b) which
c) who
d) it
e) Ø

12. The food critic _____ every chef fears gave the restaurant five stars.

a) who
b) whom
c) that
d) she
e) Ø

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1.3.4: Exercise 5 - Combine the Sentences

Exercise 5: Pronouns as Objects of Verbs, Combine the Sentences

Combine the two sentences into one sentence. Make the second sentence an adjective clause. You can use *that*, *which*, *who*, *whom*, or Ø (no connector).

Example

The dumplings were perfect. Tomás ordered them in Irvine.

→ *The dumplings **that** Tomás ordered in Irvine were perfect.*

→ *The dumplings **which** Tomás ordered in Irvine were perfect.*

→ *The dumplings **Ø** Tomás ordered in Irvine were perfect.*

Note: For people, *whom* is correct, but it is not very common in modern American English. Most speakers use *who*, *that*, or Ø.

1. The tamales were still warm. Rosa made them this morning.

Answer: _____

2. The cook was very friendly. We met him at a taco stand in Anaheim.

Answer: _____

3. The cookies tasted like soap. My brother baked them for my birthday.

Answer: _____

4. The server spoke four languages. Hana asked her for a menu.

Answer: _____

5. The coffee was terrible. Jorge bought it at a gas station.

Answer: _____

6. The farmer gave us free avocados. Mei visited him at the Tustin farmers' market.

Answer: _____

7. The hot sauce made my eyes water. Kenji brought it from home.

Answer: _____

8. The chef was on a cooking show. Aisha saw her at the Costa Mesa food hall.

Answer: _____

9. The pizza had pineapple and gummy bears on it. My little sister invented it.

Answer: _____

10. The delivery driver was dressed as a dinosaur. We tipped him generously.

Answer: _____

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1.3.5: Exercise 6 - When Can the Connector Disappear?

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1.4: ADJECTIVE CLAUSES FOR PLACES AND TIMES

1.4.1: READING - Little Arabia

1.4.2: Adjective Clauses for Places and Times - OVERVIEW

1.4.3: Exercise 7- Clauses of Place, Combine the Sentences

1.4.4: Exercise 8- Clauses of Time, Multiple Choice

1.4.5: Exercise 9- Where, When, or Which?

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1.4.1: READING - Little Arabia

READING: Little Arabia, the Neighborhood Where Anaheim Gathers

Most visitors to Anaheim go straight to Disneyland. But just a few miles west, there is a stretch of Brookhurst Street **where you can smell fresh bread, grilled meat, and cardamom coffee**. This is Little Arabia, a neighborhood **where Arab American families have shopped, eaten, and gathered for more than forty years**.

The neighborhood started to grow in the 1980s, a time **when Arab American business owners began opening shops and restaurants along Brookhurst**. Families came from Palestine, Egypt, Syria, Lebanon, Iraq, and other countries. They found a place **where they could share their languages, foods, and traditions**.

For years, people called the area "Little Arabia," but the name was not official. Finally, August 2022 was the month **when the Anaheim City Council voted to recognize it**. Supporters called it the first official Arab American district in the United States.

Food is the heart of the neighborhood. There are bakeries **where flatbread comes out of the oven all day** and markets **where shoppers find dates, olives, and spices**. The busiest season is often Ramadan, a month **when many Muslim families fast from sunrise to sunset**. Sunset is the time **when families break their fast**, so restaurants stay full late into the night.

Little Arabia: Reading Questions

Answer the questions about the reading *Little Arabia, the Neighborhood Where Anaheim Gathers*. Use complete sentences.

Part A: Comprehension

1. When did Little Arabia start to grow, and who opened businesses there?

Answer: _____

2. What happened in August 2022?

Answer: _____

3. Why are restaurants in Little Arabia busy late at night during Ramadan?

Answer: _____

Part B: Discussion

Discuss these questions with a partner or a small group.

4. Describe a place where you like to eat with your family or friends. What makes it special?

5. If you could open a restaurant anywhere in Orange County, where would it be, and what time of day would it be busiest?

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1.4.2: Adjective Clauses for Places and Times - OVERVIEW

Place and Time in Adjective Clauses

Use *where* to describe a place and *when* to describe a time

Color key: connector = connector preposition = preposition

Ways to write adjective clauses that describe places and times, with examples and explanations

Type	Example Sentences	Explanation
WHERE	*Wahoo's is the restaurant* **where** *I get fish tacos.* *Wahoo's is the restaurant* **at** **which** *I get fish tacos.** *Wahoo's is the restaurant* **that** *I get fish tacos* **at**. *Wahoo's is the restaurant* **Ø** *I get fish tacos* **at**. *Little Arabia is a neighborhood* **where** *people shop for fresh bread and spices.*	Four ways to describe a place: • **where** (most common) **When using "where" you don't need a preposition.** • **preposition** + **which** (*this is formal language and not very common in spoken American English) • **that** + clause + **preposition** • **Ø** + clause + **preposition** **When not using where, you must have a preposition.** **Where** = in/at/on that place
WHEN	*December is the month* **when** *many families in Santa Ana make tamales.* *December is the month* **that** *many families in Santa Ana make tamales.* *December is the month* **Ø** *many families in Santa Ana make tamales.* *Spring is the time* **when** *strawberry stands open all over Orange County.* *I remember the day* **Ø** *my favorite taco truck closed forever.*	Three ways to describe a time: • **when** (most common) • **that** • **Ø** (no connector) Works with: **day, month, year, season, time, century, moment** **When/that** = at/in/during that time

Type	Example Sentences	Explanation
⚠ **WATCH OUT**	*Anaheim is the city* **where** *I live.* **✓ Correct** *Anaheim is a city* **that** *has many great restaurants.* **✓ Correct** *Anaheim is a city* **where** *has many great restaurants.* **x Wrong** *Wahoo's is the restaurant* **which** *my friend recommended.* **✓ Correct** *Wahoo's is the restaurant* **where** *my friend recommended.* **x Wrong** *It was a day* **that** *changed my life.* **✓ Correct**	Not every place or time noun uses **where** or **when**. **Test: Can you add "there" or "then" to the end of the clause?** • I live **there**. ✓ → use **where** • **There** has many restaurants? *x* The city is the **subject** of the clause. • My friend recommended **there**? *x* The restaurant is the **object** of the clause. When the place or time is the **subject** or **object** of the clause, use **that** or **which**, just like in Sections 1.2 and 1.3.

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1.4.3: Exercise 7- Clauses of Place, Combine the Sentences

Exercise 7: Clauses of Place, Combine the Sentences

Combine the two sentences into one sentence with an adjective clause of place. You can use *where*, a preposition + *which*, *that* + clause + preposition, or Ø + clause + preposition.

Example

Santa Ana has a market. I buy fresh tortillas there.

→ *Santa Ana has a market **where** I buy fresh tortillas.*

→ *Santa Ana has a market **at which** I buy fresh tortillas.**

→ *Santa Ana has a market **that** I buy fresh tortillas **at**.*

→ *Santa Ana has a market **Ø** I buy fresh tortillas **at**.*

Remember: With *where*, do not use a preposition. Without *where*, you must keep the preposition.

*Preposition + *which* is formal and not very common in spoken American English.

1. Little Saigon is a neighborhood. You can eat pho for breakfast there.

Answer: _____

2. This is the café. I study there every Tuesday.

Answer: _____

3. The food hall was crowded. We ate dinner there on Saturday.

Answer: _____

4. Knott's Berry Farm is the place. Cordelia Knott served her famous chicken dinners there.

Answer: _____

5. The kitchen smelled like garlic. My grandfather cooks in it every Sunday.

Answer: _____

6. The taco stand closed last month. We met at the taco stand.

Answer: _____

7. The parking lot is full of food trucks. My cousin works there.

Answer: _____

8. The bakery sells cupcakes for dogs. My neighbor buys bread at the bakery.

Answer: _____

9. That is the picnic table. A raccoon stole my sandwich there.

Answer: _____

10. The restaurant has a robot waiter. My family celebrated my birthday there.

Answer: _____

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1.4.4: Exercise 8- Clauses of Time, Multiple Choice

Exercise 8: Clauses of Time, Multiple Choice

Choose ALL the correct answers to complete each sentence. Most questions have more than one correct answer. Remember: Ø means no connector.

Examples

Friday is the day _____ we order sushi.

*→ a) **when** ✓ b) **that** ✓ e) **Ø** ✓ (We order sushi then.)*

It was a meal _____ made everyone happy.

*→ b) **that** ✓ c) **which** ✓ (The meal is the subject of made. Watch out!)*

1. Saturday is the day _____ the farmers' market is most crowded.

a) when
b) that
c) which
d) where
e) Ø

2. December is the month _____ my aunt makes two hundred tamales.

a) when
b) that
c) which
d) where
e) Ø

3. I remember the night _____ we ate pho at 2 a.m.

a) when
b) that
c) which
d) where
e) Ø

4. Lunchtime is the time _____ the food trucks arrive at IVC.

a) when
b) that
c) which
d) where
e) Ø

5. Ramadan is a month _____ restaurants in Little Arabia stay open late.

a) when
b) that
c) which
d) where
e) Ø

6. It was a birthday _____ ended with cake on the ceiling.

a) when
b) that
c) which
d) where
e) Ø

7. 1934 was the year _____ Cordelia Knott started serving chicken dinners.

a) when
b) that
c) which
d) where
e) Ø

8. Do you remember the summer _____ our refrigerator broke?

a) when
b) that
c) which
d) where
e) Ø

9. Thanksgiving is a holiday _____ always makes me sleepy.

a) when
b) that
c) which
d) where
e) Ø

10. Midnight is the moment _____ my cat decides to eat its dinner.

a) when
b) that
c) which
d) where
e) Ø

11. 2019 was the year _____ Phở 79 won a James Beard award.

a) when
b) that
c) which
d) where
e) Ø

12. That was the week _____ we ate only pizza.

a) when
b) that
c) which
d) where
e) Ø

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1.4.5: Exercise 9- Where, When, or Which?

Exercise 9: Where, When, or Which?

Part A: Write *where*, *when*, or *which* in each blank. Use the Watch Out test: can you add *there* or *then* to the end of the clause? If not, the place or time is the subject or object, so use *which*.

Examples

Brookhurst Street is the place _____ I buy fresh pita bread. → ***where*** *(I buy fresh pita bread there.)*

Brookhurst Street is a street _____ has many bakeries. → ***which*** *(The street has many bakeries.)*

Part A: Fill in the Blank

1. Saturday is the day _____ the swap meet sells the best churros.

2. The bakery _____ my cousin recommended was closed.

3. I remember the summer _____ our ice cream machine broke.

4. This is the beach _____ a seagull stole my hat.

5. The restaurant _____ won the award is on Bolsa Avenue.

6. 2022 was the year _____ Little Arabia became official.

7. The kitchen _____ my grandfather cooks is smaller than a closet.

8. The town _____ I visited last year has a museum of bad art.

9. Midnight is the time _____ my dog starts barking at nothing.

10. The park _____ has the giant duck statue is near my house.

11. Do you know a quiet café _____ I can study?

12. It was a picnic _____ ended with ants in everyone's sandwiches.

Part B: Correct the Error

Each sentence has one error. Rewrite the sentence correctly.

13. Irvine is a city where has many Korean barbecue restaurants.

Answer: _____

14. The taco truck where we tried last night was amazing.

Answer: _____

15. This is the café where I study there.

Answer: _____

16. I will never forget the day which I tasted my first boysenberry pie.

Answer: _____

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1.5: ADJECTIVE CLAUSES WITH 'WHOSE'

1.5.1: READING - The Taco Company Whose Home Is Irvine
1.5.2: Adjective Clauses with Whose - OVERVIEW
1.5.3: Exercise 10 - 'Whose' practice
1.5.4: Exercise 11- Whose or Who's?

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1.5.1: READING - The Taco Company Whose Home Is Irvine

READING: The Taco Company Whose Home Is Irvine

Millions of people know the purple bell logo, but not everyone knows that Taco Bell, a company **whose restaurants are found all over the world**, has its headquarters in Irvine. The company's address is 1 Glen Bell Way, a street **whose name honors the founder**.

Glen Bell was a young man **whose first business was a hot dog stand**. He opened it in San Bernardino in 1948. Across the street was a Mexican restaurant **whose tacos were very popular**. Bell watched the long lines and decided to sell tacos himself. On July 6, 1962, he opened the first restaurant **whose sign said "Taco Bell"** in Downey.

In 2015, that small Downey building was empty, and the owners wanted to tear it down. Taco Bell, a company **whose history fans love**, decided to save it. Workers lifted the building onto a truck and drove it about 45 miles to Irvine. Today, it sits at the company's offices and is called "Numero Uno."

Taco Bell is also known for strange menu ideas. In 2012, it introduced the Doritos Locos Taco, a taco **whose shell is made from Doritos chips**. So the next time you order a late-night taco, remember the Orange County company **whose story began with a hot dog stand**.

Taco Bell: Reading Questions

Answer the questions about the reading *The Taco Company Whose Home Is Irvine*. Use complete sentences.

Part A: Comprehension

1. What was Glen Bell's first business, and what gave him the idea to sell tacos?

Answer: _____

2. When and where did the first Taco Bell open?

Answer: _____

3. What did Taco Bell do with the original Downey building in 2015?

Answer: _____

Part B: Discussion

Discuss these questions with a partner or a small group.

4. What is a restaurant or company whose food you love? What makes it special?

5. Invent a strange new taco. What is its shell made from, and what is inside?

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1.5.2: Adjective Clauses with Whose - OVERVIEW

Using WHOSE in Adjective Clauses

Color key: whose + noun | verb | subject = different subject in the clause

How to combine sentences when whose plus a noun is the subject of the adjective clause

When WHOSE is the Subject of the Adjective Clause

START WITH TWO SENTENCES

Sentence 1: The man called the police.

Sentence 2: His food truck was stolen.

↓

Combined: *The man* **whose food truck** **was stolen** *called the police.*

PATTERN

His/her/their/its + noun OR **possessive form of noun + noun** becomes **whose + noun**

"His food truck" → "**whose food truck**"

"The company's profits" → "**whose profits**"

HOW TO IDENTIFY

Look at what comes right after **WHOSE + noun**:

*If a **VERB** comes next → WHOSE + noun is the SUBJECT*

"**whose food truck** **was stolen**" *(verb = was stolen)*

MORE EXAMPLES

When WHOSE is the Subject of the Adjective Clause

Two sentences: The woman called for help. Her cake fell on the floor.

Combined: *The woman* **whose cake** **fell** *on the floor called for help.*

Two sentences: The restaurant closed early. The restaurant's chef got sick.

Combined: *The restaurant* **whose chef** **got** *sick closed early.*

Two sentences: *The company hired more employees. Its profits increased.

Combined: **The company* **whose profits** **increased** *hired more employees.*

How to combine sentences when whose plus a noun is the object of the verb in the adjective clause

When WHOSE is the Object of a Verb in the Adjective Clause

START WITH TWO SENTENCES

Sentence 1: The chef cooks well.

Sentence 2: I tasted her soup.

↓

Combined: *The chef* **whose soup** **I** **tasted** *cooks well.*

PATTERN

His/her/their/its + noun OR **possessive form of noun + noun** becomes **whose + noun**

"Her soup" → "**whose soup**"

"The café's atmosphere" → "**whose atmosphere**"

HOW TO IDENTIFY

Look at what comes right after **WHOSE + noun**:

*If a **SUBJECT + VERB** comes next → WHOSE + noun is the OBJECT*

"**whose soup** **I** **tasted**" *(subject = I, verb = tasted)*

MORE EXAMPLES

When WHOSE is the Object of a Verb in the Adjective Clause

Two sentences: The baker lives in Laguna Beach. I love her croissants.

Combined: *The baker* **whose croissants** **I** **love** *lives in Laguna Beach.*

Two sentences: I met the student. The judges praised the student's salsa.

Combined: *I met the student* **whose salsa** **the judges** **praised** .

Two sentences: *The café closed down. I loved its atmosphere.

Combined: **The café* **whose atmosphere** **I** **loved** *closed down.*

Key facts to remember about whose

IMPORTANT TO REMEMBER

WHOSE shows possession and usually modifies people, but it can also be used to modify things.

**Examples marked with * show WHOSE modifying things instead of people.*

Both **WHOSE** and the noun it connects to are placed at the beginning of the adjective clause.

The difference between whose and who's

⚠ WATCH OUT: WHOSE or WHO'S?

whose and **who's** sound exactly the same, but they have different meanings.

whose = possession (whose + noun) **who's** = **who is** or **who has**

That's the chef **whose** *tacos won the prize.* **✓ Correct**

That's the chef **who's** *cooking tonight.* **✓ Correct** *(= who is cooking)*

That's the chef **who's** *tacos won the prize.* **✗ Wrong**

Test: Replace the word with **who is** or **who has**. If the sentence still makes sense, use **who's** . If a noun that someone owns comes next, use **whose** .

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1.5.3: Exercise 10 - 'Whose' practice

Exercise 10: Whose, Combine the Sentences

Combine the two sentences into one sentence with *whose*. Remember: *whose* replaces *his, her, its, their,* or a possessive noun, and *whose* + noun goes at the beginning of the adjective clause.

Examples

The man called the police. His food truck was stolen.

→ *The man **whose food truck was stolen** called the police. (whose + noun = SUBJECT)*

The chef cooks well. I tasted her soup.

→ *The chef **whose soup I tasted** cooks well. (whose + noun = OBJECT)*

1. The chef won a prize. Her tamales are famous in Santa Ana.

Answer: _____

2. I know a student. His grandmother owns a bakery in Westminster.

Answer: _____

3. The food truck is very popular. Its tacos cost only two dollars.

Answer: _____

4. The waiter was embarrassed. We found his phone in the soup.

Answer: _____

5. The restaurant closed. Everyone loved its boysenberry pie.

Answer: _____

6. My neighbor has a dog. The dog's favorite food is broccoli.

Answer: _____

7. The farmer gave us free strawberries. We bought his honey.

Answer: _____

8. The café is always crowded. Its coffee tastes like chocolate.

Answer: _____

9. The student won the contest. The judges tasted her salsa first.

Answer: _____

10. The cat is famous online. Its owner dresses it like a burrito.

Answer: _____

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1.5.4: Exercise 11- Whose or Who's?

Exercise 11: Whose or Who's?

Part A: Write *whose* or *who*'s in each blank. Use the Watch Out test: can you replace the word with *who is* or *who has*?

Examples

That's the man _____ cooking tonight. → ***who's*** *(who is cooking)*

That's the man _____ tacos I love. → ***whose*** *(whose + noun)*

Part A: Fill in the Blank

1. _____ bringing the drinks to the party?

2. The woman _____ dog ate my sandwich said she was sorry.

3. I don't know _____ going to drive us to the food festival.

4. Irvine has many companies _____ products are sold all over the world.

5. The man _____ taking our order looks very tired.

6. The chef _____ restaurant we love just wrote a cookbook.

7. Do you know _____ eaten all the cookies?

8. That's the student _____ salsa won first prize.

9. My uncle is the one _____ always late for dinner.

10. The bakery _____ croissants look like dinosaurs is on Main Street.

Part B: Correct the Error

Each sentence has one error. Rewrite the sentence correctly.

11. The chef who's tacos won the contest is from Garden Grove.

Answer: _____

12. Whose ready to order dessert?

Answer: _____

13. The girl whose her father owns the food truck gave us free churros.

Answer: _____

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1.6: NONRESTRICTIVE ADJECTIVE CLAUSES

1.6.1: Nonrestrictive Adjective Clauses - OVERVIEW
1.6.2: Exercise 12 - Nonrestrictive practice
1.6.3: Exercise 13 - Commas or No Commas?

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1.6.1: Nonrestrictive Adjective Clauses - OVERVIEW

Nonrestrictive Adjective Clauses

Nonrestrictive clauses add extra information, and they always use commas

Color key: , = the commas around a nonrestrictive clause **which** = connector

Functions, explanations, and examples of nonrestrictive adjective clauses

Function	Explanation	Examples
EXTRA INFORMATION	Nonrestrictive adjective clauses add **extra information** about a noun that is already identified. The sentence is complete without the clause. **Always use commas**	**My favorite food truck, which parks near IVC, serves amazing Korean tacos.** *"My favorite food truck serves amazing Korean tacos" is complete. The clause adds extra information about where it parks.*
COMMA RULES	**Always use commas** before and after nonrestrictive clauses. The commas show that the information can be removed without changing the basic meaning.	**The Grilled Cheese Truck, which started in Los Angeles, now visits Orange County regularly.** ✓ **Correct** The Grilled Cheese Truck which started in Los Angeles now visits Orange County regularly. ✗ **Wrong** *Without commas, this would be restrictive (identifying which Grilled Cheese Truck).*
CONNECTORS	Common connectors (relative pronouns) used in nonrestrictive clauses: **who** **which** **whose**	**Kogi BBQ, which helped start the Korean-Mexican fusion trend, has fans all over Southern California.** **The taco truck owner, whose recipes come from his grandmother, serves authentic Mexican food.** *Note: "That" is typically not used in nonrestrictive clauses.*

Function	Explanation	Examples
TEST METHOD	**Remove the clause test:** If you can remove the adjective clause and the sentence still makes complete sense, it is nonrestrictive.	**Original:** The lobster roll truck, which visits Irvine on Wednesdays, has long lines. **Test:** The lobster roll truck~~, which visits Irvine on Wednesdays,~~ has long lines. **Result:** The lobster roll truck has long lines. ✓ **Still complete = nonrestrictive**

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1.6.2: Exercise 12 - Nonrestrictive practice

Exercise 12: Nonrestrictive Clauses, Combine the Sentences

Combine the two sentences. The second sentence adds extra information, so make it a nonrestrictive clause. Use *who*, *which*, or *whose*, and remember the commas.

Example

Wahoo's sells fish tacos. It started in Costa Mesa.

→ Wahoo's, which started in Costa Mesa, sells fish tacos.

1. Knott's Berry Farm is in Buena Park. It started as a berry stand.

Answer: _____

2. Glen Bell started Taco Bell. He first sold hot dogs.

Answer: _____

3. Pho is a Vietnamese noodle soup. It comes with fresh herbs and lime.

Answer: _____

4. My grandmother makes two hundred tamales every December. Her kitchen is very small.

Answer: _____

5. Westminster has hundreds of Vietnamese restaurants. It is home to Little Saigon.

Answer: _____

6. My cat is named Taco. He only eats carrots.

Answer: _____

7. The OC Fair happens every summer. It sells deep-fried butter.

Answer: _____

8. Chef Rosa opened a café in Santa Ana. Her recipes come from Oaxaca.

Answer: _____

9. My brother tried to cook dinner for ten people. He has never used an oven.

Answer: _____

10. Kunafa is a sweet cheese pastry. Families in Little Arabia love it.

Answer: _____

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1.6.3: Exercise 13 - Commas or No Commas?

Exercise 13: Commas or No Commas?

Part A: Use the remove-the-clause test. If the sentence is still complete and clear without the clause, the clause is nonrestrictive: rewrite the sentence with commas. If not, write *No commas*.

Example

Knott's Berry Farm which is in Buena Park started as a berry stand.

→ Knott's Berry Farm, which is in Buena Park, started as a berry stand.

Part A: Add Commas If Needed

1. The restaurant that we tried last night was too expensive.

Answer: _____

2. My father who is a terrible cook made dinner for twelve people.

Answer: _____

3. People who talk during movies should sit in the back row.

Answer: _____

4. Little Saigon which is in Westminster has hundreds of Vietnamese restaurants.

Answer: _____

5. The bananas that I bought yesterday are already brown.

Answer: _____

6. The Pacific Ocean which is freezing in January didn't stop my grandmother from swimming.

Answer: _____

7. Anyone who finds my missing sock will receive a free burrito.

Answer: _____

8. My best friend's dog whose name is Taco only eats carrots.

Answer: _____

9. The cookies that are on the blue plate are for the guests.

Answer: _____

10. Glen Bell who started Taco Bell first sold hot dogs.

Answer: _____

Part B: What Does It Mean?

Read each sentence and circle the letter of the correct meaning.

11. My sister who lives in Tustin is a chef.

a) I have one sister.

b) I have more than one sister.

12. My sister, who lives in Tustin, is a chef.

a) I have one sister.

b) I have more than one sister.

13. The customers, who had coupons, got free dessert.

a) All of the customers had coupons.

b) Only some of the customers had coupons.

14. The customers who had coupons got free dessert.

a) All of the customers had coupons.

b) Only some of the customers had coupons.

Part C: Correct the Error

Each sentence has one error. Rewrite the sentence correctly.

15. Irvine Valley College, that is in Irvine, has a great ESL program.

Answer: _____

16. Walter Knott who named the boysenberry lived in Buena Park.

Answer: _____

17. Students, who don't do their homework, usually struggle on tests.

Answer: _____

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1.7: CHAPTER REVIEW

1.7.1: Grammar in the Wild
1.7.2: Unit 1 Review Activity
1.7.3: Guided Writing - Write a Yelp Review

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1.7.1: Grammar in the Wild

Grammar in the Wild

Adjective clauses are everywhere: on menus, signs, food trucks, and your phone. Your challenge is to find at least three real examples of the grammar in this unit, take pictures of them, and share them.

What to Look For

Look for these connectors:

who | whom | which | that | Ø | whose | where | when | , which ,

Places to look: menus, food trucks, restaurant signs, food packaging, posters, ads, websites, social media posts, and news articles.

Example

A sign on a food truck: ***"The taco that made Santa Ana famous!"***

I took this picture last Saturday at the farmers' market where my family buys vegetables. It was the day when we tried Korean tacos for the first time.

Your Challenge

1. Find it. Find a sentence or phrase with an adjective clause in the real world, not in this book.

2. Take a picture. Take a clear photo or screenshot. Make sure the adjective clause is easy to read.

3. Show a friend. Show the picture to a friend or classmate. Point to the adjective clause and the noun it describes.

4. Write about it. Answer the questions below. Bring your pictures to class to share.

Write About Your Pictures

For each picture, write the sentence, underline or copy the adjective clause, and describe **when** and **where** you took the picture. Try to use *where* or *when* in your description!

Picture 1

The sentence in my picture: _____

The adjective clause: _____

When and where I took the picture: _____

_____

Picture 2

The sentence in my picture: _____

The adjective clause: _____

When and where I took the picture: _____

_____

Picture 3

The sentence in my picture: _____

The adjective clause: _____

When and where I took the picture: _____

_____

Bonus Challenge

Can you find a picture for every connector in the list above? Can you find one with a nonrestrictive clause and commas? The student with the most different connectors wins bragging rights.

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1.7.2: Unit 1 Review Activity

Unit 1 Review: Adjective Clauses

Review everything in Unit 1. For multiple choice questions, choose the ONE best answer. For writing questions, write a complete sentence of your own.

Part A: Pronouns as Subjects

1. Which sentence contains an adjective clause with a SUBJECT pronoun?

a) The pie that we ordered was cold.
b) The chef who won the contest is from Tustin.
c) The tacos I ate were spicy.
d) The café which my aunt owns is small.

2. Combine these two sentences correctly: "The bakery sells mochi donuts. The bakery opened last month."

a) The bakery that it opened last month sells mochi donuts.
b) The bakery opened last month that sells mochi donuts.
c) The bakery that opened last month sells mochi donuts.
d) The bakery who opened last month sells mochi donuts.

3. Which sentence is CORRECT?

a) The man which sells churros is friendly.
b) The man who he sells churros is friendly.
c) The man sells churros who is friendly.
d) The man who sells churros is friendly.

4. Write a complete sentence using an adjective clause with a SUBJECT pronoun (*who, which,* or *that*). Your sentence may not be the same as any sentence in this review.

Answer: _____

Part B: Pronouns as Objects of Verbs

5. Which sentence contains an adjective clause with an OBJECT pronoun?

a) The waiter who helped us was kind.

b) The soup that my grandmother makes cures colds.

c) The truck that parks near IVC sells boba.

d) The student who won the contest was happy.

6. Combine these two sentences correctly: "The pho was delicious. Minh ordered it in Westminster."

a) The pho that Minh ordered it in Westminster was delicious.

b) The pho who Minh ordered in Westminster was delicious.

c) The pho Minh ordered in Westminster was delicious.

d) The pho was delicious that Minh ordered in Westminster.

7. In which sentence can the connector be omitted?

a) The robot that makes pancakes is broken.

b) The cookies that my roommate baked are gone.

c) The chef who cooks here is famous.

d) The bakery which opens at 5 a.m. is busy.

8. Write a complete sentence using an adjective clause with an OBJECT connector (*whom, which, that,* or Ø). Another subject must appear between the connector and the verb. Your sentence may not be the same as any sentence in this review.

Answer: _____

Part C: Places and Times

9. Which sentence uses *where* correctly?

a) Irvine is a city where has great boba.

b) This is the market where my mom buys tortillas.

c) This is the café where I study there.

d) Wahoo's is the restaurant where my friend recommended.

