Unit 1

Learn About Sentence Structure

Comparatives Used in the Parallel Structure
Examples: ❶ However, **the longer** he lived in the new environment, **the more challenges** the young athlete had to face. ❷ **The more books** you read, **the more knowledge** you will gain. ❸ **The older** Lila grows, **the more mature** she will be. ❹ **The more efficient** the team is, **the sooner** the project will be completed. ❺ **The longer** Brent thought about the plan, **the more difficulties** he ran into. ❻ **The harder** Gemma practices, **the better** she can play the musical instrument.
What does the structure look like? The $\left\{\begin{array}{l}\textbf{more (+ N)}\\ \textbf{adj.-er}\\ \textbf{adv.-er}\end{array}\right\} + \textbf{S}_1 + \left\{\begin{array}{l}\textbf{be}\\ \textbf{V}_1\end{array}\right\} \ldots,$ the $\left\{\begin{array}{l}\textbf{more (+ N)}\\ \textbf{adj.-er}\\ \textbf{adv.-er}\end{array}\right\} + \textbf{S}_2 + \left\{\begin{array}{l}\textbf{be}\\ \textbf{V}_2\end{array}\right\} \ldots$

Unit 2

Learn About Sentence Structure

The Subjunctive Mood: Adjectives for Emphasis on Importance or Urgency
Examples: ❶ **It is essential that Harry (should) learn** the truth about social media. ❷ **It is advisable that a senior citizen (should) have** a physical check-up regularly.
What does the structure look like? It + be + $\left\{\begin{array}{l}\textbf{necessary}\\ \textbf{advisable}\\ \textbf{important}\\ \textbf{critical}\\ \textbf{essential}\\ \textbf{etc.}\end{array}\right\}$ + that + S (+ should) + $\left\{\begin{array}{l}\textbf{be}\\ \textbf{V}\end{array}\right\}$ . . .

Unit 3

Learn About Sentence Structure

Cleft Sentences: Highlighting a Piece of Information in a Sentence
Examples: ❶ People have been haunted by their looks and are willing to threaten their health as a result not just in modern times. 　→ **It is not just in modern times that** people have been haunted by their looks and are willing

to threaten their health as a result.

❷ Jolie goes fishing every weekend at the dike of Taichung Port.

　　→ **It is at the dike of Taichung Port that** Jolie goes fishing every weekend.

❸ Daphne always gives advice to me when I go through a crisis.

　　→ **It is Daphne that** always gives advice to me when I go through a crisis.

❹ Fitch dreams of having a sports car one day.

　　→ **It is a sports car that** Fitch dreams of having one day.

What does the structure look like?

S + V (+ O) (+ phrase)

$$\rightarrow \textbf{It} + \textbf{be} + \begin{Bmatrix} \textbf{N} \\ \textbf{phrase} \end{Bmatrix} + \textbf{that} \ldots$$

Unit 4

Learn About Sentence Structure

Adverbial Clauses of Concession

Examples:

❶ **However hard** Chiang tried, the Japanese colonial government refused to hear his appeal.

❷ **Wherever** Mia goes, she always brings the lucky charm with her.

❸ **Whichever book** you want to borrow, you need to show your student ID and follow the procedure.

❹ **Whenever** you feel lonely, I will always be there for you.

❺ **Whatever** Rodney decides to do, he'll have his parents' full support.

❻ **Whoever** takes part in the game, he or she has to play by the rules.

What does the structure look like?

$$\begin{Bmatrix} \textbf{Wherever} \\ \textbf{Whichever (+ N)} \\ \textbf{However (+} \begin{Bmatrix} \textbf{adj.} \\ \textbf{adv.} \end{Bmatrix} \textbf{)} \\ \textbf{Whenever} \\ \textbf{Whatever} \end{Bmatrix} + \textbf{S}_{1 +} \textbf{V}_1, \textbf{S}_2 + \textbf{V}_2$$

Whoever + V$_1$, S$_2$ + V$_2$

Unit 5

Learn About Sentence Structure

The Subjunctive Mood: Impossible or Contrary to the Fact in the Past

Examples:

❶ If Sheila's family **had been** white people, their lives **would have been** different.

❷ If I **had taken** Jerry's advice, I **could have passed** the test.

❸ If Audrey **hadn't invested** in the stock market, she **might not have been** in such a difficult situation.

❹ If Amber **hadn't revealed** the secret, Kyle **should not have spread** the gossip then.

What does the structure look like?

$$\textbf{If} + \textbf{S}_1 + \textbf{had} + \left\{ \begin{array}{l} \textbf{been} \\ \textbf{p.p.}_1 \end{array} \right\} \ldots, \textbf{S}_2 + \left\{ \begin{array}{l} \textbf{would} \\ \textbf{could} \\ \textbf{might} \\ \textbf{should} \end{array} \right\} + \textbf{have} + \left\{ \begin{array}{l} \textbf{been} \\ \textbf{p.p.}_2 \end{array} \right\} \ldots$$

Unit 6

Learn About Sentence Structure

"It" Used as a Preparatory Object

Examples:

❶ Scientists now **think it** highly **possible to bring** back extinct species.