10. Complete the sentence: "December is the month _____ my family makes tamales."

a) where

b) which

c) who

d) when

11. Which sentence uses a preposition + *which* correctly?

a) Knott's is the place at which Cordelia served chicken dinners.

b) Knott's is the place where Cordelia served chicken dinners at.

c) Knott's is the place which Cordelia served chicken dinners.

d) Knott's is the place at where Cordelia served chicken dinners.

12. Write a complete sentence using an adjective clause with *where* or *when* to describe a place or time. Your sentence may not be the same as any sentence in this review.

Answer: _____

Part D: Whose

13. Which sentence uses *whose* + noun as the SUBJECT of the adjective clause?

a) The chef whose soup I tasted cooks well.

b) The baker whose croissants I love lives in Laguna Beach.

c) The man whose food truck was stolen called the police.

d) The student whose salsa the judges praised was happy.

14. Combine these two sentences correctly: "I met a farmer. His strawberries won first prize."

a) I met a farmer whose his strawberries won first prize.

b) I met a farmer who's strawberries won first prize.

c) I met a farmer who strawberries won first prize.

d) I met a farmer whose strawberries won first prize.

15. Which sentence is CORRECT?

a) That's the chef who's cooking tonight.

b) That's the chef whose cooking tonight.

c) That's the chef who's tacos won the prize.

d) That's the chef whose his tacos won the prize.

16. Write a complete sentence using an adjective clause with *whose* showing possession. You may describe a person,

place, or thing. Your sentence may not be the same as any sentence in this review.

Answer: _____

Part E: Nonrestrictive Clauses

17. Which sentence contains a nonrestrictive adjective clause?

a) The students who study every day do well.

b) Knott's Berry Farm, which started as a berry stand, is in Buena Park.

c) The truck that sells boba is here.

d) People who eat ghost peppers are brave.

18. Which sentence is punctuated correctly?

a) Westminster which is home to Little Saigon has great pho.

b) Westminster, that is home to Little Saigon, has great pho.

c) Westminster which is home to Little Saigon, has great pho.

d) Westminster, which is home to Little Saigon, has great pho.

19. In which sentence can you remove the words between commas without changing the main idea?

a) My mother, who loves spicy food, always orders extra salsa.

b) If you're hungry, we can stop for tacos.

c) Yes, I already ate.

d) First, wash the strawberries.

20. Write a complete sentence using a nonrestrictive adjective clause. Remember to use commas and to add extra information about a noun that is already identified. Your sentence may not be the same as any sentence in this review.

Answer: _____

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1.7.3: Guided Writing - Write a Yelp Review

Guided Writing: Write a Yelp Review

Write a Yelp-style review of a real restaurant, café, food truck, or bakery that you have visited. Your review should be 8 to 10 sentences and use at least FIVE adjective clauses from this unit.

Step 1: Read the Model

Model Review (a made-up restaurant; adjective clauses are in bold)

Mama Rosa's Kitchen ★★★★☆ 4 out of 5 stars

"*Food that tastes like home*"

Mama Rosa's Kitchen is a small family restaurant **that sits on a busy corner in Santa Ana**. I went there last Friday, the night **when my cousin turned twenty**. It is the kind of place **where the owner remembers your name after one visit**. Rosa, **whose recipes came from her grandmother in Jalisco**, cooks everything by hand. The dish **that I ordered** was the chile relleno, and it was perfect. Our server, **who was very patient with our big group**, gave us free churros. The only problem was the parking lot, **which is very small**. If you want food **that tastes like home**, this is the restaurant **you should visit**.

Step 2: Brainstorm

Think about a real restaurant you went to. Answer each question with a complete sentence that uses an adjective clause.

1. What is the restaurant, and where is it? Use *where*, *which*, or *that*.

Answer: _____

2. When did you go? Use *when* (for example, *the night when…*, *the day when…*).

Answer: _____

3. Who served you, cooked for you, or went with you? Use *who* or *whose*.

Answer: _____

4. What did you order, and how was it? Use an object clause (*the dish that I ordered*, *the drink my friend chose*).

Answer: _____

5. Add extra information about the restaurant or a person there. Use a nonrestrictive clause with commas.

Answer: _____

6. How many stars will you give it (1 to 5)? Why?

Answer: _____

Step 3: Write Your Review

Give your review a short title and a star rating. Describe your real experience: the place, the food, the service, and whether you would go back.

7. Restaurant name: _____ Stars (1–5): _____

Review title: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Step 4: Check Your Work

Read your review again and check each item. Then give it to your teacher to check.

- ◇ My review is about a real restaurant that I visited.
- ◇ I used at least five adjective clauses.

- ☐ I used *who* or *that* for people and *which* or *that* for things.
- ☐ I used at least one object clause (with a connector or with Ø).
- ☐ I used *whose* + noun correctly (not *who*'s).
- ☐ I used *where* or *when* with a complete clause.
- ☐ I used commas around nonrestrictive clauses, and I did not use *that* with commas.
- ☐ My review is honest, polite, and helpful for other customers.

Challenge: Post It!

After your teacher checks your review and you make any corrections, post it on Yelp for the restaurant you visited. Real customers will read your English! Write only about your own experience, keep it polite and honest, and do not include anyone's private information. Bring a screenshot of your posted review to class.

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2: UNIT 2 - GERUNDS AND INFINITIVES

2.1: Infinitives

2.1.1: READING - Hollywood's Orange County

2.1.2: Infinitives - OVERVIEW

2.1.3: High-Frequency Verbs Followed by Infinitives

2.1.4: Exercise 1 - Verb + Infinitive

2.1.5: Verbs Followed by Object + Infinitive - OVERVIEW

2.1.6: Exercise 2 - Who Did What?

2.1.7: Adjectives Followed by Infinitives - OVERVIEW

2.1.8: Exercise 3 - Short Story with Adjective + Infinitive

2.1.9: Infinitives Used as Subjects - OVERVIEW

2.1.10: Exercise 4 - Formal vs. Common

2.1.11: Extra Uses for the Infinitive Form

2.1.12: Exercise 5 - Purpose, Too, and Enough

2.2: Gerunds

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2.2.2: Gerunds - OVERVIEW

2.2.3: High-Frequency Verbs Followed by Gerunds

2.2.4: Exercise 6 - Gerund or Infinitive?

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2.2.8: Exercise 8 - Gerunds as Objects

2.3: Same vs. Different Meanings

2.3.1: Same vs. Different Meanings in Infinitives and Gerunds - OVERVIEW

2.3.2: Exercise 9 - Does the Meaning Change?

2.4: Chapter Review

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2.4.2: Unit Review Activity

2.4.3: Guided Writing

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2.1: INFINITIVES

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2.1.8: Exercise 3 - Short Story with Adjective + Infinitive
2.1.9: Infinitives Used as Subjects - OVERVIEW
2.1.10: Exercise 4 - Formal vs. Common
2.1.11: Extra Uses for the Infinitive Form
2.1.12: Exercise 5 - Purpose, Too, and Enough

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2.1.1: READING - Hollywood's Orange County

Hollywood's Orange County



Orange County has become one of California's most popular filming destinations. **To understand** why filmmakers love this region, you only need **to look** at its diverse landscapes and perfect weather. From pristine beaches to historic buildings, Orange County offers everything directors need for their projects.

Many famous actors have been excited **to work** in Orange County locations. Tom Cruise filmed scenes for *Jerry Maguire* at Fashion Island in Newport Beach, while Leonardo DiCaprio and Tom Hanks used the historic Santa Ana Courthouse for *Catch Me If You Can*. The producers convinced these A-list stars **to travel** to Orange County because of its authentic California atmosphere.

It's expensive **to shut down** major freeways for filming, but *The Hangover III* producers did exactly that. They closed the 73 Freeway for two entire days **to capture** the perfect chase scene. Meanwhile, the massive Tustin Hangars were large enough **to recreate** World War II airfields for *Pearl Harbor*.

The charming Old Town Orange has hosted over twenty feature films. **To transform** the historic plaza into a 1960s setting made it perfect for Tom Hanks' *That Thing You Do*. Local business owners are always happy **to cooperate** with film crews because movie productions bring economic benefits to their communities.

Today, Orange County continues **to attract** Hollywood filmmakers. Location scouts plan **to use** more Orange County sites in upcoming productions, ensuring this beautiful region remains an important part of American cinema history.

Hollywood's Orange County - Questions

Read "Hollywood's Orange County" above. Then answer the questions in complete sentences.

Part A: Understanding the Reading

1. Name two Orange County locations from the reading. Which movie was filmed at each one?

Answer: _____

2. Why did the producers of *The Hangover III* close the 73 Freeway for two days?

Answer: _____

3. Why are local business owners in Old Town Orange happy to work with film crews?

Answer: _____

Part B: Discussion

4. Which place in Orange County would be a great location for a movie? What kind of movie would you film there, and why?

Answer: _____

5. A director wants to make a movie about a giant orange that rolls through Orange County. Where should the orange go first, and what happens in the big scene?

Answer: _____

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2.1.2: Infinitives - OVERVIEW

Infinitives - Usage Guide

An infinitive is **to** + the base form of the verb (e.g., **to film**). Infinitives can be used as explained below.

Color key: **orange** = infinitive **blue** = common words that come before an infinitive

Seven ways to use an infinitive, with example sentences

Example Sentences	Reason
Did you know? Parts of *Jerry Maguire* were shot at Fashion Island in Newport Beach. *The director wanted* **to film** *at Fashion Island.*	**after select verbs** some common choices: **want** **need** **plan** **decide** **hope** **expect** **promise** **refuse** **agree** **learn**
Did you know? *Catch Me If You Can* used the historic Santa Ana Courthouse for courtroom scenes. *The producer asked the actors* **to meet** *at the Santa Ana Courthouse.*	**after the object of a verb** some common choices: **ask** **tell** **convince** **remind** **encourage** **allow** **help** **teach** **advise** **invite**
Did you know? The movie *Beaches* featured beautiful scenes at Crystal Cove's historic cottages. *The crew was excited* **to shoot** *at Crystal Cove State Park.*	**after select adjectives** some common choices: **happy** **excited** **ready** **afraid** **surprised** **eager** **willing** **likely** **able** **sorry**

Example Sentences	Reason
Did you know? *The Hangover III* shut down the 73 Freeway for two days of filming. *It's challenging* **to close** *the 73 Freeway for filming.*	**after expressions that begin with *it*** some common choices: **it's important** **it's difficult** **it's easy** **it's necessary** **it's possible** **it's dangerous** **it's fun** **it's expensive** **it's illegal**
Did you know? *That Thing You Do* transformed the Orange Plaza into a 1960s setting. **To recreate** *the 1960s, film designers worked hard to transform Old Town Orange.*	**as the subject of a sentence** **formal** **style**
Did you know? The Oscar-winning film *American Sniper* shot important scenes at the iconic Seal Beach Pier. *The cast traveled to Seal Beach Pier* **to film** *the dramatic scene.*	**to show purpose** some common choices: **in order to** **so as to** **infinitive alone**
Did you know? The 2001 movie *Pearl Harbor* used the massive Tustin Hangars for realistic WWII scenes. *The Tustin Hangars were large enough* **to represent** *a military airbase.* *The location was too crowded* **to shoot** *during the day.*	**after expressions with *too* and *enough***

Tips

1. When connecting two infinitives with *and* or *or*, drop the second *to*.

The director wanted **to scout** *locations and* **film** *at Huntington Beach.*

You can choose **to visit** *Fashion Island or* **explore** *Crystal Cove.*

2. Create negative infinitives by placing *not* before the infinitive.

The crew decided **not to film** *during rush hour.*

3. Form passive infinitives using *to be* + past participle.

Every actor wants **to be chosen** *for an Orange County film location.*

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2.1.3: High-Frequency Verbs Followed by Infinitives

High-Frequency Verbs + Infinitive

Essential verbs that are commonly followed by infinitives in American English

Listed by frequency and organized by category

Most Essential (Learn These First)

want	need	like*	try*
plan	hope	decide	learn
start*	begin*	continue*	choose
expect	promise	agree	refuse
seem	appear	tend	manage

Mental States & Desires

want	wish	hope	prefer*	like*
love*	hate*	need	care	dare

Decision Making & Planning

decide	choose	plan	intend	aim
determine	resolve	prepare	arrange	schedule

Communication & Social

ask	tell	offer	invite	remind
warn	advise	beg	order	command

Promises & Commitments

promise	agree	refuse	swear	vow
threaten	guarantee			

Actions & Attempts

try*	attempt	manage	fail	struggle
volunteer	rush	hurry	afford	

Learning & Growth

learn	train	teach	help	encourage
enable	inspire	motivate		

Time & Sequence

start*	begin*	continue*	stop*	cease*
proceed	wait	hesitate		

Appearance & Perception

seem	appear	tend	claim	pretend
prove	happen			

Thinking & Expecting

expect	mean	remember*	forget*

Usage Notes

Frequency: The "Most Essential" section contains the 20 highest-frequency verbs + infinitive combinations in American English. Master these first.

Pattern Recognition: Many verbs in the same category follow similar patterns (e.g., mental state verbs: want, wish, hope, prefer).

Start vs. Begin: "Start" is often used for weather or machines, and "Begin" is often used for formal events or sequences.

Seem vs. Appear: Use "Seem" for internal feelings (he seems sad) and "Appear" for physical actions or more formal descriptions.

Verbs + Object + Infinitive: Some of these verbs need an object (a person or thing) before the infinitive: *tell, order, command, warn, advise, remind, invite, teach, encourage, enable, inspire, motivate*. Say "The director told **the actors** to wait," not "The director told to wait." These verbs are covered in 2.1.5.

*** Verbs with an Asterisk:** These verbs can also be followed by a gerund (*-ing*). Their gerund usage will be discussed in 2.3.

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2.1.4: Exercise 1 - Verb + Infinitive

Exercise 1 - Verb + Infinitive

Choose the ONE best answer to complete each sentence. Use the verb lists in 2.1.3 for help.

Example:

The director wanted _____ at Fashion Island.

*a) film b) **to film** c) filming d) to filming*

1. The film crew hopes _____ the beach scene before sunset.

a) finish
b) to finish
c) finishing
d) for finish

2. My cat refuses _____ any movie without a dog in it.

a) to watch
b) watch
c) watching
d) to watching

3. The camera crew expects _____ at the Balboa Pier by 6:00 a.m.

a) arrive
b) arriving
c) for to arrive
d) to arrive

4. The reality show crew managed _____ a mansion in Newport Coast with a pink swimming pool.

a) find
b) to find
c) to found
d) finding

5. I can't afford _____ popcorn at the movie theater anymore.

a) buying
b) buy
c) to buy
d) to buys

6. My brother promised _____ the ending of the movie.

a) not to spoil
b) not spoiling
c) to don't spoil
d) no to spoil

7. The talk show host seemed _____ nervous before the interview.

a) be
b) being
c) for being
d) to be

8. Twenty extras volunteered _____ in the rain for the storm scene.

a) to stand
b) standing
c) stand
d) to standing

9. We plan _____ tickets and _____ the premiere in Costa Mesa.

a) buy / to attend
b) to buy / attend
c) to buy / attending
d) buying / attend

10. The dog in the cereal commercial failed _____ the frisbee seven times.

a) catch
b) catching
c) to catch
d) to caught

11. The director decided _____ real sharks in the Huntington Beach scene.

a) to not using

b) not use

c) not to use

d) no using

12. My grandmother tends _____ asleep during scary movies.

a) falling

b) to fall

c) fall

d) to fell

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2.1.5: Verbs Followed by Object + Infinitive - OVERVIEW

Verbs + Object + Infinitive

Pattern: Subject + Verb + Object/Pronoun + Infinitive

These verbs require a noun or object pronoun before the infinitive

Orange County Movie Examples

Example 1: The director **asked** **the actors** **to meet** at the Santa Ana Courthouse.

Catch Me If You Can used this historic location for courtroom scenes.

Example 2: The producers **convinced** **Tom Cruise** **to film** at Fashion Island in Newport Beach.

Jerry Maguire featured several scenes at this upscale shopping center.

VERB — *Main action*

OBJECT — *Who/what receives action*

INFINITIVE — *What they do/should do*

High-Frequency Verbs (Object + Infinitive Pattern)

Communication & Instructions

ask	tell	order	command
instruct	direct	request	beg

Advice & Guidance

advise	warn	remind	urge
counsel	guide		

Persuasion & Influence

convince	persuade	encourage	motivate
inspire	tempt	dare	challenge

Permission & Opportunity

allow	permit	enable	authorize
invite	welcome	empower	entitle

Help & Support

help	teach	train	prepare
coach	guide		

Expectation & Requirement

expect	want	need	require
force	compel	oblige	cause

Important Notes

Object Pronouns: When using pronouns, use object forms: me, you, him, her, it, us, them

✓ *"The director asked him to audition"*

✗ *"The director asked he to audition"*

Required Pattern: These verbs MUST have an object before the infinitive

✓ "*They convinced the actor to stay*"

✗ "*They convinced to stay*"

Make and Let: These verbs use an object + the base form of the verb, with NO *to*

✓ "*The director made the actors wait in the rain*"

✓ "*The director let them go home early*"

✗ "*The director made them to wait*"

Frequency: The most common in this pattern are: ask, tell, want, help, allow, expect, convince, encourage

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2.1.6: Exercise 2 - Who Did What?

Exercise 2 - Who Did What?

Read each sentence. Then answer the question. Look carefully at WHO does each action: the person before the verb, or the object before the infinitive?

Example:

The producer asked the actors to meet at the Santa Ana Courthouse.

Who organized the meeting at the courthouse? *The producer.*

Who went to the courthouse? *The actors.*

1. *The director asked the extras to walk toward the Huntington Beach Pier.*

Who walked toward the pier?

Answer: _____

2. *My mom reminded my brother to turn off the oven before the movie started.*

Who was supposed to turn off the oven?

Answer: _____

3. *The lifeguard warned the actors not to swim too far into the ocean at Laguna Beach.*

Who gave the warning?

Answer: _____

4. *The director made the actors repeat the scene twenty times.*

Who repeated the scene?

Answer: _____

5. *Our neighbor let us use her swimming pool for a music video.*

Whose swimming pool was it?

Answer: _____

6. *My little sister dared me to eat the whole bottle of hot sauce.*

Who ate the hot sauce?

Answer: _____

7. *The famous chef taught the TV host to make a perfect taco.*

Who learned something new?

Answer: _____

8. *The producers convinced the actress to stay in Orange County for one more week.*

Who wanted the actress to stay longer?

Answer: _____

9. *The coach encouraged the young skater to try the trick one more time.*

Who tried the trick again?

Answer: _____

10. *The noisy seagulls forced the sound crew to record the beach scene again.*

What caused the problem?

Answer: _____

11. *Grandpa told the dog to be quiet during his favorite cooking show.*

Who needed to be quiet?

Answer: _____

12. *The city of Orange allowed the film company to close the plaza for three days.*

Who gave permission?

Answer: _____

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2.1.7: Adjectives Followed by Infinitives - OVERVIEW

Adjective + Infinitive

Some adjectives are commonly followed by an infinitive. They are often adjectives that show someone's mental or emotional state. Here is a list of common adjectives followed by an infinitive:

afraid | amazed | anxious | ashamed | careful | certain | content | delighted
determined | disappointed | eager | eligible | fortunate | glad | happy | hesitant
likely | lucky | pleased | prepared | proud | ready | reluctant | sad | shocked
sorry | surprised | willing

Example sentences with adjective + infinitive

Examples

Many directors are **eager to film** at Orange County beaches.

The actors were **happy to work** in a convenient location near their homes.

Studio executives are **proud to showcase** areas outside of Los Angeles.

Some crews are **willing to shoot** late at night to get the perfect shot.

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2.1.8: Exercise 3 - Short Story with Adjective + Infinitive

Exercise 3 - Short Story with Adjective + Infinitive

Write a short story using adjectives followed by infinitives. Use the adjective list in 2.1.7 for help.

Your Task

Write a short story where you use **at least 5 adjectives followed by the infinitive**. Highlight or underline your examples in the story.

You can write about any topic you want, but make sure each example uses a **different adjective** and a **different verb** (5 different adjectives and 5 different infinitives total).

The story doesn't have a word count, but make it natural. Putting all 5 examples into a 5-sentence story will not feel right, so you will need to think about telling the story.

Example (the start of a story):

*My uncle Tony has a small taco truck in Santa Ana. Last summer, a film crew parked next to it for a week. On the first day, Tony was **hesitant to talk** to them, so he just gave everyone free chips.*

*By Wednesday, the director was coming back for lunch every day. She said she was **surprised to find** such good carne asada near the set...*

Need an idea? Try one of these, or use your own.

- A day you met (or almost met) someone famous
- A pet that wants to be a movie star
- The first time you tried something scary, like surfing or a roller coaster

Step 1 - Plan

Choose 5 adjectives and 5 verbs. Write them in the chart before you start your story.

Planning chart for five adjective + infinitive examples

#	Adjective	Infinitive (to + verb)
1		
2		
3		
4		
5		

Step 2 - Write

My Story

Title:

Step 3 - Check

Before you finish, check your story:

- ☐ I used at least 5 adjectives followed by an infinitive.
- ☐ I used 5 different adjectives.
- ☐ I used 5 different verbs in my infinitives.
- ☐ Every infinitive is *to* + the base form of the verb (*to find*, not *to found* or *to finding*).
- ☐ I highlighted or underlined all of my examples.
- ☐ My story sounds natural, with other sentences between the examples.

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2.1.9: Infinitives Used as Subjects - OVERVIEW

Infinitives as Subjects

Formal Structure: **To film** at Disneyland **is** **expensive**.

Common Structure: **It** **is** **expensive** **to film** at Disneyland.

INFINITIVE	VERB	ADJECTIVE/NOUN	IT
To + verb	*Main verb (is/was/takes)*	*Description*	*Placeholder subject*

BEGINNING A SENTENCE WITH AN INFINITIVE

Concept	Explanation and Examples
BASIC PATTERN	**Formation:** **Infinitive** + **Verb** + Rest of Sentence An infinitive (to + verb) can function as the subject of a sentence. "**To watch** *The OC* **is** *fun.*" "**To visit** *Disneyland* **costs** *money.*"
VERB AGREEMENT	An infinitive subject is always singular, so use a singular verb. **Correct:** *"To see filming locations **is** exciting."* **Incorrect:** "To see filming locations are exciting."

FORMAL VS. COMMON STRUCTURES

Infinitive as Subject (Formal)	"It" + Infinitive (Common)
Formation: Infinitive + Verb + Adjective/Noun More formal and less common in everyday speech. Emphasizes the action itself.	**Formation:** It + Verb + Adjective/Noun + Infinitive More natural and preferred in everyday English. Emphasizes the description or quality.
"To recognize *Arrested Development locations* is entertaining."	"It is entertaining to recognize *Arrested Development locations.*"
"To shoot *Legally Blonde at the old Santa Ana Courthouse* was perfect."	"It was perfect to shoot *Legally Blonde at the old Santa Ana Courthouse.*"
"To film *Pearl Harbor at the Tustin Hangars* cost millions."	"It cost millions to film *Pearl Harbor at the Tustin Hangars.*"

COMMON STRUCTURE NOTES

Pattern	Explanation and Examples
WITH "BE"	**Formation:** It + be + adjective + infinitive The most common pattern uses "be" verbs (is, was, will be). *"It is expensive to film at Disneyland."* *"It was difficult to shoot The Cable Guy at Medieval Times."* *"It will be fun to visit Real Housewives locations."*

Pattern	Explanation and Examples
WITH OTHER VERBS	**Formation:** It + verb + noun/amount + infinitive Other verbs: take, cost, require, need *"It takes months to film a season of The OC."* *"It costs millions to produce Iron Man movies."* *"It requires permission to film at Fashion Island."*
ADDING "FOR + NOUN"	**Formation:** It + verb + adjective + for + noun + infinitive Use "for + noun/pronoun" to specify who finds something true. *"It is easy **for fans** to find The OC filming locations."* *"It was important **for the director** to film at real locations."* *"It is impossible **for tourists** to visit some private filming locations."*

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2.1.10: Exercise 4 - Formal vs. Common

Exercise 4 - Formal vs. Common

Rewrite each sentence. In Section 1, change the formal structure into the common structure. In Section 2, change the common structure into the formal structure.

Section 1: Formal to Common

Rewrite each sentence using a delayed subject: *It* + verb + description + infinitive.

Example:

To shop at Fashion Island is fun.

It is fun to shop at Fashion Island.

1. To find parking at the Orange County Fair is impossible.

Rewrite:

2. To teach a parrot to say "Action!" takes a lot of patience.

Rewrite:

3. To eat cereal for dinner was a strange choice.

Rewrite:

4. To wear socks with sandals is a fashion crime.

Rewrite:

5. To recognize your own neighborhood in a movie feels amazing.

Rewrite:

6. To be on a reality TV show was my grandmother's dream.

Rewrite:

Section 2: Common to Formal

Rewrite each sentence using the infinitive as the subject: infinitive + verb + description.

Example:

It is hard to wake up early on Mondays.

To wake up early on Mondays is hard.

7. It is relaxing to watch the sunset from the Balboa Pier.

Rewrite:

8. It costs a fortune to buy a house in Newport Beach.

Rewrite:

9. It is a disaster to lose your phone at Disneyland.

Rewrite:

10. It requires a special permit to film a TV show at Laguna Beach.

Rewrite:

11. It is a rare talent to fold a fitted sheet perfectly.

Rewrite:

12. It was a terrible idea to drive on the 405 at 5:00 p.m.

Rewrite:

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2.1.11: Extra Uses for the Infinitive Form

Infinitives of Purpose

How to use the infinitive (to + base verb) to explain why someone does something

Pattern	Structure	Example
Simple purpose	Subject + verb + **to** + base verb	The crew drove to Balboa Island **to film** the beach scenes. *"Why did they drive there?" → "To film the beach scenes."*
In order to	Subject + verb + **in order to** + base verb *(more formal; emphasizes intention)*	The director chose Newport Beach **in order to show** Southern California life. *"In order to" = "to" — both are grammatically correct here.*
Negative purpose	Subject + verb + **in order not to** + base verb *(never use "to not")*	They filmed at night **in order not to disturb** the neighborhood. ⚠️ *"to not disturb" is informal and generally avoided in writing.*
For + noun vs. to + verb	Use **for + noun** or **to + verb** *(do not mix: avoid "for + verb")*	They went to Disneyland **for the parade**. *(for + noun)* They went to Disneyland **to watch** the parade. *(to + verb)* ⚠️ *"for watch the parade" is not grammatical.*
Position	Purpose phrase can appear at the start or end of a sentence.	**To scout locations**, the producers drove down Pacific Coast Highway. The producers drove down Pacific Coast Highway **to scout locations**.

Too and Enough with Infinitives

How too and enough combine with adjectives, adverbs, and nouns before an infinitive

Word	Structure	Example
too	**too** + adjective/adverb + **to** + base verb *Meaning: so much that it is impossible or not advisable*	The crowd at Knott's Berry Farm was **too large to control** without barriers. *= It was impossible to control the crowd because it was so large.*
too + for	**too** + adjective/adverb + **for** + object + **to** + base verb *Use "for + noun/pronoun" when the subject and the doer differ*	The Santa Ana winds were **too strong for the crew to work** safely outside. *= The winds were so strong that the crew could not work safely outside.*
enough	adjective/adverb + **enough** + **to** + base verb *Meaning: sufficiently — the action is possible* *"Enough" follows the adjective or adverb*	The lighting on the set was **bright enough to film** without extra equipment. *= The lighting was sufficient, so filming was possible.*
enough + noun	**enough** + noun + **to** + base verb *"Enough" precedes a noun*	The production company had **enough money to rent** the entire pier at San Clemente. *= They had sufficient money, so renting the pier was possible.*
enough + for	adjective + **enough** + **for** + object + **to** + base verb *Use "for + noun/pronoun" when the subject and the doer differ*	The parking lot at Angel Stadium was large **enough for the whole cast to rehearse** the scene. *= The lot was sufficiently large that the whole cast could rehearse.*
Position note	**too** always comes *before* the adjective or adverb. **enough** always comes *after* an adjective or adverb, but *before* a noun.	**too cold** to film ✔ | **cold too** to film ✗ **warm enough** to film ✔ | **enough warm** to film ✗ **enough time** to film ✔ | **time enough** to film ✗

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2.1.12: Exercise 5 - Purpose, Too, and Enough

Exercise 5 - Purpose, Too, and Enough

Practice two extra uses of the infinitive. Use the charts in 2.1.11 for help.

Section 1: Infinitives of Purpose

Answer the question *Why?* Rewrite the sentence with *to* or *in order to* + the words in parentheses. If you see *not*, use *in order not to*.

Example:

Maria went to the Irvine Spectrum. Why? (buy new shoes)

Maria went to the Irvine Spectrum to buy new shoes.

1. The film crew woke up at 4:00 a.m. Why? (catch the sunrise at Dana Point)

Answer:

2. My roommate hid the TV remote in the freezer. Why? (keep it away from the dog)

Answer:

3. The actors practiced for three weeks. Why? (learn their lines perfectly)

Answer:

4. Grandpa wears sunglasses inside the house. Why? (look like a movie star)

Answer:

5. The crew filmed early on Sunday morning. Why? (not / block traffic on Pacific Coast Highway)

Answer:

6. We drove to Huntington Beach. Why? (watch the surfing competition)

Answer:

Section 2: Too or Enough?

Complete each sentence with *too* or *enough* + the words in parentheses + an infinitive. Think about the meaning: is the action possible or not?

Example:

The coffee was _____ (hot / drink).

*The coffee was **too hot to drink**.*

7. My little brother is only five. He is _____ (young / drive) a car.

8. The Tustin Hangars are huge. They are _____ (big / hold) an entire airfield set.

9. The water at Laguna Beach was 58 degrees. It was _____ (cold / swim) without a wetsuit.

10. The director had _____ (time / film) one more scene before sunset.

11. The popcorn bucket was _____ (large / share) with five friends.

12. The Santa Ana winds were _____ (strong / the crew / work) outside.

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2.2: GERUNDS

2.2.1: READING - Cameras, Drama, Reality!
2.2.2: Gerunds - OVERVIEW
2.2.3: High-Frequency Verbs Followed by Gerunds
2.2.4: Exercise 6 - Gerund or Infinitive?
2.2.5: Gerunds as the Subject of a Sentence
2.2.6: Exercise 7 - Gerunds as Subjects
2.2.7: Gerunds as the Objects of Verbs
2.2.8: Exercise 8 - Gerunds as Objects

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2.2.1: READING - Cameras, Drama, Reality!

Cameras, Drama, Reality!



Cast members of *The Real Housewives of Orange County*

Watching reality television is one of America's most popular hobbies. The idea of **seeing** glamorous people argue over dinner is strangely entertaining. Orange County, California has given reality TV producers the perfect setting for nearly two decades: beautiful beaches, luxury homes, and plenty of drama.

The Real Housewives of Orange County began in 2006 and is considered the original "Housewives" franchise[1]. The cast members enjoy **attending** high-profile charity events and **hosting** lavish[2] parties. However, they seem unable to avoid **arguing** with each other. Producers keep **recording** every disagreement, and the women often admit to **regretting** things they said on camera.

Before the Housewives, *Laguna Beach: The Real Orange County* introduced a group of high school students to national audiences. These teenagers were not afraid of **appearing** on television. Several succeeded in **becoming** minor celebrities. The opportunity of **working** in entertainment motivated some cast members to consider **moving** to Los Angeles after graduation.

Some former cast members are still interested in **staying** famous. Others have grown tired of **dealing** with public attention. Most agree that the experience of **being** on reality TV changed their lives in ways they never expected.

Filming a reality show is more difficult than it looks. Producers look for people who are excited about **sharing** their lives on camera. They avoid **selecting** calm, quiet personalities — conflict is the real reason for **watching**.

---

[1] *franchise:* a series of related shows that share a format or brand name

[2] *lavish:* very expensive and impressive

Photo credit: "Virgin America OC Launch" by Techie Diva is licensed under CC BY-NC-ND 2.0.

Cameras, Drama, Reality! - Questions

Read "Cameras, Drama, Reality!" above. Then answer the questions in complete sentences.

Part A: Understanding the Reading

1. When did *The Real Housewives of Orange County* begin, and why is it important in the world of reality TV?

Answer:

2. According to the passage, what kind of people do producers look for when casting a reality show?

Answer:

3. How do some former cast members feel about their time on television?

Answer:

Part B: Discussion

4. Do you enjoy watching reality TV? Why or why not? If not, what kind of shows do you prefer?

Answer:

5. A producer wants to make a reality show about your family, your job, or your pets. Which one would be the most entertaining to watch, and what would the show be called?

Answer:

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2.2.2: Gerunds - OVERVIEW

Gerunds - Basic Overview

Gerunds can be made by using an -ing ending on a verb. They are used as nouns (subjects or objects).

Category	Explanation	Examples
FORM	Base verb + -ing	*film → filming* *argue → arguing* *shop → shopping*
AS SUBJECT	Gerund acts as the subject of a sentence	*Filming reality shows brings drama.* *Gossiping about castmates creates conflict.*
AS OBJECT	Gerund acts as the object of a verb	*She enjoys hosting lavish parties.* *They finished arguing about the drama.*
AFTER PREPOSITIONS	Gerund follows a preposition (in, at, of, about, for, etc.)	*She is good at causing drama.* *We talked about joining the cast.*
COMMON VERBS + GERUND	Some verbs are always followed by gerunds, not infinitives	**enjoy, finish, avoid, practice, suggest, consider, quit** *I avoid watching reunion episodes.*

Note: *To make a gerund negative, add "not" before the gerund:*

- *Not attending the party was a mistake.*

Note: *When a gerund is the subject, it takes a singular verb:*

- *Filming reality shows **is** expensive. (not "are")*
- *Gossiping about castmates **causes** problems. (not "cause")*

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2.2.3: High-Frequency Verbs Followed by Gerunds

High-Frequency Verbs + Gerund

Essential verbs that are commonly followed by gerunds in American English

Listed by frequency and organized by category

Most Essential (Learn These First)

enjoy	finish	keep	avoid
mind	consider	suggest	practice
quit	miss	recommend	admit
deny	postpone	risk	

GO + Gerund Expressions

go shopping	go swimming	go hiking	go fishing	go skiing
go running	go dancing	go camping	go sightseeing	go surfing
go jogging	go biking			

Note: Go + gerund is commonly used for leisure and recreational activities.

Continuation & Completion

keep	finish	stop*	quit	continue*
start*	begin*			

Preferences & Feelings

enjoy | like* | love* | hate* | dislike
mind | miss | appreciate | prefer*

Avoidance & Prevention

avoid | resist | escape

Suggestions & Recommendations

suggest | recommend | consider | imagine

Truth & Acknowledgment

admit | deny | recall | report | mention

Repetition & Practice

practice | keep

Delays & Risk

postpone | delay | risk

Usage Notes

Asterisk (*): These verbs can be followed by either a gerund or infinitive with little or no change in meaning (like, love, hate, prefer, start, begin, continue). Stop changes meaning: "stop doing" = quit an action; "stop to do" = pause in order to do something.

Meaning Changes: A few verbs, such as *remember*, *forget*, *try*, and *stop*, change meaning with a gerund or an infinitive. These are covered in 2.3.

Frequency: The "Most Essential" section contains the highest-frequency verbs + gerund combinations in American English. Master these first.

Pattern Recognition: Many verbs in the same category follow similar patterns (e.g., completion verbs: finish, quit, stop).

Mind: This verb usually appears in questions or negative statements ("Do you mind waiting?" or "I don't mind helping").

GO + Gerund: These expressions describe recreational activities and follow the pattern "go + [activity]-ing." They cannot use infinitives.

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2.2.4: Exercise 6 - Gerund or Infinitive?

Exercise 6 - Gerund or Infinitive?

Choose the gerund or the infinitive to complete each sentence. Use the verb lists in 2.1.3 and 2.2.3 for help.

Example:

The cast members avoid _____ about money on camera.

a) to talk b) ***talking***

1. The Housewives enjoy _____ expensive dinners together.

a) to have

b) having

2. My dad refuses _____ any show with a laugh track.

a) watching

b) to watch

3. The cast finished _____ the reunion episode at midnight.

a) filming

b) to film

4. After the show, we decided _____ to Laguna Beach for dinner.

a) driving

b) to drive

5. My cat keeps _____ on the TV remote.

a) to sit

b) sitting

6. The producers hope _____ a new season in Newport Beach.

a) to film

b) filming

7. Would you mind _____ the volume down?

a) to turn
b) turning

8. The actors practiced _____ their lines in the car.

a) saying
b) to say

9. Grandma quit _____ soap operas after forty years.

a) to watch
b) watching

10. I can't afford _____ tickets to the movie premiere.

a) to buy
b) buying

11. The director suggested _____ the scene at sunset.

a) to shoot
b) shooting

12. My sister is excited about _____ on a cooking show.

a) appearing
b) to appear

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2.2.5: Gerunds as the Subject of a Sentence

Gerunds as Subjects

Understand how gerunds function as the subject of a sentence, with structure notes and examples

Pattern	How It Works	Examples
Simple Gerund	A single gerund (*verb + -ing*) acts as the subject. It takes a singular verb.	• **Competing** on a reality show changes people.
Gerund + Object	A gerund can take a direct object. The entire gerund phrase is the subject.	• **Getting a rose** doesn't guarantee a long relationship.
Gerund + Adverb	An adverb can modify the gerund. The entire phrase still functions as the subject.	• **Always overspending** leads to drama between housemates.
Possessive + Gerund	A possessive noun or pronoun before the gerund shows *who* performs the action. This is formal but grammatically precise.	• **Kyle's leaving the reunion early** created a lot of rumors.
Two Gerund Subjects	Two gerunds joined by *and* form a compound subject and take a plural verb.	• **Networking and self-promoting** come naturally to some contestants.

Note: A gerund subject always takes a singular verb, unless two gerunds are joined by and to form a compound subject.

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2.2.6: Exercise 7 - Gerunds as Subjects

Exercise 7 - Gerunds as Subjects

Practice using gerunds and gerund phrases as the subject of a sentence. Use the chart in 2.2.5 for help.

Part A: Fill in the Blank

Fill in the blank with a gerund of your choice to complete each sentence.

Example:

_____ *at the beach is my favorite way to relax.*

Reading *at the beach is my favorite way to relax.*

1. _____ at Disneyland on a Saturday requires a lot of patience.

2. _____ a famous person at the grocery store is always exciting.

3. Not _____ your phone for a whole day is harder than it sounds.

4. _____ on the 5 Freeway during rush hour makes me crazy.

5. _____ a pet iguana is more work than most people think.

6. _____ in front of a camera feels strange at first.

Part B: Complete the Sentence

Each item begins with a gerund phrase as the subject. Complete the sentence with your own ideas. Remember to use a singular verb.

Example:

Driving to Los Angeles

Driving to Los Angeles ***always takes longer than I expect***.

7. Watching reality TV with my family

8. Not having Wi-Fi

9. Surfing at sunrise

10. Learning English grammar

Part C: Write Your Own Sentences

Write two sentences about your life. Each sentence must use a gerund phrase as the subject. Circle or underline the gerund phrase.

Example:

Walking my dog at Crystal Cove is the best part of my weekend.

11.

12.

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2.2.7: Gerunds as the Objects of Verbs

Gerunds as Objects of Verbs

How gerunds function as direct objects after certain verbs

Pattern	Explanation	Examples
Verb + Gerund	Some verbs are always followed by a gerund (verb + *-ing*) when another action is expressed as the object. The gerund names the activity that receives the action of the main verb.	• The producers **considered filming** at Newport Beach. • The cast **enjoyed exploring** Balboa Island.
Verb + Object + Gerund	Some verbs take both a noun or pronoun object and a gerund. The gerund describes what the object is doing.	• The director **caught the crew filming** without permission. • She **spotted them setting up** near the pier.
Negative Form	To make the gerund negative, place *not* directly before the gerund, not before the main verb.	• The network **recommended not airing** the episode. • He **suggested not returning** to that location.
Perfect Gerund	To show that the gerund action happened *before* the main verb action, use the perfect gerund: *having + past participle*.	• She **regretted having signed** the contract so quickly. • He **denied having seen** the final footage.

Key Point

With verbs that require a gerund object, an infinitive (*to + base verb*) cannot be substituted. The choice of gerund or infinitive depends entirely on the main verb. *She **enjoys hiking** in Laguna Beach.* ✗ ~~*She enjoys to hike.*~~

Common Verbs Followed Only by a Gerund

admit	avoid	can't help	consider
delay	deny	discuss	dislike
enjoy	finish	give up	imagine
keep	mention	mind	miss
postpone	practice	put off	quit
recall	recommend	report	resent
risk	suggest		

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2.2.8: Exercise 8 - Gerunds as Objects

Exercise 8 - Gerunds as Objects

Part A: Identify the Gerund Object

Underline the gerund or gerund phrase that functions as the object of the verb in each sentence. The first one is done for you.

Example:

She enjoys scrolling through social media late at night.

1. My roommate can't stop playing Minecraft at 2 a.m.

2. She finished editing her YouTube video just before midnight.

3. He considered switching his major to computer science.

4. They discussed moving off campus after freshman year.

5. I can't help checking my phone every ten minutes.

6. The group suggested ordering pizza for the study session.

7. She regretted not backing up her files before the crash.

8. He kept refreshing the page waiting for his grade to post.

Part B: Fill in the Blank

Complete each sentence with a gerund or gerund phrase. The verb in parentheses takes a gerund object.

Example:

My brother _____ on the couch. (keep)

*My brother **keeps falling asleep** on the couch.*

1. She _____ to her parents. (regret)

2. They _____ until 3 a.m. the night before the exam. (avoid)

3. My professor _____ our assignment. (finish)

4. He _____ to a new apartment downtown. (consider)

5. She _____ to the gym three times a week. (miss)

6. They _____ the project until the last minute. (keep)

7. I _____ in that class. (risk)

8. She _____ to the dining hall after trying meal prep. (quit)

Part C: Complete the Sentence

Each item gives you the beginning of a sentence with a verb that takes a gerund object. Complete the sentence with your own ideas. Use a gerund or gerund phrase.

Example:

*I avoid **checking email after 9 p.m.** so I can actually relax.*

1. My friends keep

2. She enjoyed

3. He couldn't help

4. We discussed

5. I miss

6. They recommended

7. She admitted

8. He finished

Part D: Write Your Own Sentences

Write four original sentences. Each sentence must use one of the verbs from the box below followed by a gerund object. Circle the gerund phrase in each sentence.

admit | avoid | consider | deny | enjoy | finish | imagine | keep | miss | practice | quit | suggest

Example:

I can't imagine living without my noise-canceling headphones.

1.

2.

3.

4.

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2.3: SAME VS. DIFFERENT MEANINGS

2.3.1: Same vs. Different Meanings in Infinitives and Gerunds - OVERVIEW
2.3.2: Exercise 9 - Does the Meaning Change?

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2.3.1: Same vs. Different Meanings in Infinitives and Gerunds - OVERVIEW

Gerunds and Infinitives - Does the Meaning Change?

Some verbs can be followed by either a gerund (**verb + -ing**) or an infinitive (**to + verb**). For some verbs, the meaning stays the same. For others, the meaning changes significantly.

Table 1: Same Meaning — Gerund or Infinitive, No Difference

With these verbs, using a gerund or an infinitive communicates the same idea.

Common verbs where gerund and infinitive forms carry the same meaning:

Verb	+ Gerund (verb + -ing)	+ Infinitive (to + verb)
like	She **likes swimming** at Laguna Beach.	She **likes to swim** at Laguna Beach.
love	He **loves hiking** in the Santa Ana Mountains.	He **loves to hike** in the Santa Ana Mountains.
hate	They **hate waiting** in traffic on the 405.	They **hate to wait** in traffic on the 405.
prefer	The crew **prefers filming** at dawn.	The crew **prefers to film** at dawn.
begin	The director **began shooting** the beach scene.	The director **began to shoot** the beach scene.
start	The cast **started rehearsing** the reality show pilot.	The cast **started to rehearse** the reality show pilot.
continue	The show **continued airing** for three more seasons.	The show **continued to air** for three more seasons.
can't stand	The producers **can't stand waiting** for the ratings.	The producers **can't stand to wait** for the ratings.

*Note: With **begin**, **start**, and **continue**, native speakers slightly prefer the infinitive when the main verb is already in a progressive (-ing) form (e.g., "It was starting to rain," not "starting raining"), but both forms are grammatically correct in most contexts.*

Table 2: Different Meaning — Gerund or Infinitive Changes the Message

With these verbs, the choice of gerund or infinitive communicates two distinct and different ideas. Choosing the wrong form can cause a serious misunderstanding.

Common verbs where gerund and infinitive forms carry different meanings:

Verb	+ Gerund (verb + -ing) — What it means	+ Infinitive (to + verb) — What it means
stop	**Stop + gerund** = quit an activity; end it *I **stopped eating** at McDonald's.* *(I no longer eat there. I quit the habit.)*	**Stop + infinitive** = pause what you are doing in order to do something else *I **stopped to eat** at McDonald's.* *(I was doing something else, then paused to go eat there.)*
remember	**Remember + gerund** = have a memory of something that already happened *She **remembered sending** her professor an email.* *(She has a memory of sending it — it already happened.)*	**Remember + infinitive** = not forget to do something that still needs to be done *She **remembered to send** her professor an email.* *(She didn't forget — she sent it as she was supposed to.)*
forget	**Forget + gerund** = have no memory of something that already happened *He **forgot meeting** his roommate's girlfriend at the party.* *(He has no memory of it — it happened, but he doesn't recall it.)*	**Forget + infinitive** = fail to do something that needed to be done *He **forgot to meet** his roommate's girlfriend at the party.* *(He was supposed to be there but didn't show up.)*
regret	**Regret + gerund** = feel sorry about something that already happened *I **regret dropping** that class.* *(I wish I hadn't dropped it — but it's already done.)* *ⓘ A parallel sentence is not possible for regret + infinitive. See note below.*	**Regret + infinitive** = feel sorry about delivering news right now (formal, fixed expression) *We **regret to inform** you that your application was not accepted.* *(We are sorry to tell you this now.) (institutional/ formal writing only)* *ⓘ This form requires an institutional subject (we regret to say, I regret to inform) and is rarely used in everyday speech.*

Verb	+ Gerund (verb + -ing) — What it means	+ Infinitive (to + verb) — What it means
try	**Try + gerund** = experiment with something as a possible solution *She **tried taking** melatonin to sleep better.* *(She experimented with melatonin to see if it would help.)*	**Try + infinitive** = make an effort to do something, even though it may be difficult *She **tried to take** melatonin to sleep better.* *(She made an effort to take it, but she may or may not have succeeded.)*
go on	**Go on + gerund** = continue the same activity without stopping *After the interruption, the professor **went on explaining** the assignment.* *(He continued the same explanation he was already giving.)*	**Go on + infinitive** = move on to a new or different activity *After the interruption, the professor **went on to explain** the assignment.* *(He finished one thing, then moved on to explaining the assignment as a new topic.)*
mean	**Mean + gerund** = involve something as a necessary consequence *Passing this class **means studying** every day.* *(Passing requires studying — there is no way around it.)*	**Mean + infinitive** = intend to do something *I **meant to study** every day.* *(I intended to do it, but I may not have followed through.)*
need	**Need + gerund** = the subject must receive an action (passive meaning; subject is the object of the action) *My essay **needs editing**.* *(Someone needs to edit my essay.) (The essay receives the editing.)* *ⓘ A parallel sentence is not possible for need + infinitive. See note below.*	**Need + infinitive** = the subject must perform an action (active meaning; subject does the action) *I **need to edit** my essay.* *(I must do the editing.) (I am the one performing the action.)* *ⓘ The subject must change because the gerund form requires the thing being acted on as the subject, while the infinitive form requires the actor.*

*Notes: (1) **Remember** and **forget** follow the same past/future pattern — the gerund always refers to something that already happened; the infinitive refers to a task that was (or was not) completed. (2) **Regret + infinitive** is a fixed formal expression requiring an institutional subject; it cannot be made parallel to the gerund form. (3) **Need + gerund** requires the thing being acted on as the grammatical subject, while **need + infinitive** requires the actor — the subject must differ between the two forms.*

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2.3.2: Exercise 9 - Does the Meaning Change?

Exercise 9 - Does the Meaning Change?

Practice verbs that can take a gerund or an infinitive. Use the two tables in 2.3.1 for help.

Section 1: Same or Different?

Read each pair of sentences. Do they have the same meaning or a different meaning? Circle SAME or DIFFERENT.

Example:

a) The kids hate doing chores. b) The kids hate to do chores.

SAME

1.

a) The baby started crying during the movie.

b) The baby started to cry during the movie.

Circle one: SAME / DIFFERENT

2.

a) I stopped watching the news.

b) I stopped to watch the news.

Circle one: SAME / DIFFERENT

3.

a) My uncle loves telling bad jokes.

b) My uncle loves to tell bad jokes.

Circle one: SAME / DIFFERENT

4.

a) She remembered locking the door.

b) She remembered to lock the door.

Circle one: SAME / DIFFERENT

5.

a) The crew continued filming in the rain.

b) The crew continued to film in the rain.

Circle one: SAME / DIFFERENT

6.

a) He tried turning the TV off and on again.

b) He tried to turn the TV off and on again.

Circle one: SAME / DIFFERENT

Section 2: What Does It Mean?

Read each sentence. Choose the sentence that explains its meaning.

Example:

The host stopped talking when the guest arrived.

a) ***The host was quiet after the guest arrived.*** *b) The host paused in order to talk.*

7. Grandpa stopped to buy a lottery ticket on the way home.

a) He quit buying lottery tickets.

b) He took a break from his trip to buy a ticket.

8. I forgot to feed the cat this morning.

a) The cat did not get breakfast.

b) I fed the cat, but I don't remember doing it.

9. I'll never forget seeing the sunset at Laguna Beach.

a) I still need to go see it.

b) I saw it, and I will always remember it.

10. My TV wasn't working, so I tried unplugging it.

a) I unplugged it to see if that would fix the problem.

b) I made an effort to unplug it, but it was difficult.

11. Getting a part in a movie means moving to Los Angeles.

a) The actor plans to move to Los Angeles.

b) Moving to Los Angeles is necessary.

12. My car needs washing.

a) My car needs to wash something.

b) Someone needs to wash my car.

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2.4: CHAPTER REVIEW

2.4.1: Grammar in the Wild
2.4.2: Unit Review Activity
2.4.3: Guided Writing

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2.4.1: Grammar in the Wild

Grammar in the Wild

Gerunds and infinitives are everywhere: on movie posters, signs, ads, and your phone. Your challenge is to find at least three real examples of the grammar in this unit, take pictures of them, and share them.

What to Look For

Look for these patterns:

Infinitives: verb + to | verb + object + to | adjective + to | It's ... to | to show purpose | too / enough + to

Gerunds: gerund as subject | verb + -ing | preposition + -ing | go + -ing

Places to look: movie posters, TV ads, streaming apps, signs at the beach or the mall, store windows, product packaging, websites, social media posts, and news articles.

Example

A sign at the mall: ***"Thank you for shopping at Fashion Island!"*** *(preposition + gerund)*

I took this picture last Sunday at Fashion Island in Newport Beach. I went there to buy a birthday gift for my cousin, and we enjoyed walking around the shops.

Your Challenge

1. Find it. Find a sentence or phrase with a gerund or an infinitive in the real world, not in this book.

2. Take a picture. Take a clear photo or screenshot. Make sure the gerund or infinitive is easy to read.

3. Show a friend. Show the picture to a friend or classmate. Point to the gerund or infinitive and tell them which one it is.

4. Write about it. Answer the questions below. Bring your pictures to class to share.

Write About Your Pictures

For each picture, write the sentence, write the gerund or infinitive, and describe **when** and **where** you took the picture. Try to use a gerund or an infinitive in your description!

Picture 1

The sentence in my picture:

Gerund or infinitive? Write it here:

When and where I took the picture:

Picture 2

The sentence in my picture:

Gerund or infinitive? Write it here:

When and where I took the picture:

Picture 3

The sentence in my picture:

Gerund or infinitive? Write it here:

When and where I took the picture:

Bonus Challenge

Can you find at least one gerund AND one infinitive? Can you find a verb + object + infinitive, or a verb from 2.3 that changes meaning? The student with the most different patterns wins bragging rights.

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2.4.2: Unit Review Activity

Unit 2 Review - Infinitives and Gerunds

Review everything in Unit 2. For multiple choice questions, choose the ONE best answer. For writing questions, write a complete sentence of your own.

Part A: Infinitives after Verbs and Objects

1. The director decided _____ the scene one more time.

a) filming

b) to film

2. Which sentence is correct?

a) The coach told us to practice every day.

b) The coach told to practice every day.

c) The coach told we to practice every day.

3. The lifeguard made the swimmers _____ out of the water.

a) get

b) to get

4. Write a sentence using a verb + object + infinitive (for example, *ask, tell, convince, encourage*). Your sentence may not be the same as any sentence in this review.

Answer:

Part B: Adjectives + Infinitives and Infinitives as Subjects

5. My grandmother was surprised _____ her old neighborhood in a movie.

a) seeing

b) to see

6. Which sentence uses the common structure?

a) It is dangerous to swim at night.

b) To swim at night is dangerous.

7. Which sentence is correct?

a) To learn new apps take time.

b) To learn new apps takes time.

8. Write a sentence with *It* + adjective + infinitive. Your sentence may not be the same as any sentence in this review.

Answer:

Part C: Purpose, Too, and Enough

9. We went to the theater early _____ good seats.

a) for getting

b) to get

10. Which sentence is correct?

a) The water was enough warm to swim.

b) The water was too warm enough to swim.

c) The water was warm enough to swim.

11. The popcorn was too salty _____.

a) to eat

b) eating

12. Write a sentence with *too* or *enough* + an infinitive. Your sentence may not be the same as any sentence in this review.

Answer:

Part D: Gerunds as Subjects and Objects

13. Which sentence is correct?

a) Watching scary movies make me nervous.

b) Watching scary movies makes me nervous.

14. She is interested in _____ a film class next semester.

a) taking

b) to take

15. Which sentence has a gerund as the object of a verb?

a) Surfing is popular in Orange County.

b) I'm not very good at surfing.

c) My brother quit surfing last year.

16. Write a sentence with a gerund or gerund phrase as the subject. Your sentence may not be the same as any sentence in this review.

Answer:

Part E: Gerund or Infinitive?

17. My parents suggested _____ the bus to Disneyland.

a) taking

b) to take

18. I can't afford _____ a new phone this year.

a) buying

b) to buy

19. Would you mind _____ the door?

a) to close

b) closing

20. Write a sentence using a verb from 2.2.3 + a gerund. Your sentence may not be the same as any sentence in this review.

Answer:

Part F: Same or Different Meaning?

21. "I stopped to buy coffee." What does this mean?

a) I quit buying coffee.

b) I paused what I was doing to buy coffee.

22. Which pair of sentences has the SAME meaning?

a) It started raining. / It started to rain.

b) I remember locking the door. / I remember to lock the door.

23. "My bike needs fixing." What does this mean?

a) Someone needs to fix my bike.

b) My bike needs to fix something.

24. Write two sentences that show the different meanings of *remember*, *forget*, or *try*: one with a gerund and one with an infinitive. Your sentences may not be the same as any sentence in this review.

Gerund:

Infinitive:

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2.4.3: Guided Writing

Guided Writing - Review a Movie or TV Show

Write a review of a real movie or TV show that you have watched. Your review should be 8 to 10 sentences and use at least FIVE gerunds or infinitives from this unit.

Step 1: Read the Model

Model Review (a made-up movie; gerunds and infinitives are in bold)

Waves of Laguna ★★★★☆ 4 out of 5 stars

"*Funny, sunny, and a little too long*"

I decided **to watch** *Waves of Laguna* last Friday because my friends kept **talking** about it. It is a comedy about a family that wants **to open** a taco shop near the beach. **Watching** the first scene made me laugh out loud. The actors seem **to enjoy working** together, and it is easy **to believe** they are a real family. I loved **seeing** Main Beach and downtown Laguna on the big screen. However, the movie is too long **to keep** everyone's attention, and the ending was a little predictable. I recommend **seeing** it with your family on a weekend. Don't forget **to bring** snacks!

Step 2: Brainstorm

Think about a real movie or TV show you watched. Answer each question with a complete sentence that uses a gerund or an infinitive.

1. What did you watch, and why did you decide to watch it? Use a verb + infinitive (*decide, want, plan*).

Answer:

2. When, where, and with whom did you watch it? Use a verb + gerund (*enjoy, miss, keep*).

Answer:

3. What was the best part? Use a gerund as the subject (*Watching the... was...*).

Answer:

4. What was not so good? Use *too* or *enough* + infinitive.

Answer:

5. What do you think of the story or the actors? Use *It* + adjective + infinitive.

Answer:

6. Who should watch it, and how many stars will you give it (1 to 5)? Use *recommend* or *suggest* + gerund.

Answer:

Step 3: Write Your Review

Give your review a short title and a star rating. Describe your real experience: the story, the actors, the best and worst parts, and who should watch it. Do not tell the ending!

7.

Movie or TV show:

Stars (1–5):

Review title:

Step 4: Check Your Work

Read your review again and check each item. Then give it to your teacher to check.

- ☐ My review is about a real movie or TV show that I watched.
- ☐ I used at least five gerunds or infinitives, with at least two of each.
- ☐ I checked my verbs with the lists in 2.1.3 and 2.2.3 (for example, *enjoy watching*, *decide to watch*).
- ☐ I used a singular verb after a gerund subject (*Watching it **was** fun*).
- ☐ I used an object pronoun before an infinitive (*told **them** to watch*, not *told they*).
- ☐ I used *too* or *enough* + infinitive, or an infinitive of purpose.
- ☐ My review has no spoilers. I did not tell the ending!
- ☐ My review is honest, polite, and helpful for other viewers.

Challenge: Post It!