❷ Others **consider it inappropriate to bring** species back, since this weakens the support for traditional conservation.

❸ My doctor **thinks it important for me to exercise regularly** and have a balanced diet.

❹ The teacher **considered it challenging for the students to solve** the math problem.

❺ The students **found it useful to preview** the content before attending the professor's lecture.

❻ We **find it necessary for the government to take action** to preserve the historical and cultural treasure of Taiwanese indigenous people.

What does the structure look like?

$$\textbf{S} + \left\{ \begin{array}{l} \textbf{think} \\ \textbf{consider} \\ \textbf{find} \\ \textbf{etc.} \end{array} \right\} + \textbf{it} + \textbf{adj. (+ for someone)} + \textbf{to V}$$

Unit 7

Learn About Sentence Structure

"Unless" Used in a Conditional

Examples:

❶ You can't fully understand a person's job **if** you **don't** try doing the work yourself.

→ You can't fully understand a person's job **unless** you try doing the work yourself.

❷ Susie may fail the course **if** she **doesn't** hand in the term paper.

→ Susie may fail the course **unless** she hands in the term paper.

What does the structure look like?

$$\textbf{S}_1 \textbf{ (+ aux.)} + \left\{ \begin{array}{l} \textbf{be} \\ \end{array} \right\} \ldots \textbf{if} + \textbf{S}_2 + \left\{ \begin{array}{l} \textbf{be + not} \\ \end{array} \right\} \ldots$$

V_1	aux. + not + V_2

$$\rightarrow S_1 \ (+ \ \textbf{aux.}) + \left\{ \begin{array}{c} \textbf{be} \\ V_1 \end{array} \right\} \ldots \ \textbf{unless} + S_2 + \left\{ \begin{array}{c} \textbf{be} \\ V_2 \end{array} \right\}$$

Unit 8

Learn About Sentence Structure

Expressing Degrees of Certainty About the Past

Examples:

❶ When refugees arrived at Europe's borders, they **might have been** desperate for day-to-day survival, **could have sought** immediate shelter, and **must have hunted** for food, clothing, blankets, and sleeping bags.

❷ The team had low morale. For that, they **could have lost** the game.

❸ Bill fell asleep immediately. He **must have had** a tiring day.

❹ The student was very familiar with the plot of the novel. He **must have finished** reading it.

❺ I can't find my purse. I **may have left** it in the store.

❻ We hadn't seen the Wang family for a week. They **may have been** out of town.

❼ The student keeps dozing in class. She **might have stayed** up late last night.

❽ Though you **might have checked** the weather report, you still need to prepare for unexpected weather conditions.

What does the structure look like?

$$S + \left\{ \begin{array}{l} \textbf{must} \\ \textbf{could} \\ \textbf{may} \\ \textbf{might} \end{array} \right\} + \textbf{have} + \textbf{p.p.}$$

Unit 9

Learn About Sentence Structure

Reporting Verbs Used in the Passive Voice

Examples:

❶ It is believed that releasing a lantern into the sky at the Lunar New Year brings good luck.

→ Releasing a lantern into the sky at the Lunar New Year **is believed to bring** good luck.

❷ It is reported that the pianist is not only talented but also hardworking.

→ The pianist **is reported to be** not only talented but also hardworking.

❸ It is said that the plane was delayed without notice.

→ The plane **is said to have been delayed** without notice.

❹ It is reported that the poacher was under arrest.

→ The poacher **is reported to have been** under arrest.

What does the structure look like?

$$\text{It + be +} \begin{Bmatrix} \text{said} \\ \text{believed} \\ \text{reported} \end{Bmatrix} \text{(+ that) + S +} \begin{Bmatrix} \text{be} \\ \text{V} \\ \text{V-ed} \end{Bmatrix} \text{. . .}$$

$$\rightarrow \text{S + be +} \begin{Bmatrix} \text{said} \\ \text{believed} \\ \text{reported} \end{Bmatrix} \text{+ to} \begin{Bmatrix} \text{be} \\ \text{V} \\ \text{have p.p.} \end{Bmatrix} \text{. . .}$$

Unit 10

Learn About Sentence Structure

The Subjunctive Mood: Reporting Verbs for an Order, Advice, a Request, or a Desire

Examples:

❶ Zeus **commanded that** Paris **(should) handle** this difficult task.

❷ Penny's parents **ordered that** she **(should) put** down her smartphone and **go** to bed immediately.

❸ The professor **demanded that** the final paper **(should) be** submitted on time.

❹ The chef **insisted that** the dish **(should) be** eaten within thirty minutes.

What does the structure look like?

$$\text{S}_1 + \begin{Bmatrix} \text{command} \\ \text{demand} \\ \text{beg} \\ \text{advise} \\ \text{insist} \\ \text{etc.} \end{Bmatrix} \text{+ that + S}_2 \text{ (+ should) +} \begin{Bmatrix} \text{be} \\ \text{V} \end{Bmatrix} \text{. . .}$$