After your teacher checks your review and you make any corrections, post it on Letterboxd (movies) or IMDb (movies

and TV shows). Real viewers will read your English! Write only about your own opinion, keep it polite and honest, and do not include spoilers or anyone's private information. Bring a screenshot of your posted review to class.

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3: UNIT 3 - ADVERB CLAUSES

3.1: Adverb Clauses and Phrases

3.1.1: READING - Surf City USA

3.1.2: Adverb Clauses and Phrases - OVERVIEW

3.1.3: Exercise 1 - Clause or Phrase?

3.2: Adverb Clauses and Phrases of Time

3.2.1: READING - The Day Vans Opened in Anaheim

3.2.2: Adverb Clauses and Phrases of Time - OVERVIEW

3.2.3: Exercise 2 - Clauses and Phrases of Time

3.2.4: Exercise 3 - Fix the Future Tense

3.3: Adverb Clauses and Phrases of Reason and Purpose

3.3.1: READING - Infinity Surfboards - From the Garage to the Water

3.3.2: Adverb Clauses and Phrases of Reason and Purpose - OVERVIEW

3.3.3: Exercise 4 - Reason and Purpose

3.4: Adverb Clauses and Phrases of Contrast

3.4.1: READING - Cara-Beth Burnside Skates Her Own Path

3.4.2: Adverb Clauses and Phrases of Contrast - OVERVIEW

3.4.3: Exercise 5 - Contrast

3.5: Adverb Clauses of Condition

3.5.1: READING - Is It Safe to Swim Today? Reading the Beach Flags

3.5.2: Adverb Clauses of Condition - OVERVIEW

3.5.3: Exercise 6 - Condition Pair Work

3.6: Chapter Review

3.6.1: Grammar in the Wild

3.6.2: Unit Review Activity

3.6.3: Guided Writing - Someone Who Pushed Back

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3.1: ADVERB CLAUSES AND PHRASES

3.1.1: READING - Surf City USA
3.1.2: Adverb Clauses and Phrases - OVERVIEW
3.1.3: Exercise 1 - Clause or Phrase?

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3.1.1: READING - Surf City USA

Surf City USA

IMAGE PLACEHOLDER
Replace with the photo (400 x 300).
Alt text: Surfers riding waves next to the Huntington Beach Pier on a sunny day.

Surfers near the Huntington Beach Pier

Huntington Beach has almost ten miles of sandy coastline. **Because the waves near the pier are strong and steady,** surfers come from all over the world to ride them. **Although other beach towns have used the name,** only Huntington Beach is officially known as "Surf City USA." Today, the city's visitors bureau owns the name as a registered trademark.

The story of surfing here began in 1914. **When the city opened its new concrete pier,** Henry Huntington invited a Hawaiian surfer named George Freeth to the celebration. The crowd cheered **while Freeth rode the waves next to the pier**. In 1925, the famous Hawaiian surfer Duke Kahanamoku surfed at the pier with two of the city's first lifeguards. **Since Duke was an Olympic swimming champion,** people were excited to watch him.

After the first surf shops opened in the 1950s, surfing became part of daily life in the town. The first U.S. surfing championships took place at the pier in 1959. In 1963, the band Jan and Dean had a hit song called "Surf City." Many years later, **after making the song famous,** band member Dean Torrence helped the city get its official nickname in 1991.

Today, the U.S. Open of Surfing comes to the pier every summer. **If you visit during the contest,** you will see huge crowds on the sand. Parking is difficult **unless you arrive early**. **Even if you don't surf,** you can visit the International Surfing Museum, which displays surfboards that belonged to Duke Kahanamoku and George Freeth. **Before leaving Surf City,** many visitors walk to the end of the pier **so that they can watch the sunset**.

Photo credit: [Add the photo source and license links here.]

Surf City USA - Questions

Part A: Comprehension Questions

1. What happened at the Huntington Beach Pier in 1914?

Answer:

2. Why were people excited to watch Duke Kahanamoku surf?

Answer:

3. What can visitors see at the International Surfing Museum?

Answer:

Part B: Discussion Questions

4. Is there a famous beach, park, or street in your hometown? What is it known for?

Answer:

5. Make up a funny official nickname for your city, your street, or your kitchen. Why does it fit?

Answer:

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3.1.2: Adverb Clauses and Phrases - OVERVIEW

Adverb Clauses & Phrases: An Overview

On this page, you will learn the difference between adverb clauses and adverb phrases, the four types of adverb clauses, where to put the comma, and two tricky words.

Color key: CONNECTING WORD SUBJECT VERB RULE NOTE

Clause vs. Phrase

How is a clause different from a phrase?

Term	Definition	Example
Adverb Clause	Has a **subject** and a **complete verb**. It cannot stand alone as a sentence. It starts with a connecting word, such as *because, although, if,* or *when*.	*I found a small crack in my surfboard* ***while I was waxing it***. while SUBJECT : I VERB : was waxing
Adverb Phrase	Has **no** subject and no complete verb. It is a short group of words that works like an adverb.	*I found a small crack in my surfboard* ***while waxing it***. while no — subject incomplete verb: waxing

Where Does the Comma Go?

An adverb clause cannot stand alone as a sentence. It needs a **main clause**. It can come **before or after** the main clause.

Key rule: When the adverb clause comes **before** the main clause, use a comma.

> ***When the tide goes out,*** *we walk to the tide pools.*
>
> adverb clause first = comma required
>
> *We walk to the tide pools* ***when the tide goes out***.
>
> adverb clause second = no comma needed

Four Types of Adverb Clauses

Four types of adverb clauses and the words that start them

Type	What It Does	Connecting Words	Example
Time	Tells *when* something happens	**when** **until** **as** **soon as** **after** **before** **since** **while**	***Before she paddled out,*** *she had already checked the waves.*
Reason & Purpose	Tells *why* something happens	**because** **since** **as so that**	***Because he woke up early,*** *he got the last parking spot at the beach.*
Contrast	Shows something *surprising* or *different*	**though** **even though** **although** **whereas** **while**	***Although it was raining,*** *we went to the beach.*
Conditional	Tells what must happen *first*	**if only if** **even if** **unless** **whether or not**	***If the waves are big,*** *we will go surfing.*

Tricky Words: *since* and *while*

Some connecting words have **two different meanings**. Look at the verb tense to help you find the meaning.

Since and while can each mean two different things

Word	Meaning	Tense Clue	Example
since	**Time**: the starting time in the past	Often used with the *present perfect* (*have been, has lived*)	*I have been skateboarding* ***since*** *I was 11.*
since	**Reason**: means *because*	Can be used with any tense	*We are staying on the sand* ***since*** *the lifeguards closed the water.*

Word	Meaning	Tense Clue	Example
while	**Time**: means *during*	Often used with the *past progressive* (*was doing, were doing*)	*A wave knocked him over **while** he was taking a selfie.*
while	**Contrast**: shows a difference	Can be used with any tense	*She surfs every morning **while** her brother prefers to skate.*

Note: As and due to can also show a reason. You will see them again in the Reason and Purpose section.

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3.1.3: Exercise 1 - Clause or Phrase?

Exercise 1 - Clause or Phrase?

Use what you learned in the overview. Section 1: Decide if the bold words are a clause or a phrase. Section 2: Decide if each sentence needs a comma.

Section 1: Clause or Phrase?

Read each sentence. Are the **bold** words an adverb **clause** (subject + complete verb) or an adverb **phrase** (no subject)? Circle a or b.

Example

*She fell off her board **while she was turning**. → a) clause (subject: she, verb: was turning)*

*She fell off her board **while turning**. → b) phrase (no subject)*

1. My dog barks at the ocean **when the waves get close to him**.

a) clause
b) phrase

2. After finishing her homework, Maya went to the skatepark.

a) clause
b) phrase

3. Before paddling out, surfers should check the lifeguard flags.

a) clause
b) phrase

4. Because the wind was so strong, our kite landed in a palm tree.

a) clause
b) phrase

5. A seagull stole my sandwich **while I was reading on the beach**.

a) clause

b) phrase

6. While waiting for the bus, Tom practiced his skateboard tricks in his head.

a) clause

b) phrase

7. Grandpa has surfed every Saturday **since he moved to Dana Point**.

a) clause

b) phrase

Section 2: Comma or No Comma?

Does the sentence need a comma? Write **Yes** or **No**. If the answer is Yes, rewrite the sentence with the comma in the correct place.

Example

Because it was foggy we stayed home. → Yes. ***Because it was foggy,*** *we stayed home.*

We stayed home because it was foggy. → No. (The adverb clause comes second.)

8. When the sun goes down the beach gets cold very quickly.

Comma needed? (Yes / No):

Rewrite (if Yes):

9. We bought fish tacos because we were hungry after surfing.

Comma needed? (Yes / No):

Rewrite (if Yes):

10. Although my cat hates water she loves watching the ocean from the window.

Comma needed? (Yes / No):

Rewrite (if Yes):

11. If the waves are too small tomorrow we will go skateboarding instead.

Comma needed? (Yes / No):

Rewrite (if Yes):

12. You can borrow my surfboard as soon as I finish my lesson.

Comma needed? (Yes / No):

Rewrite (if Yes):

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3.2: ADVERB CLAUSES AND PHRASES OF TIME

3.2.1: READING - The Day Vans Opened in Anaheim
3.2.2: Adverb Clauses and Phrases of Time - OVERVIEW
3.2.3: Exercise 2 - Clauses and Phrases of Time
3.2.4: Exercise 3 - Fix the Future Tense

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3.2.1: READING - The Day Vans Opened in Anaheim

The Day Vans Opened in Anaheim



Classic checkerboard Vans slip-on shoes

Before Paul Van Doren started his own company, he had worked in the shoe business for about 20 years. On March 16, 1966, Paul, his brother James, and their partners opened the Van Doren Rubber Company at 704 East Broadway in Anaheim. The company made canvas shoes right there and sold them directly to customers.

As soon as the doors opened, customers started to come in. Twelve people bought shoes that first day. But **while the owners were getting ready for the big day,** they forgot one important thing. There was not enough money in the cash register to give customers their change! Paul told everyone to take the shoes home and pay the next day. **By the time the store closed the next day,** all twelve customers had come back to pay.

After skaters discovered the shoes, Vans became famous in Southern California. Skaters loved the thick, sticky soles because the shoes held on to their boards **whenever they did a trick**. In 1976, the company started using the words "Off the Wall," which came from skater slang. Then, in 1982, an actor wore checkerboard Vans in the movie *Fast Times at Ridgemont High*. **Once people saw the movie,** sales of the shoes doubled.

Vans has become famous all over the world **since the first store opened in 1966**. Many skaters still wear their Vans **until the soles have holes in them**. **After buying a new pair,** some people draw pictures on the white canvas. **When you see someone in Vans next time,** remember that the story started in Anaheim with twelve customers and no change in the cash register.

Photo credit: Brent Warner / CC BY-SA-NC

The Day Vans Opened in Anaheim - Questions

Part A: Comprehension Questions

1. When and where did the first Vans store open?

Answer:

2. What problem did the owners have on the first day? How did Paul solve it?

Answer:

3. Why did skaters like Vans shoes?

Answer:

Part B: Discussion Questions

4. Do you have a favorite pair of shoes? When do you usually wear them?

Answer:

5. Design a silly pair of shoes for a surfer, a skater, or your pet. What do they look like, and when will they wear them?

Answer:

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3.2.2: Adverb Clauses and Phrases of Time - OVERVIEW

Adverb Clauses and Phrases of Time

Time clauses tell *when* something happens. They start with a time word, such as *when, before,* or *until*.

Color key: TIME WORD SUBJECT VERB RULE NOTE

Time Words

Group 1: At the same time, or every time

Word	Meaning	Tense Clue	Example
when	at the time that; every time that	For the future, use the simple present in the time clause, not *will*.	*We will eat fish tacos* ***when the contest ends****.*
while	during the time that	Often uses the past progressive (*was doing*) for the longer action.	***While he was waiting for a wave,*** *a dolphin swam past him.*
whenever	every time that	Shows something that happens again and again.	*My dog hides under the bed* ***whenever the ice cream truck plays its song****.*

Group 2: One thing happens first

Word	Meaning	Tense Clue	Example
before	earlier than	The main clause happens first.	*Check the lifeguard flags* ***before you swim****.*
after	later than	The time clause happens first.	***After she finished her surf lesson,*** *she bought a smoothie at the pier.*

Word	Meaning	Tense Clue	Example
as soon as	right after, with no waiting	For the future, use the simple present, not *will*.	***As soon as the tide goes out,*** *we will look for crabs.*
once	after something is finished	Often used in instructions.	***Once you stand up on the board,*** *keep your knees bent.*
by the time	before or at that time	Often uses the past perfect (*had done*) in the main clause.	***By the time we got to the beach,*** *the sun had already set.*

Group 3: A starting point or an ending point

Word	Meaning	Tense Clue	Example
since	from a time in the past until now	Often used with the present perfect (*have done*) in the main clause.	*She has skated every day* ***since she got her first board****.*
until till	up to the time that	*Till* is informal. *Until* is more common in writing.	*We stayed in the water* ***until the lifeguard called us in****.*

Turning a Time Clause into a Phrase

Use this with before after while

When both parts of the sentence have the **same subject**, you can make the time clause shorter. Take out the subject, and use the *-ing* form of the verb (a gerund).

While she was waxing her board, *she sang to herself.*

→ ***While waxing her board,*** *she sang to herself.*

✓ Correct same subject: she + she

After he finished school, *he went to the skatepark.*

→ ***After finishing school,*** *he went to the skatepark.*

✓ Correct same subject: he + he

While waxing her board, *her phone rang.*

✗ Wrong different subjects: she + her phone

Keep the full clause: ***While she was waxing her board,*** *her phone rang.*

Time Clauses About the Future

⚠ WATCH OUT **Future Time Clauses**

With **when** **as soon as** **once** **until** **before** **after** use the **simple present** in the time clause, even when the meaning is future. Use *will* only in the main clause.

Call me when you ***will arrive*** *at the beach.*

✗ Wrong

Call me when you ***arrive*** *at the beach.*

✓ Correct

As soon as the waves get bigger, *we* ***will*** *paddle out.*

✓ Correct present in the time clause, will in the main clause

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3.2.3: Exercise 2 - Clauses and Phrases of Time

Exercise 2 - Clauses and Phrases of Time

Use the time words from the overview. Section 1 has one correct answer for each item. Section 2 can have more than one correct answer.

Section 1: Choose the Best Time Word

Choose the **ONE** best answer. Think about the meaning and the verb tense.

Example

She has surfed every summer _____ she moved to Huntington Beach.

a) until b) ***since*** *c) while d) before →* ***b) since*** *(present perfect + a starting point in the past)*

1. Grandma always sings old love songs _____ she drives to the grocery store.

a) until
b) while
c) since
d) by the time

2. I have known my best friend _____ we were in kindergarten.

a) when
b) after
c) since
d) once

3. _____ we got to the stadium, the concert had already started.

a) Since
b) By the time
c) Until
d) Whenever

4. The surfers sat on their boards _____ a big wave finally came.

a) until
b) since
c) while
d) whenever

5. _____ my roommate makes popcorn, the smoke alarm goes off.

a) Whenever
b) Since
c) Until
d) By the time

6. Put on sunscreen _____ you go to the beach.

a) after
b) before
c) since
d) until

7. _____ the movie ended, we walked to the pier for ice cream.

a) After
b) Until
c) Since
d) By the time

Section 2: Choose ALL the Correct Answers

More than one answer can be correct. Choose **ALL** the correct answers. Check the meaning, the verb tense, the subject, and the comma.

Example

Text me _____ you get to the skatepark.

a) ***when*** *b)* ***as soon as*** *c) since d)* ***once*** → ***a, b, d***

8. _____ the lifeguard opens the beach, we will run into the water.

a) As soon as
b) Once
c) When
d) Until

9. We can't go home _____ we find Grandpa's lost sandal.

a) until
b) before
c) since
d) while

10. Choose ALL the correct sentences.

a) When the sun sets, we will build a fire on the beach.
b) When the sun will set, we will build a fire on the beach.
c) We will build a fire on the beach when the sun sets.
d) We will build a fire on the beach, when the sun sets.

11. Choose ALL the correct sentences.

a) While waiting for the bus, Mia read a comic book.
b) While waiting for the bus, the rain started.
c) While Mia was waiting for the bus, she read a comic book.
d) While was waiting for the bus, Mia read a comic book.

12. Choose ALL the correct sentences.

a) I have lived in Costa Mesa since I was ten.
b) I live in Costa Mesa since I was ten.
c) Since I moved to Costa Mesa, I have learned to surf.
d) Since I moved to Costa Mesa I have learned to surf.

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3.2.4: Exercise 3 - Fix the Future Tense

Exercise 3 - Fix the Future Tense

Remember the rule: in a time clause about the future, use the simple present, not will. Use will only in the main clause.

Section 1: Correct or Wrong?

Read each sentence about the future. Write **Correct** or **Wrong**. If the sentence is wrong, rewrite it correctly.

Example

We will go surfing when the waves will get bigger. → Wrong.

*Rewrite: We will go surfing **when the waves get bigger**.*

1. When the grunion come onto the beach tonight, we will watch them with flashlights.

Correct or Wrong:

Rewrite (if Wrong):

2. I will text you as soon as my mom will let me go to the beach.

Correct or Wrong:

Rewrite (if Wrong):

3. Once the fog will clear, we will drive to Laguna Beach.

Correct or Wrong:

Rewrite (if Wrong):

4. My cat will not come inside until I open a can of tuna.

Correct or Wrong:

Rewrite (if Wrong):

5. Before you will eat that taco, take a photo of it for me.

Correct or Wrong:

Rewrite (if Wrong):

6. After the skatepark closes, we will get pizza.

Correct or Wrong:

Rewrite (if Wrong):

Section 2: Complete the Sentence

Write the correct form of each verb in parentheses. Every sentence is about the future. Use the simple present in the time clause and *will* in the main clause.

Example

*Before we **leave** (leave), we **will check** (check) the surf report.*

7. When the bus _____ (arrive), I _____ (call) you.

8. We _____ (not / leave) the beach until the sun _____ (go) down.

9. As soon as Jenna _____ (finish) her surf lesson, she _____ (buy) a smoothie.

10. Once you _____ (learn) to stand up on the board, surfing _____ (get) easier.

11. The dog _____ (bark) at the vacuum before you even _____ (turn) it on.

12. After I _____ (save) enough money, I _____ (buy) a pair of checkerboard Vans.

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3.3: ADVERB CLAUSES AND PHRASES OF REASON AND PURPOSE

3.3.1: READING - Infinity Surfboards - From the Garage to the Water

3.3.2: Adverb Clauses and Phrases of Reason and Purpose - OVERVIEW

3.3.3: Exercise 4 - Reason and Purpose

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3.3.1: READING - Infinity Surfboards - From the Garage to the Water

Infinity Surfboards, From Garage to Dana Point



A surfboard shaper at work

Steve Boehne fell in love with surfing in 1959. **Because he loved it so much,** he started building surfboards in his garage. He built about 100 boards there. In 1970, he shaped the very first Infinity surfboard. It is marked #1, and no one has ever ridden it.

In 1971, Steve married Barrie, and they opened the first Infinity Surf Shop in an old gas station in Huntington Beach. Barrie was a tandem surfer. In tandem surfing, two people ride one board together, and one person lifts the other into the air. **As Barrie was already a world champion,** Steve had a great partner. They practiced together **so that they could compete as a team**, and they won several world tandem championships. **Because of their amazing tricks,** they appeared on TV and in *LIFE* magazine.

Infinity kept growing, and today the company makes its boards in Dana Point. It was also one of the first companies to make fiberglass skateboards. **Since the Boehnes' sons, Dan and Dave, grew up around surfboards,** they became board shapers too. Dave also helped develop modern stand-up paddleboards. Many people now use these boards **for exercise** on calm days.

In 2020, Infinity celebrated 50 years. By then, more than 50,000 boards had the Infinity logo. In 2023, the City of Dana Point placed a bronze statue of Steve and Barrie in Waterman's Plaza **to honor the couple**. Today, surfers still visit Infinity **in order to get custom boards**. **Due to the family's hard work,** a small garage project became a Dana Point legend.

Photo credit: Image generated by the author using Gemini.

Infinity Surfboards, From Garage to Dana Point - Questions

Part A: Comprehension Questions

1. Where did Steve Boehne build his first surfboards?

Answer:

2. What is tandem surfing?

Answer:

3. How did the City of Dana Point honor Steve and Barrie?

Answer:

Part B: Discussion Questions

4. Is there a family business in your neighborhood? What does it sell, and why do people go there?

Answer:

5. Steve and Barrie lifted each other into the air on a surfboard. What is the strangest thing you could carry on a surfboard? Why?

Answer:

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3.3.2: Adverb Clauses and Phrases of Reason and Purpose - OVERVIEW

Adverb Clauses and Phrases of Reason and Purpose

Reason words tell *why* something happens. Purpose words tell the *goal*: what someone wants to do.

Color key: CONNECTING WORD CLAUSE PHRASE RULE NOTE

Reason

Reason: words that tell why

Word	Pattern	How to Use It	Example
because	CLAUSE: + subject + verb	Answers the question *Why?*	*We left the beach early **because the wind was too strong**.* Flip it ***Because the wind was too strong,** we left the beach early.*
since	CLAUSE: + subject + verb	Means *because*. Often used when the reason is already known.	*We took the bus to the pier **since the parking lot was full**.* Flip it ***Since the parking lot was full,** we took the bus to the pier.*
as	CLAUSE: + subject + verb	Means *because*. A little more formal. Often comes at the beginning of the sentence.	*We went to the skatepark instead **as the waves were too small**.* Flip it ***As the waves were too small,** we went to the skatepark instead.*

Word	Pattern	How to Use It	Example
because of	PHRASE: + noun	A phrase, not a clause. Use a noun after it.	*The surf contest stopped **because of the lightning**.* Flip it ***Because of the lightning,** the surf contest stopped.*
due to	PHRASE: + noun	More formal. Often comes after the verb *be* or after the main clause.	*The beach was closed **due to high surf**.* Flip it ***Due to high surf,** the beach was closed.*

Purpose

Purpose: words that tell the goal

Word	Pattern	How to Use It	Example
to	PHRASE: + base verb	The most common way to show a goal. Answers *Why?* or *For what purpose?*	*She drove to Huntington Beach **to watch the surf contest**.* Flip it ***To watch the surf contest,** she drove to Huntington Beach.*
in order to	PHRASE: + base verb	More formal. A stronger way to show a goal.	*Skaters wear helmets **in order to protect their heads**.* Flip it ***In order to protect their heads,** skaters wear helmets.*
so that	CLAUSE: + subject + verb	Often used with *can, could, will,* or *would.*	*I set three alarms **so that I could see the sunrise at the beach**.* usually after the main clause
for	PHRASE: + noun	Shows the goal with a noun.	*We walked to the end of the pier **for fish tacos**.* usually after the main clause

Common Mistakes

⚠ WATCH OUT ***because* or *because of*?**

Use *because* + subject + verb. Use *because of* + noun.

We stayed home ***because of it was raining***.

✗ Wrong

We stayed home ***because it was raining***.

✓ Correct

We stayed home ***because of the rain***.

✓ Correct

⚠ WATCH OUT **Do not use *for* + verb**

To show a goal with a verb, use *to* + base verb. Use *for* only with a noun.

I saved money ***for buy a surfboard***.

✗ Wrong

I saved money ***for to buy a surfboard***.

✗ Wrong

I saved money ***to buy a surfboard***.

✓ Correct

I saved money ***for a new surfboard***.

✓ Correct

⚠ WATCH OUT ***so that* or *so*?**

So that tells the **goal** (what someone wants to happen). *So* tells the **result** (what happened next). Use a comma before *so*.

I woke up early ***so that I could catch the first waves***.

✓ Correct goal

I woke up early, ***so I was tired all day***.

✓ Correct result

I woke up early ***so that I was tired all day***.

✗ Wrong

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3.3.3: Exercise 4 - Reason and Purpose

Exercise 4 - Reason and Purpose

Use the reason and purpose words from the overview. Think about what comes next: a clause (subject + verb), a noun, or a base verb.

Section 1: Write the Word That Fits Best

Write a reason or purpose word in each blank. **More than one answer may be correct.** Choose one that fits the meaning and the grammar.

Example

Kai wore sunscreen _____ he didn't want a sunburn.

Possible answers: ***because***, ***since***, ***as*** *(all are followed by subject + verb)*

1. We canceled our beach picnic _____ the rain.

2. Maria took a surf lesson _____ she wanted to try something new.

3. I left my sandwich in the car _____ the seagulls couldn't steal it.

4. Lucas went to the surf shop _____ buy new wax for his board.

5. _____ the skatepark was closed, we skated in the parking lot.

6. My grandfather goes to the beach every morning _____ a long walk.

7. _____ protect her phone, Amy put it in a waterproof bag.

Section 2: Multiple Choice

Choose the **ONE** best answer.

Example

Tina went to the pier _____ watch the sunset.

a) for b) because c) ***to*** *d) because of →* ***c) to*** *(to + base verb)*

8. I stayed in the water _____ I could catch one more wave.

a) because
b) so that
c) because of
d) for

9. The lifeguards closed the beach _____ a shark in the water.

a) because
b) so that
c) due to
d) to

10. She saved her money _____ a new skateboard.

a) to
b) for
c) so that
d) because

11. We went to the farmers market _____ fresh strawberries.

a) for buy
b) for to buy
c) to buy
d) because buy

12. The traffic on Pacific Coast Highway was terrible, _____ we were late for the concert.

a) so that
b) so
c) because
d) for

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3.4: ADVERB CLAUSES AND PHRASES OF CONTRAST

3.4.1: READING - Cara-Beth Burnside Skates Her Own Path
3.4.2: Adverb Clauses and Phrases of Contrast - OVERVIEW
3.4.3: Exercise 5 - Contrast

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3.4.1: READING - Cara-Beth Burnside Skates Her Own Path

Cara-Beth Burnside Skates Her Own Path



A skateboarder in a pool

Cara-Beth Burnside was born in Orange in 1971, and she grew up on a skateboard. **Although there were no skateboarding contests for girls in the 1980s,** she did not give up. She signed up for the men's contests and skated her own way. In 1989, she became the first woman on the cover of *Thrasher*, a famous skateboarding magazine.

Even though skateboarding was her first love, Cara-Beth decided to try something new. She went to college at UC Davis and learned to snowboard on weekends at Lake Tahoe. **Despite starting the sport as a college student,** she made the U.S. team for the 1998 Winter Olympics in Japan. She finished in fourth place.

She never left skateboarding, though. In the late 1990s, she became the first woman skater with her own signature shoe from Vans. But at the 2005 X Games, the prize money was not fair. **Whereas the men's winner received $50,000,** the women's winner received only $2,000, and women's contests were not on TV. **In spite of the pressure,** Cara-Beth and other women skaters spoke up. That year, she helped start the Action Sports Alliance to create more chances for women in action sports. **While the change took a few years,** it happened. Starting in 2009, the X Games paid men and women equally.

Today, girls compete in skateboarding contests all over the world, and even in the Olympics. **Though Cara-Beth had no girls' contests when she started,** she helped build a future where girls have their own. In 2015, she joined the Skateboarding Hall of Fame. **Despite having no path to follow,** she made her own.

Photo credit: Generated by the author using Gemini

Cara-Beth Burnside Skates Her Own Path - Questions

Part A: Comprehension Questions

1. Why did Cara-Beth skate in the men's contests in the 1980s?

Answer:

2. Which sport did she compete in at the 1998 Winter Olympics?

Answer:

3. What changed at the X Games in 2009?

Answer:

Part B: Discussion Questions

4. Is there an activity you want to try even though it seems difficult? What is it?

Answer:

5. Design your own signature shoe. What does it look like, and what is it called?

Answer:

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3.4.2: Adverb Clauses and Phrases of Contrast - OVERVIEW

Adverb Clauses and Phrases of Contrast

Contrast words show a *surprising* result or a *difference* between two things.

Color key: CONNECTING WORD CLAUSE PHRASE RULE NOTE

Contrast Words

Contrast: words that show a surprise or a difference

Word	Pattern	How to Use It	Example
although	CLAUSE: + subject + verb	Shows a surprising result.	***Although the water was freezing,*** *Mia surfed for three hours.* Flip it *Mia surfed for three hours* ***although the water was freezing****.*
even though	CLAUSE: + subject + verb	Like *although*, but stronger.	***Even though he fell ten times,*** *Leo kept practicing the trick.* Flip it *Leo kept practicing the trick* ***even though he fell ten times****.*
though	CLAUSE: + subject + verb	Like *although*, but less formal. Common in speaking.	***Though the skatepark was crowded,*** *we found a quiet corner.* Flip it *We found a quiet corner* ***though the skatepark was crowded****.*

Word	Pattern	How to Use It	Example
while	CLAUSE: + subject + verb	Compares two different things.	***While my sister loves big waves,*** *I prefer the calm water at Doheny.* Flip it *I prefer the calm water at Doheny* ***while my sister loves big waves****.*
whereas Formal	CLAUSE: + subject + verb	Compares two different things. More formal than *while*.	***Whereas surfboards float,*** *skateboards sink very quickly.* Flip it *Skateboards sink very quickly* ***whereas surfboards float****.*
despite	PHRASE: + noun or -ing verb	A phrase, not a clause. Shows a surprising result.	***Despite the fog,*** *the surf contest started on time.* Flip it *The surf contest started on time* ***despite the fog****.* ***Despite having a broken wrist,*** *she watched every heat of the contest.* Flip it *She watched every heat of the contest* ***despite having a broken wrist****.*
in spite of	PHRASE: + noun or -ing verb	Means the same as *despite*.	***In spite of the crowds,*** *we loved the Huntington Beach Pier.* Flip it *We loved the Huntington Beach Pier* ***in spite of the crowds****.* ***In spite of losing his sandal,*** *Grandpa had a great day at the beach.* Flip it *Grandpa had a great day at the beach* ***in spite of losing his sandal****.*

Key Points

Clause or phrase? **although** **even though** **though** **while** **whereas** are followed by a subject + verb (a clause). **despite** **in spite of** are followed by a noun or an *-ing* verb (a phrase).

Comma: Use a comma when the contrast clause or phrase comes **first**. Do not use a comma when it comes **second**.

Meaning: *Although, even though,* and *though* show a surprising result. *Despite* and *in spite of* also show a surprising result, but they use a noun or *-ing* verb. *While* and *whereas* compare two different things.

***the fact that*:** To use a clause after *despite* or *in spite of*, add *the fact that*. This is formal.
In spite of the fact that the waves were small, *the contest continued.*

***though* at the end:** *Though* can also go at the end of a sentence, after a comma. *Although* and *even though* cannot do this.
The water was cold. We had a great time, ***though****.*

Common Mistakes

⚠ WATCH OUT **Do not use *although* + *but***

Use *although* **or** *but*, not both in the same sentence.

Although it was cold, but *we went surfing.*

✗ Wrong

Although it was cold, *we went surfing.*

✓ Correct

It was cold, ***but*** *we went surfing.*

✓ Correct

⚠ WATCH OUT **Do not use *despite* + subject + verb**

Despite and *in spite of* need a noun or an *-ing* verb. For a subject + verb, use *although* or *even though*.

Despite it was raining, *we skated all afternoon.*

✗ Wrong

Despite the rain, *we skated all afternoon.*

✓ Correct

Although it was raining, *we skated all afternoon.*

✓ Correct

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3.4.3: Exercise 5 - Contrast

Exercise 5 - Contrast

Use the contrast words from the overview. Section 1 has one correct answer for each item. Section 2 can have more than one correct answer.

Section 1: Choose the Best Contrast Word

Choose the **ONE** best answer. Check what comes next: a subject + verb, a noun, or an *-ing* verb.

Example

_____ the cold water, Sam surfed until sunset.

a) Although b) ***Despite*** *c) Even though d) Whereas →* ***b) Despite*** *(despite + noun)*

1. _____ the water was cold, my brother swam out to the buoy and back.

a) Despite
b) Although
c) Because
d) In spite of

2. _____ the strong wind, the kite festival continued.

a) Even though
b) Although
c) Despite
d) While

3. My dad loves surfing _____ my mom prefers reading on the sand.

a) despite
b) whereas
c) in spite of
d) because of

4. The skatepark is always busy _____ it is very small.

a) even though
b) in spite of
c) despite
d) so that

5. _____ forgetting her towel, Ana stayed at the beach all day.

a) Although
b) Even though
c) In spite of
d) While

6. My cat looks very serious. She is actually very silly, _____.

a) although
b) though
c) despite
d) whereas

7. _____ the fact that the parking lot was full, we found a spot.

a) Although
b) In spite of
c) Even though
d) Whereas

Section 2: Choose ALL the Correct Answers

More than one answer can be correct. Choose **ALL** the correct answers. Check the meaning, the grammar after the contrast word, and the comma.

Example

_____ he was tired, Jay skated for another hour.

a) ***Although*** *b) Despite c)* ***Even though*** *d)* ***Though*** *→* ***a, c, d***

8. _____ it was raining, we went to the skatepark.

a) Although
b) Even though
c) Despite
d) Though

9. _____ the long line, we waited for the famous fish tacos.

a) In spite of
b) Despite
c) Although
d) Even though

10. Choose ALL the correct sentences.

a) Although the waves were small, but we surfed all morning.
b) Although the waves were small, we surfed all morning.
c) The waves were small, but we surfed all morning.
d) We surfed all morning, although the waves were small.

11. Choose ALL the correct sentences.

a) Despite it was foggy, we drove to Laguna Beach.
b) Despite the fog, we drove to Laguna Beach.
c) Despite the fact that it was foggy, we drove to Laguna Beach.
d) Although the fog, we drove to Laguna Beach.

12. Choose ALL the correct sentences.

a) While my friend likes skateboarding, I prefer bodyboarding.
b) Whereas my friend likes skateboarding, I prefer bodyboarding.
c) I prefer bodyboarding whereas my friend likes skateboarding.
d) In spite of my friend likes skateboarding, I prefer bodyboarding.

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3.5: ADVERB CLAUSES OF CONDITION

3.5.1: READING - Is It Safe to Swim Today? Reading the Beach Flags
3.5.2: Adverb Clauses of Condition - OVERVIEW
3.5.3: Exercise 6 - Condition Pair Work

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3.5.1: READING - Is It Safe to Swim Today? Reading the Beach Flags

Is It Safe to Swim Today? Reading the Beach Flags



A lifeguard tower with a yellow flag

Before you run into the ocean at an Orange County beach, look at the lifeguard tower. The flag on the tower tells you about the water today. **If the flag is green,** the water is fairly calm. **If the flag is yellow,** the waves or currents are stronger, so swim with care.

A red flag means there are very strong rip currents. **Unless you are a very strong swimmer,** stay out of the water. Two red flags mean the water is closed to everyone. A purple flag means there are sea animals, like stingrays, near the shore. **If you see a purple flag,** shuffle your feet in the water **in case a stingray is hiding in the sand**.

Surfers need to look for a yellow flag with a black circle. It means no surfing in that area. Surfers can still enjoy the beach **as long as they stay outside that area**. In San Clemente, lifeguards write a beach report on a whiteboard three times a day. **Provided that you check the board,** you will know the surf height, the tides, and the water temperature.

In 2022, San Clemente lifeguards made 2,686 rescues. Surprisingly, most rescues happen on yellow-flag days, not red-flag days. **Even if the water looks calm,** a rip current can pull you away from the shore. **If a rip current pulls you out,** swim or paddle sideways, not straight toward the beach. And **whether or not you are a strong swimmer,** always swim in front of a lifeguard.

Photo credit: Generated by the author using Gemini

Reading the Beach Flags - Questions

Part A: Comprehension Questions

1. What does a red flag mean?

Answer:

2. What should you do if you see a purple flag?

Answer:

3. What should you do if a rip current pulls you away from the shore?

Answer:

Part B: Discussion Questions

4. What do you always check before you go to the beach, a park, or another place outdoors? Why?

Answer:

5. Invent a new beach flag. What color is it, and what does it mean?

Answer:

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3.5.2: Adverb Clauses of Condition - OVERVIEW

Adverb Clauses of Condition

Condition words tell what must happen first, or what could happen, before the result in the main clause.

Color key: CONNECTING WORD PHRASE RULE NOTE

Condition Words

Condition: words that tell what must happen first

Word	Meaning	Example
if	Something must happen first. Then the result happens.	***If the waves are big tomorrow,*** *we will go surfing.* Flip it *We will go surfing* ***if the waves are big tomorrow****.*
unless	Means *if not*.	***Unless the fog clears,*** *the contest will not start.* Flip it *The contest will not start* ***unless the fog clears****.*
as long as so long as	Means *only if*. The condition is necessary.	***As long as you wear a helmet,*** *you can use the skatepark.* Flip it *You can use the skatepark* ***as long as you wear a helmet****.*
only if	The result happens in this one situation and no other.	*You can swim past the buoys* ***only if a lifeguard says it is safe****.* usually after the main clause

Word	Meaning	Example
provided (that) Formal	Means *only if*. A formal way to give a rule.	***Provided that the weather is good,*** *the surf contest will start at 7:00.* Flip it *The surf contest will start at 7:00* ***provided that the weather is good****.*
in case	Because something *might* happen. Shows how to be ready.	***In case the water is cold,*** *bring a wetsuit.* Flip it *Bring a wetsuit* ***in case the water is cold****.*
even if	The condition does not change the result.	***Even if it rains,*** *we will go to the skatepark.* Flip it *We will go to the skatepark* ***even if it rains****.*
whether or not	The result is the same either way.	***Whether or not the waves are good,*** *we will meet at the pier at 8:00.* Flip it *We will meet at the pier at 8:00* ***whether or not the waves are good****.*

Key Points

Comma: Use a comma when the condition clause comes **first**. Do not use a comma when it comes **second**.

Phrases of condition: Some phrases also show a condition. They use a noun, not a subject + verb.

in case of + noun

In case of high surf, *the lifeguards may close the beach.*

with / without + noun

Without a leash, *you can lose your surfboard in the waves.*

Common Mistakes

⚠ WATCH OUT **No *will* in the condition clause**

When the main clause is about the future, use the **simple present** in the condition clause. Use *will* only in the main clause.

If the waves will be big, *we will go surfing.*

✗ Wrong

If the waves are big, *we will go surfing.*

✓ Correct

⚠ WATCH OUT **Do not use *unless* + *not***

Unless already means *if not*. Do not add another *not*.

Unless you don't wear a helmet, *you can't skate here.*

✗ Wrong

Unless you wear a helmet, *you can't skate here.*

✓ Correct

If you don't wear a helmet, *you can't skate here.*

✓ Correct

⚠ WATCH OUT ***if* or *in case*?**

If: do something **when** it happens. *In case*: do something **before**, so you are ready if it happens.

If you get cold, *put on my sweatshirt.*

✓ Correct **when it happens**

Bring a sweatshirt ***in case you get cold****.*

✓ Correct **be ready before**

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3.5.3: Exercise 6 - Condition Pair Work

Exercise 6 - Condition Pair Work

Work with a partner. Take turns, help each other, and check each other's sentences. Both partners write in their own books.

Partner A:

Partner B:

Part 1: Interview Your Partner

Take turns asking the questions. Listen to your partner's answer. Then write it as a full sentence with your partner's name and the condition word. Remember: no *will* in the condition clause.

Example

Ask: What will you eat tonight if you are very hungry?

Partner says: "A giant burrito."

Write: ***If Kim is very hungry tonight,*** *she will eat a giant burrito.*

1. **Use: if**

Ask: *What will you do this weekend if the weather is nice?*

My partner's answer:

2. **Use: unless**

Ask: *What will you never do unless someone pays you a lot of money?*

My partner's answer:

3. **Use: in case**

Ask: *What do you always bring to the beach in case something goes wrong?*

My partner's answer:

4. **Use: even if**

Ask: *What will you keep doing even if it gets difficult?*

My partner's answer:

5. **Use: as long as**

Ask: *What can a friend borrow from you as long as they give it back?*

My partner's answer:

Part 2: Finish Each Other's Sentences

One partner reads the beginning out loud. The other partner finishes the sentence out loud. Talk about it: Is it correct? Is it funny? Then both partners write the full sentence. Switch roles for each item.

Example

Partner A: "If my dog learns to skateboard ..."

Partner B: "... he will become famous on the internet."

Write: ***If my dog learns to skateboard,*** *he will become famous on the internet.*

6. **Partner A starts**

If a seagull steals my sandwich, ...

Full sentence:

7. **Partner B starts**

Unless the waves are bigger tomorrow, ...

Full sentence:

8. **Partner A starts**

Provided that my homework is finished, ...

Full sentence:

9. **Partner B starts**

Whether or not it rains on Saturday, ...

Full sentence:

Part 3: Make a Beach Sign Together

Your team is in charge of a brand-new beach in Orange County. Agree on three rules for the beach sign. Each rule must use a **different** condition word: *if, unless, only if, as long as, provided that, in case, even if,* or *whether or not*. Your rules can be serious or silly.

Example

Unless you are a lifeguard, *do not climb the lifeguard tower.*

Dogs can play on the sand ***as long as they do not steal anyone's snacks****.*

10. Rule 1

Rule:

11. Rule 2

Rule:

12. Rule 3

Rule:

Share it: Read your sign to another pair. Choose the funniest rule and the most useful rule from both signs.

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3.6: CHAPTER REVIEW

3.6.1: Grammar in the Wild
3.6.2: Unit Review Activity
3.6.3: Guided Writing - Someone Who Pushed Back

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3.6.1: Grammar in the Wild

Grammar in the Wild

Adverb clauses and phrases are everywhere: on beach signs, at the skatepark, in ads, and on your phone. Your challenge is to find at least three real examples of the grammar in this unit, take pictures of them, and share them.

What to Look For

Time: when | while | whenever | before | after | as soon as | once | by the time | since | until

Reason: because | since | as | because of | due to

Purpose: to | in order to | so that | for

Contrast: although | even though | though | while | whereas | despite | in spite of

Condition: if | unless | only if | as long as | provided that | in case | even if | whether or not

Places to look: beach and skatepark signs, surf shop windows, parking signs, menus, ads, product packaging, apps and phone messages, websites, social media posts, and news articles.

Example

A sign at the beach: ***"No swimming when the red flag is up."*** *(time clause)*

I took this picture last Sunday at San Clemente Pier ***while*** *my family was having a picnic.* ***Because*** *the waves were very big, the lifeguards were watching the water carefully.*

Your Challenge

1. Find it. Find a sentence with an adverb clause or phrase in the real world, not in this book.

2. Take a picture. Take a clear photo or screenshot. Make sure the adverb clause or phrase is easy to read.

3. Show a friend. Show the picture to a friend or classmate. Point to the clause or phrase and tell them what type it is: time, reason, purpose, contrast, or condition.

4. Write about it. Answer the questions below. Bring your pictures to class to share.

Write About Your Pictures

For each picture, write the sentence, copy the adverb clause or phrase, write its type, and describe **when** and **where** you took the picture. Try to use an adverb clause in your description!

Picture 1

The sentence in my picture: _____

The adverb clause or phrase: _____

Type (time, reason, purpose, contrast, or condition): _____

When and where I took the picture: _____

_____

Picture 2

The sentence in my picture: _____

The adverb clause or phrase: _____

Type (time, reason, purpose, contrast, or condition): _____

When and where I took the picture: _____

_____

Picture 3

The sentence in my picture: _____

The adverb clause or phrase: _____

Type (time, reason, purpose, contrast, or condition): _____

When and where I took the picture: _____

_____

Bonus Challenge

Can you find one example of each type: time, reason, purpose, contrast, and condition? Can you find a phrase, such as *while* + *-ing*, *because of*, or *despite*? The student with the most different types wins bragging rights.

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3.6.2: Unit Review Activity

Unit Review Activity

This activity reviews the whole unit. For each blank, write the word or words that fit best. More than one answer may be correct. The last item in each section asks you to write your own sentence.

Section 1: Clauses, Phrases, and Commas

1. Is the bold part a clause or a phrase? **Before paddling out,** Nina checked the lifeguard flags.

Clause or phrase: _____

2. Is the bold part a clause or a phrase? The seagulls waited **while we were eating lunch**.

Clause or phrase: _____

3. Add a comma if one is needed, and rewrite the sentence: After the sun went down we built a fire on the sand.

Rewrite: _____

4. Add a comma if one is needed, and rewrite the sentence: We built a fire on the sand after the sun went down.

Rewrite: _____

5. Write Your Own: Write one sentence about your weekend with an adverb clause at the beginning. Remember the comma.

Answer: _____

_____

Section 2: Time

6. Grandpa has collected seashells _____ he retired.

7. _____ we got to the pier, all the fish tacos were sold out.

8. _____ finishing her homework, Lily went to the skatepark.

9. I will call you as soon as the bus _____ (arrive).

10. Write Your Own: Write about a plan for your future. Use *when, as soon as,* or *once*. Remember: no *will* in the time clause.

Answer: _____

_____

Section 3: Reason and Purpose

11. The pier was closed _____ the storm.

12. Ben went to the surf shop _____ buy a new leash.

13. I put my phone in a plastic bag _____ it would stay dry.

14. We drove to Dana Point _____ a stand-up paddleboard lesson.

15. Write Your Own: Why are you learning English? Use *because*, *to*, or *so that*.

Answer: _____

_____

Section 4: Contrast

16. _____ the cold water, hundreds of people jumped into the ocean on New Year's Day.

17. My brother loves skateboarding _____ I prefer surfing.

18. _____ he was very tired, Ray stayed at the beach until sunset.

19. _____ losing the first round, Maya won the skateboarding contest.

20. Write Your Own: Write something surprising about yourself. Use *although* or *even though*.

Answer: _____

_____

Section 5: Condition

21. You can't skate here _____ you wear a helmet.

22. Pack an umbrella _____ it rains at the beach.

23. We will go to the beach tomorrow _____ it is cloudy. Nothing will stop us!

24. You can borrow my surfboard _____ you bring it back tomorrow.

25. Write Your Own: Write one rule for your home or your classroom. Use *if, unless,* or *as long as*.

Answer: _____

_____

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3.6.3: Guided Writing - Someone Who Pushed Back

Guided Writing - Someone Who Pushed Back

Write about a real person who pushed back on what other people expected of them. It can be a friend, a family member, a celebrity, or someone from your culture. Write 8 to 10 sentences, and use at least FIVE adverb clauses or phrases from this unit.

Step 1: Read the Model

Model Paragraph (a made-up person; adverb clauses and phrases are in bold)

My Aunt Rosa, the Mechanic

My aunt Rosa grew up in a small town in Mexico. **When she was a teenager,** everyone expected her to become a teacher **because most women in our family were teachers**. **Although she respected her family,** she loved fixing cars. **While her friends were studying to become teachers,** she was working in her uncle's garage. She saved her money **so that she could take auto mechanic classes**. **Even though some customers did not trust a woman mechanic at first,** she never gave up. **Despite the hard years,** she opened her own repair shop in Santa Ana in 2010. She has fixed thousands of cars **since she opened it**. Today, she tells young women, "**If you love something,** do it **even if people say no**."

Step 2: Brainstorm

Think about the person you will write about. Answer each question with a complete sentence that uses the word or words in parentheses.

1. Who is this person, and when did people start to expect something from them? Use a time word (*when, before, after*).

Answer:

2. What did other people expect? Why did they expect it? Use *because* or *since*.

Answer:

3. What did the person want instead? Use *although* or *even though*.

Answer:

4. What did the person do to reach their goal? Use *to*, *in order to*, or *so that*.

Answer:

5. What problems did the person have? How did they keep going? Use *despite* or *in spite of*.

Answer:

6. What advice does this person give, or what can we learn from them? Use *if*, *unless*, or *even if*.

Answer:

Step 3: Write Your Paragraph

Give your paragraph a title. Tell the person's story: what people expected, what the person did instead, the problems they had, and what happened in the end.

7.

The person I am writing about:

How I know this person (friend, family, celebrity, my culture):

Title:

Step 4: Check Your Work

Read your paragraph again and check each item. Then give it to your teacher to check.

- ☐ I wrote about a real person who pushed back on what other people expected.
- ☐ I used at least FIVE adverb clauses or phrases.
- ☐ I used at least THREE different types: time, reason, purpose, contrast, or condition.
- ☐ I used a comma when the adverb clause comes first, and no comma when it comes second.
- ☐ I did not use *although* and *but* in the same sentence.
- ☐ I used a noun or an *-ing* verb after *despite*, *in spite of*, and *because of*.
- ☐ I used the simple present, not *will*, in time and condition clauses about the future.
- ☐ If I wrote about someone I know, I was respectful and did not share private information.

Challenge: Share It!

After your teacher checks your paragraph and you make any corrections, share it. If you wrote about someone you know, ask them first, then read it to them or send it to them. If you wrote about a celebrity or someone from your culture, share it with a classmate who doesn't know their story. Tell the class how the person reacted!

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4: UNIT 4 - NOUN CLAUSES

4.1: Noun Clauses

4.1.1: READING - Googie Architecture

4.1.2: Noun Clauses - OVERVIEW

4.1.3: Exercise 1 - Is It a Noun Clause?

4.2: Noun Clauses with 'That'

4.2.1: READING - The Glass-Walled Houses of Orange

4.2.2: Noun Clauses with That - OVERVIEW

4.2.3: Exercise 2 - What Do You Think?

4.3: Embedded Questions

4.3.1: READING - Mission San Juan Capistrano

4.3.2: Embedded Questions - OVERVIEW

4.3.3: Exercise 3 - Embedded Questions

4.3.4: Exercise 4 - Fix the Word Order

4.3.5: Exercise 5 - Ask Politely

4.3.6: Noun Clauses vs. Infinitive Phrases - OVERVIEW

4.3.7: Exercise 6 - Noun Clause or Infinitive Phrase?

4.4: Reporting What People Say

4.4.1: READING - Orange County's Spanish Roots

4.4.2: Direct Quotes - OVERVIEW

4.4.3: Exercise 7 - Punctuating Direct Quotes

4.4.4: Direct and Indirect Quotes - OVERVIEW

4.4.5: Verb Tense Shifts - OVERVIEW

4.4.6: Exercise 8 - Change the Quote

4.4.7: Exercise 9 - Report the Question

4.4.8: Exercise 10 - Interview and Report

4.5: Chapter Review

4.5.1: Grammar in the Wild

4.5.2: Unit Review Activity

4.5.3: Guided Writing

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4.1: NOUN CLAUSES

4.1.1: READING - Google Architecture
4.1.2: Noun Clauses - OVERVIEW
4.1.3: Exercise 1 - Is It a Noun Clause?

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4.1.1: READING - Googie Architecture

Googie Architecture

Many people don't know **that a distinctive architectural style emerged in Southern California during the 1950s and 1960s**. The term “Googie architecture” describes buildings featuring sweeping curves, dramatic angles, and space-age motifs like starbursts and atomic symbols. Historians believe **that this optimistic, futuristic design philosophy found its most influential Orange County expression in Disneyland's original Tomorrowland, which opened in 1955**.

That Walt Disney's theme park became a blueprint for Orange County's commercial development is something many experts now accept. Visitors to Tomorrowland quickly realized **that the parabolic arches, cantilevered roofs, and upward-reaching spires represented a new vision for modern buildings**. Business owners throughout the region hoped **that their own buildings could capture the same excitement**, and developments from Anaheim to Costa Mesa embraced Googie principles throughout the period.

Coffee shops, bowling alleys, and motels incorporated dramatic rooflines and neon signage that increased their visibility from the road. The reason these buildings succeeded is **that bold architectural statements turned ordinary commercial spaces into memorable landmarks**. Norms Restaurant on Harbor Boulevard in Anaheim still demonstrates this principle today.

It is well known **that the term “Googie” came from a Los Angeles coffee shop**, but many researchers now disagree about **which county deserves credit as the style's true home**. Preservationists are also divided about **whether enough original structures remain to tell the full story**. **What seems certain** is **that the surviving buildings of Orange County are essential for understanding how a single theme park shaped an entire region's architectural identity**.

Googie Architecture - Questions

Part A: Meaning Check

Read each sentence. Circle **True** or **False**.

1. The word “Googie” came from a ride in Disneyland.

True / **False**

2. Business owners used this architectural style to get new customers.

True / **False**

3. Googie architecture is most commonly seen on libraries, schools, and other government buildings.

True / **False**

Part B: Discussion

Talk with a partner or small group. Then write your answers.

4. Do you think that old buildings like Norms should be protected, even when a city wants new homes or shops in that spot? Why or why not?

Answer:

5. Imagine that you are opening a Googie-style business in Orange County today. What would you sell, and what would your building and sign look like?

Answer:

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4.1.2: Noun Clauses - OVERVIEW

Noun Clauses - OVERVIEW

What Is a Noun Clause?

A **noun clause** is a dependent clause that functions as a noun. Like a single noun or noun phrase, it can serve as the subject, object, or complement of a sentence. A noun clause always contains its own subject and verb, and it cannot stand alone as a complete sentence.

Noun clauses are introduced by a small set of words called **clause introducers**: *that*, question words (*what, who, which, where, when, why, how*), and the words *if* and *whether*.

The Four Grammatical Functions of Noun Clauses

The four positions a noun clause can occupy in a sentence, with examples and structural notes

Function	Definition	Example	Note
SUBJECT	The clause performs the action or is described by the predicate.	**That the Norms in Anaheim still has its original angular roofline** surprises first-time visitors. *"That the Norms … roofline" = subject of surprises*	When a *that*-clause is the subject, *that* cannot be omitted. A dummy-subject construction (*It surprises visitors that…*) is often preferred.
OBJECT	The clause receives the action of a transitive verb.	Many architecture students discover **that the sweeping roofs were designed to catch the eye of passing motorists**. *"that the sweeping roofs … motorists" = object of discover*	This is the most common position for noun clauses. *That* is frequently omitted here in informal contexts.

Function	Definition	Example	Note
SUBJECT COMPLEMENT	The clause follows a linking verb and renames or describes the subject.	The real question is **whether these structures will still exist in another fifty years**. *"whether these structures ... years" = complement of is, renaming the real question*	Common linking verbs here: *be, seem, remain, appear*. The clause completes the meaning of the subject.
OBJECT OF PREPOSITION	The clause follows a preposition and completes a prepositional phrase.	Preservation groups often argue about **which features should be considered essential to the original design**. *"which features ... design" = object of the preposition about*	*That*-clauses rarely follow prepositions directly. *Wh*-clauses and *whether*-clauses are preferred in this position.

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4.1.3: Exercise 1 - Is It a Noun Clause?

Exercise 1 - Is It a Noun Clause?

Find the noun clause in each sentence and write it on the line. Then circle the answer that describes it.

Section 1: Which Word Starts the Noun Clause?

Circle **that**, **question word** (*what, who, which, where, when, why, how*), or **if / whether**.

Example

Everyone wonders why the roof looks like a boomerang.

Noun clause: why the roof looks like a boomerang

Circle one: question word

1. My grandmother believes that her cat can read her mind.

Noun clause:

Circle one: that question word if / whether

2. Nobody knows who painted the giant orange on the roof.

Noun clause:

Circle one: that question word if / whether

3. The tour guide asked if we wanted to see the rocket-shaped sign.

Noun clause:

Circle one: that question word if / whether

4. I can't remember where I parked my skateboard.

Noun clause:

Circle one: that question word if / whether

5. The architect hoped that drivers would notice the starburst sign from the road.

Noun clause:

Circle one: that question word if / whether

6. We are still deciding whether we should paint the garage purple.

Noun clause:

Circle one: that question word if / whether

Section 2: What Job Does the Noun Clause Do?

Circle the job the noun clause does in the sentence: **Subject**, **Object**, **Subject Complement**, or **Object of Preposition**.

Example

Tourists love what Googie buildings look like at night.

Noun clause: what Googie buildings look like at night

Circle one: Object (the object of love)

7. What the robot said at dinner surprised everyone.

Noun clause:

Circle one: Subject Object Subject Complement Object of Preposition

8. Engineers discovered that the tall spire was too heavy for the roof.

Noun clause:

Circle one: Subject Object Subject Complement Object of Preposition

9. The problem is that the neon sign buzzes all night.

Noun clause:

Circle one: Subject Object Subject Complement Object of Preposition

10. My roommate is worried about how the parrot learned that ringtone.

Noun clause:

Circle one: Subject Object Subject Complement Object of Preposition

11. That the diner never closes makes it popular with night-shift workers.

Noun clause:

Circle one: Subject Object Subject Complement Object of Preposition

12. Preservationists want to know whether the old motel sign can be repaired.

Noun clause:

Circle one: Subject Object Subject Complement Object of Preposition

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4.2: NOUN CLAUSES WITH 'THAT'

4.2.1: READING - The Glass-Walled Houses of Orange

4.2.2: Noun Clauses with That - OVERVIEW

4.2.3: Exercise 2 - What Do You Think?

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4.2.1: READING - The Glass-Walled Houses of Orange

The Glass-Walled Houses of Orange

Drive down a few quiet streets in the city of Orange, and you might think **that you have traveled back to 1962**. Flat roofs, long wooden beams, and walls made almost completely of glass line the sidewalks. These are Eichler homes. Between 1960 and 1964, builder Joseph Eichler created nearly 350 of them in three Orange neighborhoods: Fairhaven, Fairmeadow, and Fairhills.

Most of Eichler's houses were built near San Francisco, but he believed **that modern design should not be only for rich people**. His big idea was **that ordinary families deserved homes designed by real architects**. Many of the houses in Orange have an atrium, an open-air garden in the middle of the home. New owners were often surprised **that sunlight reached almost every room**.

Eichler also felt **that his neighborhoods should be open to everyone**. In the 1950s, many builders refused to sell homes to Black, Asian, and Latino families. Eichler sold to buyers of any race, and in 1958 he left the National Association of Home Builders because the group would not support a fair housing policy. Today, many historians agree **that his choices helped make California neighborhoods more welcoming**.

Sixty years later, the three neighborhoods still look much the same. In 2018, the City of Orange made all of them historic districts, which means **that owners must follow special rules to protect the outside of their homes**. In 2022, an Eichler in Orange sold for $1.85 million, a record for an Eichler in Southern California. Back in the 1960s, nobody imagined **that a house for ordinary families would one day cost so much**!

The Glass-Walled Houses of Orange - Questions

Part A: Comprehension

Answer each question in a complete sentence.

1. When were the Eichler homes in Orange built, and in which three neighborhoods can you find them?

Answer:

2. What did Joseph Eichler believe about modern design and ordinary families?

Answer:

3. What did the City of Orange do in 2018, and what does it mean for owners?

Answer:

Part B: Discussion

Talk with a partner or small group. Then write your answers.

4. Would you like to live in a house with glass walls? What do you think would be the best part and the worst part?

Answer:

5. Imagine that your home had an open-air garden in the middle. What would you put in it? (A hammock? A taco stand? A very confused flamingo?)

Answer:

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4.2.2: Noun Clauses with That - OVERVIEW

Noun Clauses with That - OVERVIEW

Pattern: that + subject + verb

What Is a *That* Clause?

A *that* clause is the most common kind of noun clause. It starts with the clause introducer *that*, and then it has its own subject and verb. The whole clause works like one big noun: it tells **what** someone thinks, knows, feels, or says.

Many neighbors ***believe*** ***that*** ***the glass walls make the houses feel bigger.***

Color key: **that** = the clause introducer **verb** = verb before the clause **adjective** = adjective before the clause

Where Do *That* Clauses Go?

Four places a that clause can go, with examples, and when you can leave out that

Job	Pattern	Examples	Can you drop *that*?
OBJECT (after a verb)	verb + *that* clause	*Eichler* ***believed*** ***that*** ***modern homes should be affordable.*** *My dog* ***thinks*** ***that*** ***the mail carrier is a monster.***	Yes, often. *Eichler believed modern homes should be affordable.*
AFTER AN ADJECTIVE	be + adjective + *that* clause	*Visitors are* ***surprised*** ***that*** ***the house has a garden in the middle.*** *I'm* ***sure*** ***that*** ***I left my sandwich on the roof.***	Yes, often. *I'm sure I left my sandwich on the roof.*
SUBJECT COMPLEMENT	noun + *is* + *that* clause	*The best part is* ***that*** ***sunlight reaches every room.*** *The problem is* ***that*** ***my cat won't leave the atrium.***	Usually no. Keep *that* in writing.

Job	Pattern	Examples	Can you drop *that*?
SUBJECT	*That* clause + verb or *It* + verb + *that* clause	***That*** ***the houses look almost the same after sixty years*** *amazes visitors.* *It amazes visitors* ***that*** ***the houses look almost the same after sixty years.***	No, never at the start of a sentence. The *It* version is more common.

Common Words Before *That*

These verbs and adjectives are often followed by a *that* clause.

Verbs: **think** **believe** **know** **hope** **feel** **realize** **notice** **say** **agree** **discover** **imagine** **decide**

Adjectives (after *be*): **sure** **certain** **surprised** **happy** **glad** **sorry** **afraid** **worried** **amazed** **aware**

Dropping That

In speaking and in informal writing, people often leave out *that* after verbs and adjectives. The meaning does not change.

I ***think*** *(* ***that*** *)* ***the flat roofs look cool.***

We were ***glad*** *(* ***that*** *)* ***the rain stopped before the home tour.***

When the clause is the **subject** at the start of the sentence, you **must** keep *that*.

⚠ WATCH OUT

1. Do not put a preposition before *that*.

✗ Wrong *I'm worried about that the sign is broken.*

✓ Correct *I'm worried that the sign is broken.*

2. A subject clause needs *that*.

✗ Wrong *The diner never closes surprises tourists.*

✓ Correct *That the diner never closes surprises tourists. / It surprises tourists that the diner never closes.*

3. Use statement word order after *that* (subject before verb).

✗ Wrong *I believe that is the house very old.*

✓ Correct *I believe that the house is very old.*

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4.2.3: Exercise 2 - What Do You Think?

Exercise 2 - What Do You Think?

Use a noun clause with *that* to tell what people think, believe, feel sure about, or feel surprised about.

Section 1: Combine the Ideas

Put the starter and the idea together in one sentence. Use **that**.

Example

Eichler homes are fun to visit. (Start with: My cousin thinks ...)

Answer: My cousin thinks that Eichler homes are fun to visit.

1. Glass walls make a small room feel bigger.

Start with: **I think ...**

Answer:

2. The house was built in 1962.

Start with: **The real estate agent is sure ...**

Answer:

3. The neighbor's goat can open the front gate.

Start with: **We are surprised ...**

Answer:

4. Flat roofs are hard to keep clean.

Start with: **My uncle believes ...**

Answer:

5. Five frogs live in the atrium.

Start with: **The new owners are surprised ...**

Answer:

6. These houses will still look the same in 2080.

Start with: **Many neighbors believe ...**

Answer:

Section 2: What Do You Think?

Finish each sentence with your own idea. Write a complete *that* clause with a subject and a verb.

Example

I'm surprised that ... (Write about something in your city.)

Answer: I'm surprised that my city has three different taco shops on one corner.

7. I think that ... (Write about the houses or buildings in your neighborhood.)

Answer:

8. I believe that ... (Write about one thing every home should have.)

Answer:

9. I'm sure that ... (Write about something that will happen this weekend.)

Answer:

10. I was surprised that ... (Write about something you noticed when you first came to Orange County or to a new place.)

Answer:

11. My friends think that ... (Write something silly your friends believe about you.)

Answer:

12. Most people believe that ... , **but I think that** ... (Write about any topic you like.)

Answer:

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4.3: EMBEDDED QUESTIONS

4.3.1: READING - Mission San Juan Capistrano

4.3.2: Embedded Questions - OVERVIEW

4.3.3: Exercise 3 - Embedded Questions

4.3.4: Exercise 4 - Fix the Word Order

4.3.5: Exercise 5 - Ask Politely

4.3.6: Noun Clauses vs. Infinitive Phrases - OVERVIEW

4.3.7: Exercise 6 - Noun Clause or Infinitive Phrase?

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4.3.1: READING - Mission San Juan Capistrano

Mission San Juan Capistrano

If you visit Mission San Juan Capistrano today, you will see the broken walls of a giant stone church. Many visitors wonder **what the building looked like** before it fell. Construction began in 1797, and workers spent nine years building it. When it was finished in 1806, it was the largest church in California, with seven domes and a bell tower that people could see from about ten miles away.

The church was designed by Isidro Aguilar, a stonemason from Culiacán, Mexico. Sadly, Aguilar died in 1803, before the work was finished. Nobody knows **whether he would have changed the design**, and historians still can't say **how much the plans changed** after his death.

On the morning of December 8, 1812, people gathered inside the church for Mass. Suddenly, a powerful earthquake shook the ground, and the tall bell tower crashed down onto the roof. About 40 people died, including two boys who were ringing the bells. Experts still ask **why the church fell after only six years**. Some point to the mortar between the stones, and others wonder **if the heavy domes were too much for the walls**.

The Great Stone Church was never rebuilt. Instead, the ruins became a memorial to the people who died there. Every spring, visitors come to see **whether the famous swallows will return** to build nests in the old walls. When you stand in front of the ruins, it is easy to imagine **how beautiful the church once was**.

Mission San Juan Capistrano - Questions

Part A: Comprehension

Answer each question in a complete sentence.

1. When was the Great Stone Church finished, and how many years did it stand?

Answer:

2. What happened to Isidro Aguilar before the church was finished?

Answer:

3. What are two ideas about why the church fell?

Answer:

Part B: Discussion

Talk with a partner or small group. Then write your answers.

4. Do you know of a famous building that was damaged or destroyed? What happened to it, and was it rebuilt?

Answer:

5. If the swallows of San Juan Capistrano could talk, what would you ask them? Write two questions. Start each one with *I'd like to know ...* or *I wonder ...*

1.

2.

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4.3.2: Embedded Questions - OVERVIEW

Embedded Questions - OVERVIEW

Key rules for forming noun clauses from questions, with common errors and corrected forms

Rule / Feature	Direct Question	Embedded Question (Noun Clause)	Key Point
Statement Word Order	Where **is** the old Norm's restaurant?	✗ Incorrect I know where **is** the old Norm's restaurant. ✓ Correct I know where the old Norm's restaurant **is**.	After the wh- word, the subject comes **before** the verb — the same order as a statement, not a question.
Yes/No Questions: *if* / *whether*	Did Googie architecture begin in Orange County?	✗ Incorrect She asked **did** Googie architecture begin in Orange County. ✓ Correct She asked **whether** Googie architecture began in Orange County.	Yes/no questions have no wh- word. Use ***if*** or ***whether*** to introduce the noun clause. Both are correct; *whether* is more formal.
No *Do / Does / Did*	Where **does** the bus **stop**?	✗ Incorrect He wonders where **does** the bus stop. ✓ Correct He wonders where the bus **stops**.	Drop *do / does / did* entirely. Move the tense onto the **main verb**: *does stop* → *stops*; *did open* → *opened*.
Punctuation	What year was the Anaheim Convention Center built**?**	✗ Incorrect She told me what year the Anaheim Convention Center was built**?** ✓ Correct She told me what year the Anaheim Convention Center was built**.**	Use a **period** when the main clause is a statement. A **question mark** is used only when the main clause is itself a question.

Rule / Feature	Direct Question	Embedded Question (Noun Clause)	Key Point
Wh- Word as Subject	**Who** designed that building?	✗ Incorrect We know who **did** design that building. ✓ Correct We know who designed that building.	When the wh- word *is* the subject, word order does **not** change — it is already in statement order in both the question and the noun clause.

Common Phrases That Introduce Embedded Questions

The main clause determines the end punctuation. Statement phrases end with a **period**; question phrases end with a **question mark**.

Statement phrases *(period)*

I don't know... | I wonder... | I can't remember... | I'm not sure... | I'd like to know... | I can't figure out... | We need to find out... | She asked... | He wants to know... | Please tell me...

Question phrases *(question mark)*

Do you know...? | Can you tell me...? | Do you remember...? | Could you explain...? | Do you have any idea...?

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4.3.3: Exercise 3 - Embedded Questions

Exercise 3 - Embedded Questions

Change each direct question into an embedded question (a noun clause). Remember to use statement word order and to drop *do / does / did*.

Section 1: Complete the Sentence

Write only the noun clause on the line.

Example

Direct question: "Where is the old bell?"

Complete the sentence: I can't remember _____.

Answer: where the old bell is

1. Direct question: "Why are the roofs on Eichler homes flat?"

Complete the sentence: My nephew wonders _____.

Answer:

2. Direct question: "Where is the bathroom in this museum?"

Complete the sentence: I don't know _____.

Answer:

3. Direct question: "Does the mission open on Mondays?"

Complete the sentence: We want to know _____.

Answer:

4. Direct question: "Is the roof made of real gold?"

Complete the sentence: The kids are asking _____.

Answer:

5. Direct question: “When did the Great Stone Church fall?”

Complete the sentence: The tour guide explained _____.

Answer:

6. Direct question: “How many swallows live at the mission?”

Complete the sentence: Nobody is sure _____.

Answer:

7. Direct question: “Who ate my leftover pizza?”

Complete the sentence: I'd like to know _____.

Answer:

8. Direct question: “Why does my cat sit on my keyboard?”

Complete the sentence: Scientists can't explain _____.

Answer:

Section 2: Write the Complete Sentence

Write the **whole** sentence, starting with the words given. End with a period (.) or a question mark (?). Look at the first words to decide.

Example

Direct question: “What time does the tour start?”

Start with: Can you tell me ...

Answer: Can you tell me what time the tour starts?

9. Direct question: “Where did Isidro Aguilar learn to build with stone?”

Start with: **The museum guide told us ...**

Answer:

10. Direct question: “How much does an Eichler house cost today?”

Start with: **Do you have any idea ...**

Answer:

11. Direct question: “Did the swallows come back this year?”

Start with: **Can you tell me ...**

Answer:

12. Direct question: “What does the word “Googie” mean?”

Start with: **I'm not sure ...**

Answer:

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4.3.4: Exercise 4 - Fix the Word Order

Exercise 4 - Fix the Word Order

Each sentence has an embedded question. Check the word order, *do / does / did*, *if / whether*, and the end punctuation.

Section 1: Fix the Mistake

Every sentence in this section has **one** mistake. Write the sentence correctly.

Example

I can't remember where did I put my sunglasses.

Correct sentence: I can't remember where I put my sunglasses.

1. I don't know where is the parking garage.

Correct sentence:

2. Can you tell me what time does the museum close?

Correct sentence:

3. She asked did the church have a bell tower.

Correct sentence:

4. Nobody remembers when was the diner built.

Correct sentence:

5. I wonder why did the architect choose orange tiles.

Correct sentence:

6. My grandpa wants to know how much costs the house.

Correct sentence:

Section 2: Correct or Wrong?

Some sentences are correct, and some have a mistake. Circle **Correct** or **Wrong**. If the sentence is wrong, write it correctly.

Example

Do you know whether the gift shop sells postcards?

Circle one: Correct

7. I'm not sure if the swallows are back yet.

Circle one: Correct Wrong

If wrong, fix it:

8. Do you know who painted the mural on the library wall?

Circle one: Correct Wrong

If wrong, fix it:

9. The tour guide told us why the walls are so thick?

Circle one: Correct Wrong

If wrong, fix it:

10. We need to find out where does the bus to San Juan Capistrano stop.

Circle one: Correct Wrong

If wrong, fix it:

11. Could you explain how the flat roof stays dry?

Circle one: Correct Wrong

If wrong, fix it:

12. My cat is wondering whether is it dinnertime yet.

Circle one: Correct Wrong

If wrong, fix it:

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4.3.5: Exercise 5 - Ask Politely

Exercise 5 - Ask Politely

Direct questions can sound too strong when you talk to a stranger. Make each question more polite by putting it inside a question phrase. End every polite question with a question mark (?).

Section 1: Make It Polite

Change the direct question into a polite question. Start with the words given.

Example

"Where are the restrooms?" (Start with: Can you tell me ...)

Polite question: Can you tell me where the restrooms are?

1. "Where is the gift shop?"

Start with: **Can you tell me ...**

Polite question:

2. "When does the next tour start?"

Start with: **Do you know ...**

Polite question:

3. "Is this house open to visitors?"

Start with: **Do you know ...**

Polite question:

4. "How did the builders lift the heavy stones?"

Start with: **Could you explain ...**

Polite question:

5. "What does this sign mean?"

Start with: **Do you have any idea ...**

Polite question:

6. “Did anyone find a purple umbrella?”

Start with: **Can you tell me ...**

Polite question:

Section 2: What Would You Say?

Read each situation. Write a polite question. Choose a question phrase from this list: *Can you tell me ...? Do you know ...? Could you explain ...? Do you remember ...? Do you have any idea ...?*

Example

You are at the beach. You want to know when the lifeguard tower opens.

Polite question: Do you know when the lifeguard tower opens?

7. You are on an Eichler home tour in Orange. You want to know how old the house is.

Polite question:

8. You are visiting Mission San Juan Capistrano. You want to know if you can take photos inside the old chapel.

Polite question:

9. You are at Norms at 3:00 a.m. You want to know whether the kitchen still makes pancakes.

Polite question:

10. A stranger's dog is wearing tiny sunglasses. You want to know where the dog got them.

Polite question:

11. You are at a museum with a very strange roof. You want to know who designed the building.

Polite question:

12. You are lost in a giant parking garage at the mall. You want to know which level the exit is on.

Polite question:

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4.3.6: Noun Clauses vs. Infinitive Phrases - OVERVIEW

Noun Clauses vs. Infinitive Phrases - OVERVIEW

Part 1: Wh- Questions with Can, Could, or Should

Pattern: **wh-word** + subject + **can / could / should** + verb → **wh-word + to** + verb

The subject of the main clause and the embedded clause must be the same for this reduction to work.

Wh- question words introducing embedded questions, shown in noun clause form and infinitive phrase form

Word	Noun Clause Form	Infinitive Phrase Form
where	She doesn't know **where she should park** near the Anaheim Convention Center.	She doesn't know **where to park** near the Anaheim Convention Center.
which	He can't decide **which building he should visit** first.	He can't decide **which building to visit** first.
how	They aren't sure **how they can recognize** a Googie-style roofline.	They aren't sure **how to recognize** a Googie-style roofline.
when	I don't know **when I should arrive** at Disneyland's Tomorrowland.	I don't know **when to arrive** at Disneyland's Tomorrowland.
what	She hasn't decided **what she should photograph** first.	She hasn't decided **what to photograph** first.

Part 2: Yes/No Questions — if / whether → whether + to

Pattern: **if / whether** + subject + **can / could / should** + verb → **whether + to** + verb

***Note: if + to** is not grammatical in English. Only **whether + to** is used in the reduced form, regardless of which word introduced the full noun clause.*

Yes/no question connectors if and whether, showing noun clause form and whether + to infinitive reduction

Word	Noun Clause Form	Infinitive Phrase Form
if	I can't decide **if I should study** architecture in California or Germany.	I can't decide **whether to study** architecture in California or Germany.
whether	She doesn't know **whether she should take** the architecture tour or not.	She doesn't know **whether to take** the architecture tour.
if	He isn't sure **if he should visit** Tomorrowland on his first day.	He isn't sure **whether to visit** Tomorrowland on his first day.
whether	They can't decide **whether they should go** by car or take the train to Anaheim.	They can't decide **whether to go** by car or take the train to Anaheim.

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4.3.7: Exercise 6 - Noun Clause or Infinitive Phrase?

Exercise 6 - Noun Clause or Infinitive Phrase?

Change the noun clause into an infinitive phrase. Remember: *if* becomes *whether to*, and the subjects must be the same.

Section 1: Make It Shorter

Write the infinitive phrase on the line.

Example

She isn't sure which bus she should take to Fullerton.

Infinitive phrase: which bus to take

1. I can't decide what I should wear to the Eichler home tour.

Infinitive phrase:

2. The tourists aren't sure how they can get to the mission from the train station.

Infinitive phrase:

3. My little brother wants to know when he should feed the class hamster.

Infinitive phrase:

4. She can't decide whether she should paint her front door orange or teal.

Infinitive phrase:

5. We don't know which tacos we should order first.

Infinitive phrase:

6. He isn't sure if he should tell the tour guide about the bird on his hat.

Infinitive phrase:

7. The new owners are learning how they can take care of a flat roof.

Infinitive phrase:

8. I forgot where I should put the key after the tour.

Infinitive phrase:

Section 2: Can It Change?

Some noun clauses can change into an infinitive phrase, and some cannot. Circle **Yes** or **No**. If you circle Yes, write the infinitive phrase.

Example

I don't know where my friend parked the car.

Can it change? No. (The subjects are different: I and my friend.)

9. My roommate forgot where she should leave the spare key.

Can it change? Yes No

If yes, write the infinitive phrase:

10. My grandma wonders what her parrot is thinking.

Can it change? Yes No

If yes, write the infinitive phrase:

11. The students asked the teacher when they should turn in their photos.

Can it change? Yes No

If yes, write the infinitive phrase:

12. I don't know where my cat should sleep tonight.

Can it change? Yes No

If yes, write the infinitive phrase:

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4.4: REPORTING WHAT PEOPLE SAY

4.4.1: READING - Orange County's Spanish Roots

4.4.2: Direct Quotes - OVERVIEW

4.4.3: Exercise 7 - Punctuating Direct Quotes

4.4.4: Direct and Indirect Quotes - OVERVIEW

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4.4.8: Exercise 10 - Interview and Report

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4.4.1: READING - Orange County's Spanish Roots

Orange County's Spanish Roots

How One Architectural Style Shaped a Region



Casa Romantica in San Clemente

Spanish Colonial Revival is an architectural style that draws from the design traditions of Spanish colonial buildings in the Americas. It is characterized by white stucco exteriors, red clay tile roofs, arched doorways and windows, decorative ironwork, and low-pitched rooflines. The style was intended to evoke the missions, haciendas, and civic buildings of Spain's colonial period in California and the broader Southwest.

A regional architectural style born in San Diego has left a permanent mark on Orange County. One historian at a local university said, ***"The 1915 Panama-California Exposition introduced Spanish Colonial Revival to the entire Southwest."*** That influence moved northward quickly, shaping the county's earliest civic ambitions. Another historian noted, ***"Developers in Orange County were ready for a style that felt both Californian and permanent."***

"By the 1920s, developers saw the style as a way to sell California as something romantic and historic," a local architect explained. ***"The style spread into schools, courthouses, and train stations almost overnight,"*** added a researcher. Mission San Juan Capistrano served as both the inspiration and the anchor.

"The red tile roofs and white stucco walls," one preservation specialist noted, ***"told buyers they were purchasing a connection to something older and more meaningful than a new subdivision."*** A regional preservationist agreed. She argued, ***"Losing these buildings means losing the visual language of the region."***

Another architect offered a final observation. ***"When you stand in front of Casa Romantica in San Clemente,"*** the architect said, ***"you realize how completely this style defined what Orange County wanted to become."*** Today, the county's courthouses, schools, and neighborhood streets remain a built record of that early California ambition.

Orange County's Spanish Roots - Questions

Part A: Comprehension

Answer each question in a complete sentence.

1. Where and when did Spanish Colonial Revival become popular in the Southwest?

Answer:

2. What are three features of a Spanish Colonial Revival building?

Answer:

3. According to the architect in paragraph 2, why did developers in the 1920s like this style?

Answer:

Part B: Discussion

Talk with a partner or small group. Then write your answers.

4. Ask your partner, “What is your favorite building, and why?” Write your partner's answer as a direct quote with quotation marks.

Answer:

5. If your house or apartment could talk, what would it say about you? Write its words in quotation marks.

Answer:

Photo: Local Wiki

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4.4.2: Direct Quotes - OVERVIEW

Direct Quotes - OVERVIEW

Three patterns for placing the reporting verb relative to the quoted words

Position	Structure	Example	Punctuation Notes
Before	**Subject + reporting verb** + , + **"Quote."**	The historian said, *"Spanish Colonial Revival gave Orange County a sense of history it had never had before."*	A comma follows the reporting verb. The quoted sentence begins with a capital letter. The period falls inside the closing quotation mark.
After	**"Quote,"** + **reporting verb + subject.**	*"The red tile roofs and white stucco walls became the defining image of Southern California,"* the architect explained. *"The red tile roofs and white stucco walls became the defining image of Southern California,"* explained the architect.	A comma replaces the period inside the closing quotation mark. The reporting verb is *not* capitalized. A period ends the full sentence. 📌 **Note:** the subject and reporting verb may appear in either order — *the architect explained* or *explained the architect* — both are correct.
Split	**"First part,"** + **reporting verb + subject,** + **"second part."**	*"When you walk through the historic downtown of San Juan Capistrano,"* the tour guide noted, *"you can see how Spanish Colonial Revival shaped nearly every building on the street."*	A comma closes the first segment inside the quotation mark. The reporting verb and subject follow in lowercase. A comma follows, and the second segment continues in lowercase.

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4.4.3: Exercise 7 - Punctuating Direct Quotes

Exercise 7 - Punctuating Direct Quotes

Rewrite each sentence as a direct quote. Add capital letters, commas, quotation marks (“ ”), and the correct end punctuation (. ? !).

Section 1: Reporting Verb Before the Quote

The speaker and the reporting verb come **first**. Some quotes are questions (?) or strong feelings (!).

Example

the waiter said this is the best salsa in anaheim

Answer: The waiter said, “This is the best salsa in Anaheim.”

1. the tour guide said casa romantica has one of the best ocean views in san clemente

Answer:

2. my neighbor asked do you know who painted your front door purple

Answer:

3. the real estate agent explained every house on this street has a red tile roof

Answer:

4. the security guard shouted please do not climb on the fountain

Answer:

5. my grandmother said i want a house with arches and a big courtyard

Answer:

6. the visitor asked is the mission gift shop open on sundays

Answer:

7. the chef announced tonight's special is a pizza shaped like a castle

Answer:

8. the little boy yelled there's a lizard in my sandwich

Answer:

Section 2: Reporting Verb After or in the Middle

Items 9 and 10 put the reporting verb **after** the quote. Items 11 and 12 **split** the quote into two parts.

Examples

After: "The white walls look so bright in the sun," my friend said.

Split: "When the sun goes down," my friend said, "the walls turn pink."

9. spanish colonial revival homes stay cool in the summer the architect explained

Answer:

10. i want to see the old train station in san juan capistrano my cousin said

Answer:

11. if you look up at the tower the guide said you can see the old bell

Answer:

12. before you buy a house with a tile roof my uncle warned check for broken tiles

Answer:

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4.4.4: Direct and Indirect Quotes - OVERVIEW

Direct and Indirect Quotes - OVERVIEW

Key differences in form, grammar, and punctuation between direct and indirect quotation

Feature	Direct Quote	Indirect Quote (Reported Speech)
What it does	Records the speaker's exact words	Paraphrases or reports what someone said
Quotation marks	Required — the exact words appear inside quotation marks (“ ”)	Not used
Verb tense	The original tense is preserved exactly as spoken. *He said, “Many houses around San Juan Capistrano **give** us beautiful examples of Spanish Colonial Revival design.”*	The tense often shifts back in time (backshift). *He said that many houses around San Juan Capistrano **gave** us beautiful examples of Spanish Colonial Revival design.*
Pronouns	The original pronouns are kept as spoken. *Ana said, “**I** think **we** should drive through San Juan Capistrano to see its Spanish Colonial Revival houses.”*	Pronouns shift to match the reporting context. *Ana said that **she** thought **they** should drive through San Juan Capistrano to see its Spanish Colonial Revival houses.*
Time & place words	Original time and place expressions are kept. *“**Today** we noticed that **this** courtyard still has its original Spanish Colonial Revival arches.”*	Time and place expressions often shift. *They said **that day** they had noticed that **that** courtyard still had its original Spanish Colonial Revival arches.*
Connector word	Not used — a comma separates the reporting verb from the quotation	*That* is often used to introduce the reported clause (optional in informal writing)
Reporting verbs	A wide variety of reporting verbs is possible: *said, explained, noted, added, mentioned, reported*	A wide variety of reporting verbs is possible. However, some verbs such as *tell* and *inform* require a noun or pronoun object (*she told **him** that…*). *Tell* can introduce a direct quote, but it still needs the object: *She told **him**, “…”*

Feature	Direct Quote	Indirect Quote (Reported Speech)
Punctuation	A comma appears before the opening quotation mark; end punctuation falls inside the closing mark	Standard sentence punctuation only; no special punctuation for the reported clause

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4.4.5: Verb Tense Shifts - OVERVIEW

Verb Tense Shifts - OVERVIEW

When you report what someone said, the verb tense usually shifts back in time. For example, "*The mission **is** beautiful*" becomes *She said the mission **was** beautiful*. The chart below shows how each tense changes.

How verb tenses change when moving from direct to indirect speech, with examples

Direct Speech Tense	Direct Speech	Change Tense to:	Indirect Speech
Simple Present	"Mission San Juan Capistrano **is** one of the oldest buildings in California."	Simple Past	The tour guide said Mission San Juan Capistrano **was** one of the oldest buildings in California.
Present Continuous	"The city **is restoring** the historic Santa Ana train depot."	Past Continuous	She said the city **was restoring** the historic Santa Ana train depot.
Simple Past	"Spanish missionaries **founded** the mission in 1776."	Past Perfect	He said Spanish missionaries **had founded** the mission in 1776.
Present Perfect	"The Ducks **have won** four games in a row."	Past Perfect	They reported that the Ducks **had won** four games in a row.
Past Perfect	"The band **had already sold out** their show at the Pacific Amphitheatre."	Past Perfect **no change**	She said the band **had already sold out** their show at the Pacific Amphitheatre.
Future (will)	"The Angels **will play** at home on Friday night."	Conditional (would)	He said the Angels **would play** at home on Friday night.
Can	"You **can surf** at Huntington Beach any time of year."	Could	She said you **could surf** at Huntington Beach any time of year.
May	"Chapman University **may expand** its Spanish Colonial Revival campus."	Might	He said Chapman University **might expand** its Spanish Colonial Revival campus.

Direct Speech Tense	Direct Speech	Change Tense to:	Indirect Speech
Must	"Students **must register** for classes before the deadline."	Had to	The advisor said students **had to register** for classes before the deadline.

Note: Tense backshift is optional when reporting general truths or statements that are still current at the time of reporting. Past perfect does not shift further — it remains past perfect in indirect speech.

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4.4.6: Exercise 8 - Change the Quote

Exercise 8 - Change the Quote

Change each direct quote into an indirect quote (reported speech). Remember to shift the verb tense back and to change the pronouns.

Section 1: Report the Statement

Write the indirect quote. Use **said (that)**. Do not use quotation marks.

Example

Ana said, "I am visiting Casa Romantica."

Answer: Ana said (that) she was visiting Casa Romantica.

1. The tour guide said, "The bell wall holds four bells."

Answer:

2. My sister said, "I am painting my bedroom bright orange."

Answer:

3. The architects said, "We finished the courtyard in 2019."

Answer:

4. Leo said, "I have lost my sunglasses again."

Answer:

5. The museum guide said, "The new exhibit will open in March."

Answer:

6. My roommate said, "I can cook only three things."

Answer:

7. The weather reporter said, “It may rain in Santa Ana on Sunday.”

Answer:

8. The security guard said, “Visitors must stay behind the rope.”

Answer:

Section 2: Said or Told?

Circle **said** or **told**. Remember: *told* needs a person after it (*told me, told us, told Ana*). *Said* does not.

Example

The guide _____ us that the domes were very heavy.

Circle one: told

9. Maria _____ me that the Eichler house had a garden in the middle.

Circle one: said told

10. The tour guide _____ that the Great Stone Church fell in 1812.

Circle one: said told

11. My dog's trainer _____ us that Max was the smartest dog in the class.

Circle one: said told

12. The real estate agent _____ the house had its original red tile roof.

Circle one: said told

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4.4.7: Exercise 9 - Report the Question

Exercise 9 - Report the Question

Change each direct question into a reported question. Use statement word order, shift the verb tense back, change the pronouns, and end with a period (.).

Section 1: Wh- Questions

Keep the question word (*where, why, when, what, who, how*). Drop *do / does / did*.

Example

She asked, "Where does the bus stop?"

Answer: She asked where the bus stopped.

1. The tourist asked, "Where is the bell wall?"

Answer:

2. My friend asked, "Why are all the roofs red?"

Answer:

3. The kids asked, "When does the tour start?"

Answer:

4. Ana asked me, "What are you eating?"

Answer:

5. The teacher asked, "Who designed this house?"

Answer:

6. My grandpa asked, "How did the builders lift those heavy stones?"

Answer:

Section 2: Yes/No Questions

Use **if** or **whether** to start the reported question.

Example

He asked, "Is the museum free?"

Answer: He asked if the museum was free. / He asked whether the museum was free.

7. The visitor asked, "Is the chapel open on Sundays?"

Answer:

8. My neighbor asked me, "Do you like my new front door?"

Answer:

9. The guide asked us, "Have you seen the swallows?"

Answer:

10. My little brother asked, "Can I sleep in the garden tonight?"

Answer:

11. The homeowner asked, "Will the city approve my new windows?"

Answer:

12. Leo asked, "Did someone take my sandwich?"

Answer:

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4.4.8: Exercise 10 - Interview and Report

Exercise 10 - Interview and Report

Ask a different classmate each question below. Write their exact words as a direct quote. Then rewrite what they said using reported speech.

Name:

Date:

Example

Classmate's name: Maria

"What is your favorite thing to watch when you're bored?"

Direct quote: Maria said, "My favorite thing to watch when I'm bored is cooking shows."

Reported speech: Maria said that her favorite thing to watch when she was bored was cooking shows.

Interview Questions

1. Classmate's name:

"What is your most embarrassing hidden talent?"

Direct quote:

Indirect speech:

2. Classmate's name:

"What is the weirdest food you actually enjoy?"

Direct quote:

Indirect speech:

3. Classmate's name:

"What do you usually do when a song gets stuck in your head?"

Direct quote:

Indirect speech:

4. Classmate's name:

"What is your absolute favorite spot to grab food around here?"

Direct quote:

Indirect speech:

5. Classmate's name:

"What show or series are you most obsessed with right now?"

Direct quote:

Indirect speech:

6. Classmate's name:

"What hobby or skill are you currently trying to pick up?"

Direct quote:

Indirect speech:

7. Classmate's name:

"What song are you listening to on repeat this week?"

Direct quote:

Indirect speech:

8. Classmate's name:

"What are you most looking forward to this month?"

Direct quote:

Indirect speech:

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4.5: CHAPTER REVIEW

4.5.1: Grammar in the Wild
4.5.2: Unit Review Activity
4.5.3: Guided Writing

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4.5.1: Grammar in the Wild

Grammar in the Wild

Noun clauses are everywhere: on museum signs, historic plaques, home tour flyers, ads, and your phone. Your challenge is to find at least three real examples of the grammar in this unit, take pictures of them, and share them.

What to Look For

Look for these clause introducers:

that **what** **who** **which** **where** **when** **why** **how** **if** **whether**

Also look for polite question phrases: *Do you know ...? Can you tell me ...? I wonder ...*

And look for quotes and reported speech: words in quotation marks (“ ”), or reporting verbs like *said that, told us that, explained that, asked if*.

Places to look: signs and plaques at museums and historic buildings, home tour flyers, real estate listings, ads, news articles and headlines, websites, and social media posts.

Example

A sign at a museum: ***"Visitors often ask why the church was never rebuilt."*** *(why clause)*

I took this picture last Saturday at Mission San Juan Capistrano. Before my visit, I didn't know ***that swallows build nests in the old walls****, and now I want to find out* ***when they come back****.*

Your Challenge

1. Find it. Find a sentence with a noun clause in the real world, not in this book.

2. Take a picture. Take a clear photo or screenshot. Make sure the noun clause is easy to read.

3. Show a friend. Show the picture to a friend or classmate. Point to the noun clause and tell them which word starts it.

4. Write about it. Answer the questions below. Bring your pictures to class to share.

Write About Your Pictures

For each picture, write the sentence, copy the noun clause, write the word that starts it, and describe **when** and **where** you took the picture. Try to use a noun clause in your description!

Picture 1

The sentence in my picture:

The noun clause:

Which word starts it?

When and where I took the picture:

Picture 2

The sentence in my picture:

The noun clause:

Which word starts it?

When and where I took the picture:

Picture 3

The sentence in my picture:

The noun clause:

Which word starts it?

When and where I took the picture:

Bonus Challenge

Can you find one noun clause with *that*, one with a question word, and one with *if* or *whether*? Can you find a noun clause that is the **subject** of its sentence, or a direct quote in a news article? The student with the most different kinds wins bragging rights.

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4.5.2: Unit Review Activity

Unit Review Activity

Review the whole unit. For multiple choice items, choose the one best answer. For writing items, write complete sentences.

Section 1: What Is a Noun Clause? (4.1)

1. What job does the bold noun clause do? "**What the tour guide said** surprised everyone."

a) Object
b) Subject
c) Subject complement
d) Object of a preposition

2. What job does the bold noun clause do? "The real question is **whether the old neon sign can be saved**."

a) Object
b) Subject
c) Subject complement
d) Object of a preposition

3. What job does the bold noun clause do? "Neighbors often argue about **which houses should be protected**."

a) Object
b) Subject
c) Subject complement
d) Object of a preposition

4. Write your own sentence with a noun clause as the **object**. Then write the word that starts the clause.

Answer:

Section 2: Noun Clauses with That (4.2)

5. Which sentence is correct?

a) I'm worried about that the roof leaks.
b) I'm worried that the roof leaks.
c) I'm worried that does the roof leak.
d) I'm worried the roof leaks that.

6. In which sentence can you leave out *that*?

a) That the diner never closes amazes tourists.
b) That Eichler built 350 homes in Orange is impressive.
c) My cat believes that she is the boss of the house.
d) That the church fell in 1812 is a sad fact.

7. Which sentence has a *that* clause after an **adjective**?

a) Eichler believed that every family deserved a modern home.
b) The best part is that the house has an atrium.
c) We were surprised that the house had no attic.
d) That the roof is flat makes it easy to see.

8. Write your own sentence about a building in your city. Start with *I think that* or *I'm surprised that*.

Answer:

Section 3: Questions Inside Sentences (4.3)

9. Which sentence is correct?

a) Do you know where is the train station?
b) Do you know where the train station is?
c) Do you know where the train station is.
d) Do you know where does the train station is?

10. Direct question: “Did the swallows come back?” Which noun clause completes the sentence? *She wants to know* _____.

a) did the swallows come back
b) if did the swallows come back

c) whether the swallows came back

d) whether came the swallows back

11. Which sentence correctly changes the noun clause to an infinitive phrase? “I can't decide if I should paint the door red.”

a) I can't decide if to paint the door red.

b) I can't decide whether to paint the door red.

c) I can't decide whether I to paint the door red.

d) I can't decide to paint whether the door red.

12. Write your own polite question about a place in Orange County. Start with *Can you tell me* or *Do you know*.

Answer:

Section 4: Reporting What People Say (4.4)

13. Which sentence is punctuated correctly?

a) “The domes were too heavy,” the guide explained.

b) “The domes were too heavy.” the guide explained.

c) “The domes were too heavy,” The guide explained.

d) “The domes were too heavy”, the guide explained.

14. Direct quote: Mia said, “I am fixing my skateboard.” Which indirect quote is correct?

a) Mia said she is fixing my skateboard.

b) Mia said she was fixing her skateboard.

c) Mia said I was fixing her skateboard.

d) Mia told that she was fixing her skateboard.

15. Direct quote: The workers said, “We will finish the courtyard tomorrow.” Which indirect quote is correct?

a) The workers said they will finish the courtyard tomorrow.

b) The workers said they would finish the courtyard the next day.

c) The workers told they would finish the courtyard the next day.

d) The workers said we would finish the courtyard the next day.

16. Write one thing a friend or family member said to you this week. Write it first as a direct quote. Then write it as reported speech.

Direct quote:

Reported speech:

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4.5.3: Guided Writing

Guided Writing - What People Say About My Neighborhood

Ask two or three people what they think about a building or street near where you live. Then write a paragraph of 8–10 sentences that reports what they said and adds your own opinion.

Step 1: Read the Model

Read this paragraph about a made-up movie theater. The noun clauses, direct quotes, and reported speech are in bold.

There is an old movie theater near my apartment with a tall neon sign and a curved roof. I wanted to find out **what my neighbors think about it**. My neighbor Mr. Lopez said, **"That sign is the best part of the whole street."** He told me **that he had watched his first movie there in 1975**. My roommate disagreed. **"It looks old and dusty,"** she said. She said **that the city should turn it into a coffee shop**. A woman at the bus stop told me **that she loved the curved roof**, but she wasn't sure **whether the theater was still open**. After talking to them, I believe **that the building is worth saving**. Now I wonder **who owns it** and **if they will ever fix the sign**.

Step 2: Interview and Brainstorm

1. Which building or street will you write about? Where is it, and what does it look like?

Building or street:

Ask each person these questions. Write down their **exact words**.
What do you think about ___? What do you remember about it? Should the city change it or protect it?

Person 1

Name and relationship (for example, Ana, my neighbor):

Their exact words:

Person 2

Name and relationship (for example, Ana, my neighbor):

Their exact words:

Person 3

Name and relationship (for example, Ana, my neighbor):

Their exact words:

2. What do **you** think about the building or street? Start with *I think that* or *I believe that*.

3. What do you still want to know about it? Start with *I wonder* or *I'd like to find out*.

Step 3: Write Your Paragraph

Title:

Step 4: Check Your Writing

Check each box. Then give your paragraph to your teacher to check.

- ☐ My paragraph is about a real building or street near where I live.
- ☐ I included at least **two direct quotes** with correct punctuation (comma, capital letter, quotation marks).
- ☐ I wrote at least **three sentences in reported speech** and shifted the verb tense back (*is* → *was*, *will* → *would*).
- ☐ I changed the pronouns in reported speech (*I* → *he / she*, *my* → *his / her*).
- ☐ I used *told* + a person (*told me*) and *said* without a person.
- ☐ I used at least one *that* clause for my own opinion (*I think that …*, *I believe that …*).
- ☐ I used at least one embedded question with statement word order (*I wonder why the sign is …*).
- ☐ I asked each person if I could quote them, and I used only first names.

Challenge: Share It!

After your teacher checks your paragraph and you make any corrections, share it with the people you interviewed. Did you report their words correctly? You can also post it in a neighborhood group or on social media, but only if everyone you quoted says it is okay. Use first names only. Bring a screenshot or tell the class how people reacted.

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5: UNIT 5 - UNREAL CONDITIONALS

5.1: Unreal Conditionals

5.1.1: READING - Low and Slow, Lowrider Car Clubs in OC

5.1.2: Unreal Conditionals - OVERVIEW

5.1.3: Exercise 1- What's Really True?

5.2: Present Unreal Conditionals

5.2.1: READING - Noche de Altares, a Night to Remember

5.2.2: Real vs. Unreal Conditionals - OVERVIEW

5.2.3: Present Unreal - OVERVIEW

5.2.4: Exercise 2 - Real or Unreal?

5.2.5: Exercise 3 - If You Won the Lottery

5.2.6: Exercise 4 - Personal Responses

5.2.7: Exercise 5 - Find the Errors

5.3: Past Unreal and Mixed Conditionals

5.3.1: READING - What If the Mendez Family Hadn't Gone to Court?

5.3.2: Past Unreal - OVERVIEW

5.3.3: Exercise 6 - Rewrite History

5.3.4: READING - If Don Miguel González Hadn't Bought a Small Store in Anaheim

5.3.5: Mixed Conditionals - OVERVIEW

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5.1: UNREAL CONDITIONALS

5.1.1: READING - Low and Slow, Lowrider Car Clubs in OC
5.1.2: Unreal Conditionals - OVERVIEW
5.1.3: Exercise 1- What's Really True?

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5.1.1: READING - Low and Slow, Lowrider Car Clubs in OC

Low and Slow, Lowrider Car Clubs in OC

Imagine a sunny Sunday afternoon at a car show in a Santa Ana park. **If you walked** between the rows of cars, you **would see** paint that shines like candy and wheels covered in chrome. **If you looked** inside, you **would find** soft velvet seats and tiny steering wheels made of chain. Then a driver flips a switch, and a 1964 Chevy Impala jumps into the air. **If you were** standing close, you **would** probably **jump** too!

These cars are called lowriders. They began in the 1940s, when young Mexican Americans in Los Angeles started lowering their cars close to the ground. Their motto was "low and slow," or *bajito y suavecito*. Other drivers built hot rods for speed, but lowriders wanted to cruise slowly so that everyone could see their cars. In the late 1950s, builders added hydraulics, which first came from airplane parts. **If those builders hadn't tried** something new, lowriders **would never have begun** to hop and dance.

Lowriding came to Orange County, too. For years, Bristol Street in Santa Ana was a famous place to cruise, especially on Easter Sunday. Today, OC clubs such as Viejitos OG OC, Sabor Orange County, and Klique OC show their cars in parks and parking lots across the county. For members, a club is like a second family. Clubs give rides at weddings and quinceañeras, and they hold picnics together. **If a member's car broke down** on the freeway, the whole club **would come** to help.

Lowriders were not always welcome. For many years, cities had laws against cruising, and police often stopped the cars. Many owners **wish** cities **had seen** their cars as art much sooner. In 2022, California ended its cruising ban, and lowriders celebrated across the state. Now, many owners **wish** they **could cruise** every weekend! So, **if you had** a lowrider, where **would** you **cruise** first?

Low and Slow - Reading Questions

Answer the questions about the reading. Write complete sentences.

Part A: Understanding the Reading

1. What does "low and slow" mean? How were lowriders different from hot rods?

Answer:

2. Where did the first lowrider hydraulics come from, and what can they make a car do?

Answer:

3. Name two things that lowrider clubs in Orange County do together.

Answer:

Part B: Discussion

4. For lowrider club members, the club is like a second family. Is there a group in your life or your culture that feels like a second family? Describe it.

Answer:

5. If you built your own lowrider, what color would you paint it, and what name would you give it? Would it hop, dance, or just cruise low and slow?

Answer:

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5.1.2: Unreal Conditionals - OVERVIEW

What Is an Unreal Conditional?

Unreal = imagined. It is not true now, or it did not happen.

A conditional sentence has two parts: an **if clause** (the condition) and a **result clause** (what happens). In an **unreal conditional**, the speaker is only imagining. The situation is not true now, or it did not happen in the past.

Color key: green = kind of sentence orange = verb form

Four kinds of unreal sentences in this unit, with what is really true

Kind	What it talks about	Example	What is really true
Present unreal (5.2)	An imagined situation now or at any time	*If I* ***lived*** *in Santa Ana, I* ***would walk*** *to Calle Cuatro.*	I don't live in Santa Ana.
Past unreal (5.3)	An imagined past. The past is finished, so it can't change.	*If the families* ***hadn't gone*** *to court, the schools* ***would have stayed*** *separate.*	The families went to court. The schools didn't stay separate.
Mixed (5.3)	An imagined past with a result now	*If Don Miguel* ***hadn't bought*** *a small store in 1980, Northgate* ***wouldn't exist*** *today.*	He bought the store. Northgate exists today.
Wish (5.4)	Wanting something to be different	*I* ***wish*** *I* ***had*** *a lowrider.*	I don't have a lowrider.

The Big Idea: The Opposite Is True

When you hear an unreal sentence, think about the **opposite**. That is what is really true.

If I were taller, I would play basketball. → I am not tall.

If we hadn't missed the bus, we would have seen the parade. → We missed the bus. We didn't see the parade.

I wish my phone had more storage. → My phone doesn't have much storage.

A past verb does not always mean past time.

In *If I* ***lived*** *in Santa Ana*, the verb *lived* looks like the past, but the sentence is about **now**. The past form shows that the idea is not real.

Think of it this way: the verb takes **one step back** in time to show that the idea is imagined.

Clues That a Sentence Is Unreal

- **would, could, might** in the result clause: *I* ***would*** *travel more.*
- **were** after *I, he, she, it*: *If I* ***were*** *you...*
- **wish** or **if only**: *I wish... / If only...*
- Words like **imagine** and **suppose**: *Imagine you won a million dollars.*

⚠ WATCH OUT: Not every if sentence is unreal.

If it ***rains*** *tomorrow, we* ***will stay*** *home.* This could really happen. It is a **real** conditional. You will compare real and unreal conditionals in 5.2.

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5.1.3: Exercise 1- What's Really True?

Exercise 1 - What's Really True?

Read each imagined sentence. Choose the sentence that tells what is really true.

Example

If I lived in Santa Ana, I would walk to Calle Cuatro.

a) I live in Santa Ana. ***b) I don't live in Santa Ana.*** *c) I walk to Calle Cuatro.*

1. *If I had a car, I would drive to Noche de Altares.*

a) I have a car.
b) I don't have a car.
c) I drove to Noche de Altares.

2. *If my dog could talk, he would ask for tacos every day.*

a) My dog can't talk.
b) My dog can talk.
c) My dog asks for tacos every day.

3. *If the families hadn't gone to court, the schools would have stayed separate.*

a) The families didn't go to court.
b) The schools stayed separate.
c) The families went to court.

4. *I wish I spoke Spanish with my grandmother.*

a) I speak Spanish with my grandmother.
b) I don't speak Spanish with my grandmother.
c) My grandmother doesn't speak Spanish.

5. *If it weren't so foggy, we could see Catalina Island.*

a) It isn't foggy.

b) We can see Catalina Island.

c) It is foggy.

6. *If we had left earlier, we wouldn't have missed the parade.*

a) We didn't leave early, and we missed the parade.

b) We left early, and we saw the parade.

c) We left early, but we missed the parade.

7. *If my roommate washed the dishes, I wouldn't be so angry.*

a) My roommate washes the dishes.

b) I am not angry.

c) My roommate doesn't wash the dishes, and I am angry.

8. *I wish I had eaten at Taco María before it closed.*

a) I ate at Taco María.

b) I didn't eat at Taco María.

c) Taco María is still open.

9. *If I were a giraffe, I would eat the oranges at the top of the tree.*

a) I am not a giraffe.

b) I am a giraffe.

c) I eat the oranges at the top of the tree.

10. *If Don Miguel hadn't bought the store, his family wouldn't run Northgate today.*

a) He didn't buy the store.

b) His family doesn't run Northgate.

c) His family runs Northgate today.

11. *If the 5 Freeway had less traffic, I would get to class on time.*

a) The 5 Freeway has very little traffic.

b) The 5 Freeway has a lot of traffic, and I am often late.

c) I always get to class on time.

12. *If I hadn't stayed up so late, I wouldn't be so tired now.*

a) I went to bed early.

b) I am not tired now.

c) I stayed up late, and I am tired now.

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5.2: PRESENT UNREAL CONDITIONALS

5.2.1: READING - Noche de Altares, a Night to Remember

5.2.2: Real vs. Unreal Conditionals - OVERVIEW

5.2.3: Present Unreal - OVERVIEW

5.2.4: Exercise 2 - Real or Unreal?

5.2.5: Exercise 3 - If You Won the Lottery

5.2.6: Exercise 4 - Personal Responses

5.2.7: Exercise 5 - Find the Errors

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5.2.1: READING - Noche de Altares, a Night to Remember

Noche de Altares, a Night to Remember

Every year on the first Saturday of November, the streets of downtown Santa Ana fill with candles, music, and the smell of orange marigolds. This is Noche de Altares, or "Night of Altars," a celebration of Día de los Muertos, the Day of the Dead. On this night, families build altars to remember people they loved who have died. It happens along Fourth Street, which locals call Calle Cuatro. **If you walked** down Calle Cuatro that night, you **would see** more than a hundred altars.

The event began small. Since 2002, a community group called El Centro Cultural de México has organized it. The first year, there were only four altars and about 400 visitors. Today, tens of thousands of people come, and it is one of the largest free Day of the Dead celebrations in California. **If you visited**, you **would** also **hear** live music and **watch** Aztec dancers in feathered headdresses.

Each altar tells a story. Families put photos of their loved ones on the altar, along with candles, *papel picado* (colorful cut-paper decorations), and marigolds called *cempasúchil*. They also add the person's favorite food and drink. One family's altar might hold a can of soda and a deck of cards. **If** their grandfather **were** still alive, he **would** probably **laugh** and **ask** for a game.

For many families, Noche de Altares is not a sad night. It is a celebration of life. **If you asked** people why they come, many of them **would say** that they want to keep their loved ones' stories alive. So, think about it: **if you built** an altar, whom **would** you **honor**? What **would** you **put** on it?

Noche de Altares - Reading Questions

Answer the questions about the reading. Write complete sentences.

Part A: Understanding the Reading

1. When and where does Noche de Altares take place?

Answer:

2. How has the event changed since it started in 2002?

Answer:

3. Name three things that families put on an altar.

Answer:

Part B: Discussion

4. Does your culture have a holiday or tradition to remember people who have died? Describe it.

Answer:

5. If you built an altar for a famous person from history or for a pet, who would it be? What surprising things would you put on it?

Answer:

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5.2.2: Real vs. Unreal Conditionals - OVERVIEW

Real vs. Unreal Conditionals

Real = it can happen. Unreal = we are only imagining.

You learned about **real conditionals** in Unit 3. They talk about things that are true or possible. **Unreal conditionals** look similar, but they talk about things that are **not** true.

Color key: green = pattern orange = verb form

Real and unreal conditionals side by side

	Real conditional	Unreal conditional
Meaning	It is **possible**. It could really happen.	It is **imagined**. It is not true now.
Pattern	If + present will + verb	If + past would + verb
Example	*If I* ***have*** *time on Saturday, I* ***will go*** *to Noche de Altares.*	*If I* ***had*** *time on Saturday, I* ***would go*** *to Noche de Altares.*
What the speaker thinks	Maybe I will have time.	I don't have time.

Same Topic, Different Meaning

Look at each pair. The first sentence is real. The second sentence is unreal.

Weather

Real *If it* ***is*** *sunny tomorrow, we* ***will go*** *to Huntington Beach.*
Unreal *If it* ***were*** *sunny today, we* ***would go*** *to Huntington Beach.*

(The real sentence: tomorrow might be sunny. The unreal sentence: today is not sunny.)

Family

Real *If my sister* ***calls*** *tonight, I* ***will tell*** *her the news.*
Unreal *If my sister* ***called*** *more often, I* ***would know*** *her news.*

(The real sentence: she might call. The unreal sentence: she doesn't call often.)

Food

Real *If you* ***visit*** *Calle Cuatro, you* ***will find*** *great tacos.*
Unreal *If Calle Cuatro* ***were*** *closer to my house, I* ***would eat*** *there every week.*

(The real sentence: you can visit. The unreal sentence: Calle Cuatro is far from my house.)

How to Decide

Ask yourself one question: **Is this true or possible?**

- **Yes** → use a real conditional: *If + present, will + verb*.
- **No, I'm only imagining** → use an unreal conditional: *If + past, would + verb*.

⚠ WATCH OUT: Unreal does not mean past.

If I ***had*** *a lowrider, I* ***would drive*** *it to the car show.* The verb *had* is a past form, but this sentence is about **now**. I don't have a lowrider now.

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5.2.3: Present Unreal - OVERVIEW

Present Unreal

If + past verb, would + base verb

Use the **present unreal** to talk about imagined situations now or at any time. The situation is not true, but we imagine the result.

Color key: green = pattern orange = verb form pink = rule

The Pattern

If clause + result clause

If + subject + past verb , subject + would + base verb

If I had more money, I would buy a lowrider.

If my abuela lived closer, we would cook together every Sunday.

If Lucas spoke Spanish, he would understand the songs at Noche de Altares.

Clause Order and Commas

The if clause can come first or second. The meaning does not change. Rule Use a comma when the if clause comes **first**. Use no comma when it comes **second**.

If I had more money, I would buy a lowrider.

I would buy a lowrider if I had more money.

Were for All Subjects

With the verb *be*, use **were** for every subject, even *I, he, she,* and *it*.

***Were* with every subject in the present unreal**

Subject	Positive	Negative
I	If I **were** you, I would take the bus.	If I **weren't** so tired, I would go out.
you / we / they	If you **were** here, we would have more fun.	If they **weren't** busy, they would come.
he / she / it	If she **were** a chef, she would cook pozole.	If it **weren't** so hot, we would walk.

In conversation, some people say "If I was..." In writing and on tests, use were.

Giving advice with If I were you

Use *If I were you, I would...* to give friendly advice.

If I were you, I would get to Noche de Altares early. It gets very crowded.

Could and Might

- **would** = the result is sure (in the imagined situation): *If I had a car, I* ***would drive*** *to work.*
- **could** = would be able to: *If I had a car, I* ***could visit*** *my cousins in Fullerton.*
- **might** = maybe would: *If I had a car, I* ***might take*** *a road trip.*
- **could** in the if clause = was able to: *If I* ***could*** *cook, I would make tamales.*

Negatives, Questions, and Short Answers

If I didn't have class, I would sleep until noon.

If she weren't so busy, she wouldn't miss the car show.

What would you do if you found $1,000 on the sidewalk?

Would you move to Santa Ana if you could? Yes, I would. / No, I wouldn't.

In speaking, *would* is often shortened: **I'd, you'd, he'd, she'd, we'd, they'd**. The negative is **wouldn't**.

⚠ **WATCH OUT: No would in the if clause.**

✗ **Wrong** ~~If I would have a car, I would drive to Calle Cuatro.~~

✓ Correct If I had a car, I would drive to Calle Cuatro.

✗ Wrong ~~If I won the lottery, I will buy a house.~~

✓ Correct If I won the lottery, I would buy a house.

Use would, not will, in the result clause.

✗ Wrong ~~If I lived in Laguna, I would surfed every day.~~

✓ Correct If I lived in Laguna, I would surf every day.

After would, use the base verb.

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5.2.4: Exercise 2 - Real or Unreal?

Exercise 2 - Real or Unreal?

Section 1: Real or Unreal?

Read each sentence. Is it real (it can happen) or unreal (it is imagined)?

1. *If the line at the taco truck is short, we'll eat there.*

a) Real (it can happen)
b) Unreal (it is imagined)

2. *If I were a cat, I would sleep 16 hours a day.*

a) Real (it can happen)
b) Unreal (it is imagined)

3. *If you go to Noche de Altares, you will see beautiful altars.*

a) Real (it can happen)
b) Unreal (it is imagined)

4. *If my phone had a better camera, I would take photos of the murals.*

a) Real (it can happen)
b) Unreal (it is imagined)

5. *If it rains on Saturday, the car show will move inside.*

a) Real (it can happen)
b) Unreal (it is imagined)

6. *If penguins lived in Laguna Beach, the tourists would go crazy.*

a) Real (it can happen)
b) Unreal (it is imagined)

Section 2: Choose the Correct Form

First decide if the sentence is real or unreal. Then choose the correct words.

7. If I _____ a garden, I would grow my own chiles.

a) have

b) had

8. If you study tonight, you _____ well on the test tomorrow.

a) will do

b) would do

9. If my brother _____ taller, he could reach the top shelf.

a) is

b) were

10. If the museum is free on Sunday, we _____ it.

a) will visit

b) would visit

11. If I spoke three languages, I _____ as a translator.

a) will work

b) would work

12. If my goldfish _____ sing, I _____ a band with him.

a) can / will start

b) could / would start

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5.2.5: Exercise 3 - If You Won the Lottery

Exercise 3 - If You Won the Lottery

Section 1: Complete the Sentences

Write the complete sentence. Use the correct form of the verbs in parentheses.

Example

If I (win) the lottery, I (quit) my job.

→ If I won the lottery, I would quit my job.

1. If I (win) the lottery, I (buy) my parents a house in Anaheim.

Answer:

2. If my best friend (win) the lottery, she (travel) to every country in the world.

Answer:

3. If we (be) millionaires, we (eat) at a different restaurant every night.

Answer:

4. If I (have) a million dollars, I (not / work) on Mondays.

Answer:

5. If my uncle (win) the lottery, he (open) his own taco truck.

Answer:

6. If you (be) rich, what (you / do) first?

Answer:

7. If I (be) a millionaire, I (pay) someone to fold my laundry.

Answer:

8. If my grandmother (win) the lottery, she (not / tell) anyone.

Answer:

Section 2: Your Lottery Dreams

Finish each sentence with your own idea. Write the complete sentence.

Example

If I won the lottery, I would never...

→ If I won the lottery, I would never cook dinner again.

9. If I won the lottery, the first thing I would buy is...

Answer:

10. If I won the lottery, I would give some of the money to...

Answer:

11. If I won the lottery, my family would...

Answer:

12. If I won the lottery, I wouldn't...

Answer:

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5.2.6: Exercise 4 - Personal Responses

Exercise 4 - Personal Responses

Answer each question about yourself in a complete sentence. Use would, could, or might.

Example

If you could visit any country, where would you go?

→ If I could visit any country, I would go to Peru. I would hike to Machu Picchu.

1. If you built an altar, whom would you honor?

Answer:

2. What would you put on that altar? Why?

Answer:

3. If you could live in any city in Orange County, which one would you choose? Why?

Answer:

4. If you could have dinner with anyone, living or dead, who would it be?

Answer:

5. If you could speak any language perfectly, which language would you choose?

Answer:

6. If you had a free day tomorrow, how would you spend it?

Answer:

7. If you were the mayor of your city, what would you change first?

Answer:

8. If you could add one new class to IVC, what would it be?

Answer:

9. If you could have any animal as a pet, what would you choose?

Answer:

10. If you were invisible for one day, what would you do?

Answer:

11. If you owned a restaurant on Calle Cuatro, what would you serve?

Answer:

12. A new student asks for advice about college. Begin your answer with *If I were you, I would...*

Answer:

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5.2.7: Exercise 5 - Find the Errors

Exercise 5 - Find the Errors

Each sentence has one error. Find the error and write the correct sentence.

Example

If I would be rich, I would buy a boat.

→ If I were rich, I would buy a boat. (No would in the if clause.)

1. *If I would have more time, I would learn to play the guitar.*

Correct:

2. *If my car were cleaner, I will give you a ride.*

Correct:

3. *If she was here, she would know what to do.*

Correct:

4. *If we lived near the beach, we would surfed every morning.*

Correct:

5. *I would visit Calle Cuatro more often if I live closer.*

Correct:

6. *If my cat could talk she would complain about her food.*

Correct:

7. *If he wouldn't work so late, he could come to the party.*

Correct:

8. *If I knew the answer, I would told you.*

Correct:

9. *What you would do if you saw a ghost?*

Correct:

10. *If they had a bigger kitchen, they would to cook more.*

Correct:

11. *If I am a famous chef, I would open a restaurant in Santa Ana.*

Correct:

12. *If it weren't so hot, we will walk to the park.*

Correct:

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5.3: PAST UNREAL AND MIXED CONDITIONALS

5.3.1: READING - What If the Mendez Family Hadn't Gone to Court?

5.3.2: Past Unreal - OVERVIEW

5.3.3: Exercise 6 - Rewrite History

5.3.4: READING - If Don Miguel González Hadn't Bought a Small Store in Anaheim

5.3.5: Mixed Conditionals - OVERVIEW

5.3.6: Exercise 7 - Then and Now

5.3.7: Exercise 8 - Your Own Turning Points

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5.3.1: READING - What If the Mendez Family Hadn’t Gone to Court?

What If the Mendez Family Hadn't Gone to Court?



When Sylvia Mendez was eight years old, her family lived in Westminster, a farm town in Orange County. In the 1940s, the town had two elementary schools. The 17th Street School had green lawns and a nice playground, and it was for white children. Hoover School was a small, poorly equipped school for Mexican American children. When Sylvia's aunt tried to enroll the children at the 17th Street School, the school accepted her lighter-skinned cousins. It turned Sylvia and her brothers away.

Gonzalo and Felicitas Mendez refused to accept this. They joined four other families, the Estradas, Guzmans, Palominos, and Ramirezes, and took four Orange County school districts to court. The case spoke for about 5,000 children. **If the families had stayed** quiet, nothing **would have changed** for those children. On February 18, 1946, Judge Paul McCormick ruled for the families. The school districts appealed, but in April 1947, a higher court agreed with the judge.

The case changed much more than one town. In June 1947, Governor Earl Warren signed a law that ended school segregation in California. Seven years later, Warren was Chief Justice of the U.S. Supreme Court, and the court ended school segregation across the whole country in *Brown v. Board of Education*. **If the Mendez family hadn't gone** to court, California **might have waited** many more years for change.

Today, the story is easy to see. In 2007, a U.S. postage stamp honored the case, and in 2011, Sylvia Mendez received the Presidential Medal of Freedom. Schools and a park in Orange County now carry the Mendez name. Sylvia spent many years visiting classrooms to tell her family's story. **If** her parents **had given** up, students **would never have heard** it. What **would have happened if** no one **had spoken** up?

Mendez v. Westminster - Reading Questions

Answer the questions about the reading. Write complete sentences.

Part A: Understanding the Reading

1. Why did the 17th Street School turn Sylvia and her brothers away?

Answer:

2. Who went to court with the Mendez family, and what did Judge McCormick decide?

Answer:

3. How did the case change schools outside of Westminster?

Answer:

Part B: Discussion

4. In your opinion, what would have happened if the families had stayed quiet? Explain your idea.

Answer:

5. If you could have time-traveled to 1946 with one thing from today, what would you have brought to show the Mendez family? Why?

Answer:

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5.3.2: Past Unreal - OVERVIEW

Past Unreal

If + had + past participle, would have + past participle

Use the **past unreal** to imagine a different past. The past is finished, so these sentences talk about something that did **not** happen. They are often about regrets, lucky escapes, or big moments in history.

Color key: green = pattern orange = verb form pink = rule

The Pattern

If clause + result clause

If + subject + had + past participle , subject + would have + past participle

If the families had stayed quiet, nothing would have changed.

If I had studied, I would have passed the test.

If we had left earlier, we would have found a parking spot.

Real Past → Imagined Past

Start with what really happened. Then change it to the opposite.

What really happened and the past unreal sentence that imagines the opposite

What really happened	Past unreal sentence
The families went to court. The schools changed.	If the families **hadn't gone** to court, the schools **wouldn't have changed** .
I didn't set an alarm. I was late.	If I **had set** an alarm, I **wouldn't have been** late.
Taco María closed in 2023. We never ate there.	If Taco María **hadn't closed** , we **would have eaten** there.

Could Have and Might Have

- **would have** = sure result: *If I had seen you, I* ***would have said*** *hello.*
- **could have** = would have been able to: *If you had called, I* ***could have helped*** .
- **might have** = maybe would have: *If it hadn't rained, more people* ***might have come*** .

Comma Rule, Negatives, and Questions

The comma rule is the same as in 5.2: use a comma when the if clause comes first.

If I hadn't missed the bus, I wouldn't have been late.

I wouldn't have been late if I hadn't missed the bus.

What would you have done if you had been there?

Common Past Participles

Base verb, past form, and past participle of ten common verbs

Base verb	Past	Past participle
go	went	gone
eat	ate	eaten
see	saw	seen
know	knew	known
take	took	taken
buy	bought	bought
leave	left	left
be	was / were	been
have	had	had

Base verb	Past	Past participle
give	gave	given

Contractions with 'd

'd can mean *had* or *would*. In the if clause, it means *had*. In the result clause, it means *would*.

If I'd known (= had known), I'd have come (= would have come).

⚠ WATCH OUT: Three common mistakes

✗ Wrong ~~If I would have known, I would have helped.~~

✓ Correct If I had known, I would have helped.

No would have in the if clause.

✗ Wrong ~~I would of called you.~~

✓ Correct I would have called you.

Would've sounds like "would of," but always write would have.

✗ Wrong ~~If we had left early, we would have went to the beach.~~

✓ Correct If we had left early, we would have gone to the beach.

After have, use the past participle (gone), not the past (went).

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5.3.3: Exercise 6 - Rewrite History

Exercise 6 - Rewrite History

Section 1: What If It Had Been Different?

Read what really happened. Write a past unreal sentence that imagines the opposite.

Example

Sylvia's parents went to court. The schools changed.

→ If Sylvia's parents hadn't gone to court, the schools wouldn't have changed.

1. The five families worked together. They won the case.

Answer:

2. Governor Warren signed the law. School segregation ended in California.

Answer:

3. Walter forgot his umbrella. He got wet at the car show.

Answer:

4. Taco María closed. We didn't get a reservation.

Answer:

5. The dog ate my homework. I got a zero.

Answer:

6. Don Miguel bought a small store in 1980. His family started a business.

Answer:

7. I didn't check the weather. I wore shorts on a cold night.

Answer:

8. My friend found a twenty-dollar bill. She bought churros for everyone.

Answer:

Section 2: Complete the Sentences

Write the complete sentence. Use the correct form of the verbs in parentheses.

Example

If I (know) about the sale, I (go) shopping.

→ If I had known about the sale, I would have gone shopping.

9. If the seagull (not / steal) my sandwich, I (not / be) hungry all afternoon.

Answer:

10. If we (leave) earlier, we (find) a parking spot near Calle Cuatro.

Answer:

11. If my sister (not / practice) every day, she (not / win) the dance contest.

Answer:

12. If you (tell) me about the party, I (bring) a cake.

Answer:

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5.3.4: READING - If Don Miguel González Hadn’t Bought a Small Store in Anaheim

If Don Miguel González Hadn't Bought a Small Store in Anaheim

In the early 1960s, Don Miguel González left Jalostotitlán, a small town in Jalisco, Mexico, and came to California to work. For years, he sent money home to his wife, Teresa, and their growing family. By 1976, the whole family was together in Southern California. Don Miguel and his son Miguel worked in a wire factory, but the family dreamed of having its own business.

In 1980, they found a small liquor store for sale in Anaheim. Miguel sold his house, and his father refinanced his own home to pay for it. After they bought the store, they had only $240 left. They couldn't afford a new sign, so the store kept its old name: Northgate. **If** the family **had had** more money in 1980, the stores **might have** a different name today. The store opened on January 2, 1980, and all 13 González children worked there.

The family knew almost nothing about running a grocery store, but they learned quickly. They sold the foods that Mexican families missed from home, like fresh tortillas, carnitas, and marinated carne asada, and customers could speak Spanish with the workers. **If** the González family **hadn't opened** that first store, thousands of people **wouldn't work** for Northgate now. Today, the company has more than 40 stores in Southern California.

In 2023, the family opened Mercado González in Costa Mesa, a huge market with many food stalls. The old Anaheim store is becoming a center that helps people start food businesses. The story also works the other way. **If** the González family **weren't** so close, they **wouldn't have worked** so hard together in those first years. So, the next time you buy a warm tortilla in OC, think about it: **if** Don Miguel **hadn't bought** that little store, where **would** you **shop** today?

Northgate González - Reading Questions

Answer the questions about the reading. Write complete sentences.

Part A: Understanding the Reading

1. Why did the first store keep the name Northgate?

Answer:

2. What made the first Northgate store special for Mexican families?

Answer:

3. Name two ways that the González family's business is different today.

Answer:

Part B: Discussion

4. Do you know a family business in your community? How did it start?

Answer:

5. If you opened a store with your whole family, what would you sell, and which family member would be the boss?

Answer:

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5.3.5: Mixed Conditionals - OVERVIEW

Mixed Conditionals

Past cause → present result, and the reverse

Sometimes the if clause and the result clause are about **different times**. These sentences are called **mixed conditionals**. They mix the past unreal and the present unreal.

Color key: green = pattern orange = verb form gray = time

Mixed 1: Past Cause → Present Result

Imagine a different past. The result would be true **now**. This is the most common mixed conditional.

past → now

If + subject + had + past participle , subject + would + base verb

If the family had had more money in 1980, the stores might have a different name today.

If Don Miguel hadn't bought the store, his grandchildren wouldn't run Northgate now.

If I had learned Spanish as a child, I would understand my grandmother's stories now.

Mixed 2: Present Situation → Past Result

Something is **always** or **generally** true (or not true) about a person. Imagine it were different. The result would be different in the **past**.

now / always → past

If + subject + past verb , subject + would have + past participle

If the González family weren't so close, they wouldn't have worked so hard together in 1980.

If I weren't afraid of heights, I would have climbed the ladder yesterday.

If my brother were more patient, he wouldn't have quit his piano lessons.

All Four Patterns Together

The time of the if clause and the result clause in each unreal pattern

Pattern	If clause time	Result time	Example
Present unreal	now	now	If I **had** a car, I **would drive** to work.
Past unreal	past	past	If I **had had** a car, I **would have driven** to work yesterday.
Mixed 1	past	now	If I **had bought** a car last year, I **would drive** to work today.
Mixed 2	now / always	past	If I **weren't** afraid of freeways, I **would have driven** to LA last week.

Look for time clues.

Words like **now, today, still,** and **these days** point to a present result. Words like **yesterday, last year,** and **in 1980** point to a past time.

⚠ WATCH OUT: Match the result to its time.

✗ Wrong ~~If I had eaten breakfast, I wouldn't have been hungry now.~~

✓ Correct If I had eaten breakfast, I wouldn't be hungry now.

The word now shows a present result. Use would + base verb.

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5.3.6: Exercise 7 - Then and Now

Exercise 7 - Then and Now

Section 1: Choose the Correct Result

Look for time clues. Choose the correct words to complete each sentence.

1. If I had gone to bed earlier, I _____ so tired now.

a) wouldn't be

b) wouldn't have been

2. If the families hadn't won the case, many California schools _____ different today.

a) would be

b) would have been

3. If my cousin weren't so funny, we _____ him to the party last night.

a) wouldn't invite

b) wouldn't have invited

4. If I had saved my money, I _____ a car now.

a) would have

b) would have had

5. If she didn't love dogs, she _____ three of them last year.

a) wouldn't adopt

b) wouldn't have adopted

6. If Don Miguel hadn't come to California, his grandchildren _____ in Anaheim today.

a) wouldn't live

b) wouldn't have lived

Section 2: Write a Mixed Conditional

Read the facts. Write one mixed conditional sentence that imagines the opposite.

Example

I didn't eat lunch. I'm hungry now.

→ If I had eaten lunch, I wouldn't be hungry now.

7. I lost my keys yesterday. I can't get into my apartment now.

Answer:

8. The Mendez family went to court. Schools in California are open to all children today.

Answer:

9. My brother isn't patient. He quit his guitar lessons last year.

Answer:

10. We didn't buy tickets. We can't go to the concert tonight.

Answer:

11. I'm not good at math. I didn't become an engineer.

Answer:

12. My parrot learned a rude word last week. My grandmother is upset with him now.

Answer:

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5.3.7: Exercise 8 - Your Own Turning Points

Exercise 8 - Your Own Turning Points

Section 1: Finish the Sentences

Finish each sentence about your own life. Use would have for a past result and would for a present result.

Example

If I hadn't taken a summer job at a bakery, ...

→ If I hadn't taken a summer job at a bakery, I wouldn't have learned to make conchas.

→ If I hadn't taken a summer job at a bakery, I wouldn't want to open my own café now.

1. If I hadn't come to IVC, I would...

Answer: _____

_____

2. If I had grown up in a different country, I would...

Answer: _____

_____

3. If I hadn't met my best friend, ...

Answer: _____

_____

4. If I had started learning English as a small child, ...

Answer: _____

_____

5. If my family hadn't moved, ...

Answer: _____

6. If I had studied harder in high school, ...

Answer: _____

7. If I weren't so busy, I would have ... last weekend.

Answer: _____

8. If I had known about Orange County ten years ago, ...

Answer: _____

Section 2: One Turning Point

Think of one turning point in your life. Answer the questions in complete sentences.

9. Describe one big decision or event that changed your life. What happened, and when?

Answer: _____

10. Imagine it had gone differently. What would have happened then? Use *If...had..., would have...*

Answer: _____

11. How would your life be different now? Use *If...had..., would...now.*

Answer: _____

12. Are you happy with how it happened? Explain why or why not.

Answer: _____

_____

_____

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5.4: 'WISH' AND "IF ONLY'

5.4.1: READING - Emigdio Vásquez and the Murals of Santa Ana
5.4.2: Wish and If Only - OVERVIEW
5.4.3: Exercise 9 - Wishes and Regrets
5.4.4: Exercise 10 - Personal Wishes

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5.4.1: READING - Emigdio Vásquez and the Murals of Santa Ana

Emigdio Vásquez and the Murals of Santa Ana

Walk through Santa Ana or the nearby city of Orange, and you might pass a giant painting of farm workers, a family at a kitchen table, or young men in 1940s zoot suits. Many of these murals were painted by Emigdio Vásquez, an artist often called "the godfather of Chicano art" in Orange County. He painted real, everyday people from his community, and he painted them with dignity and respect.

Vásquez was born in 1939 and grew up in Orange County. He studied art at Santa Ana College and then at Cal State Fullerton, and later he taught at Santa Ana College for many years. He painted about 30 murals in Orange County and hundreds of other paintings. One of his best-known murals, *The Legacy of César Chávez*, is at Santa Ana College. He also started the Orange County Latino Artists Network to support other Latino artists.

Sadly, outdoor murals do not last forever. Sun and rain fade the paint, and some walls are torn down for new buildings. Since Vásquez died in 2014, several of his murals have been damaged or lost. Many fans **wish** the cities **had protected** them sooner. Some local artists **wish** Santa Ana **would set** aside money every year to take care of its murals.

His family is working to save his art. His son, Emigdio "Higgy" Vásquez, painted beside his father on many murals, and now he restores them in their original style. In 2017, Chapman University created an app called *My Barrio Murals* to help people find them. There is even an IVC connection: one of his hidden murals was rediscovered at Irvine Valley College. Many people **wish** they **could meet** Emigdio Vásquez today. **If only** they **could** ask him about the people in his paintings!

Emigdio Vásquez - Reading Questions

Answer the questions about the reading. Write complete sentences.

Part A: Understanding the Reading

1. What kinds of people did Emigdio Vásquez like to paint?

Answer:

2. Why are some of his murals in danger?

Answer:

3. Name two ways people are working to save his murals.

Answer:

Part B: Discussion

4. Is there a piece of public art in your city or hometown that you love? Describe it.

Answer:

5. If you could paint a giant mural anywhere in Orange County, what would it show, and where would you put it?

Answer:

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5.4.2: Wish and If Only - OVERVIEW

Wish and If Only

Wishes about now, wishes about the past, and wish...would

Use **wish** to say you want something to be different. A wish is unreal, so it uses the same **one step back** verb forms as unreal conditionals.

Color key: gray = time green = pattern orange = verb form pink = rule

Four wish patterns, with an example and what is really true

Time	Pattern	Example	What is really true
now	wish + past	*I wish I* ***had*** *a lowrider.*	I don't have a lowrider.
now	wish + could	*I wish I* ***could paint*** *like Emigdio Vásquez.*	I can't paint like him.
past	wish + had + past participle	*I wish I* ***had eaten*** *at Taco María before it closed.*	I didn't eat there. (a regret)
change	wish + would + verb	*I wish the 405* ***would move*** *faster.*	It doesn't move fast, and I'm annoyed.

Wishes About Now

Use a past form after *wish*. Rule With *be*, use **were** for all subjects, just like in the present unreal.

I wish I were taller.

My little brother wishes it were summer all year.

I wish I didn't have to work this weekend.

Wishes About the Past (Regrets)

Use *had* + past participle after *wish* to talk about something you are sorry about.

I wish I had taken photos at Noche de Altares.

I wish I hadn't eaten five tamales.

Wish...Would

Use *wish* + *would* when you want **another person or thing** to change. It often shows that you are annoyed.

I wish my neighbor's dog would stop barking at 3 a.m.

I wish it would stop raining.

If Only

If only is a stronger wish. It uses the same verb forms as *wish*, and it often ends with an exclamation point.

If only I had more time! (now)

If only I had listened to my mom! (past)

If only the traffic would move! (change)

Wish or hope?

Use **hope** for things that are **possible**. Use **wish** for things that are **not real**.

I hope it doesn't rain tomorrow. (It might not rain.)

I wish it weren't raining. (It is raining.)

⚠ WATCH OUT: Common wish mistakes

✗ Wrong ~~I wish I would have a car.~~

✓ Correct I wish I had a car.

Don't use wish...would about yourself.

✗ Wrong ~~I wish it will stop raining.~~

✓ Correct I wish it would stop raining.

Don't use will after wish.

✗ Wrong ~~I wish I went to the concert last night.~~

✓ Correct I wish I had gone to the concert last night.

For a past regret, use had + past participle.

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5.4.3: Exercise 9 - Wishes and Regrets

Exercise 9 - Wishes and Regrets

Section 1: Wishes About Now

Read each situation. Write a wish about now. Use wish + past, wish + could, or wish...would.

Example

I don't have a car.

→ *I wish I had a car.*

1. My apartment is too small.

Answer:

2. I can't dance cumbia.

Answer:

3. My brother never puts his phone down at dinner.

Answer:

4. It's raining, and I want to go to the beach.

Answer:

Section 2: Regrets About the Past

Read each situation. Write a regret about the past. Use wish + had + past participle.

Example

I forgot my mom's birthday.

→ *I wish I hadn't forgotten my mom's birthday.*

5. I didn't take any photos at Noche de Altares.

Answer:

6. I ate five tamales, and now my stomach hurts.

Answer:

7. Someone painted over one of Emigdio Vásquez's murals.

Answer:

8. I told my friend's secret to the whole class.

Answer:

Section 3: Choose the Correct Form

Choose the correct words to complete each sentence.

9. I wish my neighbor's dog _____ barking at 3 a.m.

a) would stop
b) stops
c) will stop

10. If only I _____ my umbrella this morning!

a) brought
b) had brought
c) would bring

11. My cat wishes she _____ catch the birds outside the window.

a) can
b) could
c) will

12. I wish I _____ taller. Then I could reach the top shelf.

a) am
b) were

c) will be

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5.4.4: Exercise 10 - Personal Wishes

Exercise 10 - Personal Wishes

Section 1: Wishes About Now

Write a true wish about your life in a complete sentence.

Example

Write a wish about your phone.

→ I wish my phone battery lasted longer.

1. Write a wish about the place where you live.

Answer:

2. Write a wish about your English.

Answer:

3. Write a wish about something you can't do.

Answer:

4. Write a wish about a person who annoys you. Use *wish...would*.

Answer:

5. Write a wish about the traffic or the weather in Orange County. Use *wish...would*.

Answer:

Section 2: Regrets About the Past

Write a true regret about your life in a complete sentence. Use wish + had + past participle.

Example

Write a regret about a trip.

→ I wish I had stayed longer in Oaxaca.

6. Write a regret about something you ate.

Answer:

7. Write a regret about something you said.

Answer:

8. Write a regret about your childhood.

Answer:

Section 3: If Only and Fun Wishes

Write a complete sentence for each prompt. Be creative!

9. Write a sentence that starts with *If only...* about your life now.

Answer:

10. Write a sentence that starts with *If only...* about the past.

Answer:

11. Write a wish for Orange County. What do you wish OC had?

Answer:

12. Write a silly wish for your pet or for a member of your family.

Answer:

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5.5: CHAPTER REVIEW

5.5.1: Grammar in the Wild
5.5.2: Unit Review Activity
5.5.3: Guided Writing - A Different Path

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5.5.1: Grammar in the Wild

Grammar in the Wild

Find three real examples of unreal conditionals or wishes in the world around you.

Step 1: Look for unreal sentences in the real world: signs, ads, menus, song titles, social media posts, TV shows, or things people say. Look for *if…would*, *if…had*, *wish*, and *if only*.

Step 2: Take a photo or a screenshot of each example.

Step 3: Show your examples to a friend or family member. Explain what each sentence means and what is really true.

Step 4: Answer the questions below for each example.

Example

Photo: A billboard for new apartments, taken on Saturday morning on my way to work.

Sentence: "If you lived here, you'd be home now."

Kind: present unreal. What is really true: You don't live here, and you aren't home.

Your Examples

Example 1

Where and when was the photo taken?

The sentence:

Kind (present unreal, past unreal, mixed, or wish):

What is really true?

Who did you show it to? What did they say?

Example 2

Where and when was the photo taken?

The sentence:

Kind (present unreal, past unreal, mixed, or wish):

What is really true?

Who did you show it to? What did they say?

Example 3

Where and when was the photo taken?

The sentence:

Kind (present unreal, past unreal, mixed, or wish):

What is really true?

Who did you show it to? What did they say?

Bonus Challenge

Find one example of **each** kind: present unreal, past unreal, mixed, and wish. Then write your own unreal sentence about the place where you took one of the photos.

My sentence:

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5.5.2: Unit Review Activity

Exercise 11 - Mixed Review

Choose the best answer for each multiple-choice question. Write complete sentences for the writing questions.

Section 1: What Is Really True?

1. *If I had a boat, I would sail to Catalina.* What is true?

a) I have a boat.

b) I don't have a boat.

c) I sailed to Catalina.

2. Which sentence is unreal?

a) If it rains, I'll stay home.

b) If you heat water, it boils.

c) If I were rich, I'd buy an island.

3. *I wish I had gone to the car show.* What is true?

a) I didn't go to the car show.

b) I went to the car show.

c) I am going to the car show.

4. Write one imagined sentence about yourself. Then write what is really true.

Answer:

Section 2: Present Unreal

5. If my sister _____ here, she would help us.

a) is

b) were

c) would be

6. If I had a dog, I _____ him Taquito.

a) will name

b) named

c) would name

7. Which sentence is correct?

a) If I lived in Santa Ana, I would walk to Calle Cuatro.

b) If I would live in Santa Ana, I would walk to Calle Cuatro.

c) If I lived in Santa Ana, I will walk to Calle Cuatro.

8. What would you do if you could fly for one day?

Answer:

Section 3: Past Unreal and Mixed

9. If they had left earlier, they _____ the bus.

a) would catch

b) would have caught

c) had caught

10. If I hadn't stayed up all night, I _____ so sleepy now.

a) wouldn't be

b) wouldn't have been

c) won't be

11. If the Mendez family _____ to court, California schools might have stayed separate for longer.

a) didn't go

b) wouldn't go

c) hadn't gone

12. Write one sentence about a turning point in your life. Use *If...had....*

Answer:

Section 4: Wish and If Only

13. I wish my roommate _____ his socks off the floor.

a) would pick up

b) picks up

c) will pick up

14. I wish I _____ more Spanish when I was a child.

a) learned

b) would learn

c) had learned

15. If only it _____ so hot today!

a) isn't

b) weren't

c) won't be

16. Write one wish about Orange County and one regret about your past.

Answer:

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5.5.3: Guided Writing - A Different Path

Guided Writing - A Different Path

Write a paragraph about a turning point in your life: a choice or an event that changed your path. Then imagine a different path.

Step 1: Read the Model

Model: A Different Path

When I was nineteen, my family moved from Guadalajara to Santa Ana. I didn't want to leave my friends, and I cried on the plane. **If we had stayed** in Mexico, I **would have studied** architecture at the university in my city. I also **wouldn't have met** my best friend, Daniela, in my first English class. Moving changed my whole life. **If** my parents **hadn't been** so brave, I **wouldn't be** a student at IVC now, and I **wouldn't speak** English. Sometimes I **wish** I **had said** goodbye to my grandmother in person. But if someone asked me today, I **would say** that I am happy with my path. **If** I **were** nineteen again, I **would get** on that plane with a smile.

Step 2: Plan Your Paragraph

1. What was the turning point? When and where did it happen?

Answer:

2. What would have happened if it had gone differently? (past unreal)

Answer:

3. How would your life be different now? (mixed conditional)

Answer:

4. What do you wish had happened, or what do you wish now? (wish)

Answer:

5. If you could go back to that moment, what would you do? (present unreal)

Answer:

Step 3: Write

Use your plan to write one paragraph of 8–12 sentences. Your teacher will check your paragraph.

My Paragraph

Title:

Step 4: Check Your Work

Checklist

- ☐ I described a real turning point in my life.
- ☐ I used at least two past unreal sentences (If…had…, would have…).
- ☐ I used at least one mixed conditional (If…had…, would…now).
- ☐ I used at least one present unreal sentence (If…were / If…past, would…).
- ☐ I used wish or if only at least once.
- ☐ There is no would in my if clauses.
- ☐ I used a comma when the if clause comes first.
- ☐ I gave my paragraph to my teacher to check.

Challenge: Share Your Story

Share your paragraph with someone who was part of your turning point, such as a parent, a friend, or a teacher. Ask them: *What would have happened if things had been different?* Write their answer.

Who I shared it with:

Their answer:

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