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Unit	Patterns in Use	Function	Writing Hands-on
1	1. Not + all/both/every (+ of) + N(P) + V ... S + aux. + not + V + all/both/every (+ of) + N(P) 2. Review: It + seems/seemed + that-clause S + seem/seems/seemed + to <u>be/V/have</u> V-en ...	Discussing the essential elements of realizing one's dreams ★ Project: Children of the World	Providing Examples
2	1. Review: S + V <sub>1</sub> ... + before/after + S + V <sub>2</sub> ... → S + V <sub>1</sub> ... + before/after + V <sub>2</sub> -ing ... 2. S <sub>1</sub> + V <sub>1</sub> ... + for fear (that) + S <sub>2</sub> + aux. + V <sub>2</sub> ... S + V <sub>1</sub> ... + for fear of + <u>N/V<sub>2</sub>-ing</u> ...	Expressing the images that different people with the same feature give	Writing About a Process
3	1. determiner ( <u>a/an/those</u> ...) + N + of + possessive pronoun ( <u>mine/yours/ours</u> ...) 2. Review: Had + S <sub>1</sub> (+ not) + <u>V<sub>1</sub>-en/been</u> ... , S <sub>2</sub> + would/could/might (+ not) + have + <u>V<sub>2</sub>-en/been</u> ...	Introducing a famous, outstanding celebrity with physical disability	Writing a Summary
4	1. Review: S + V + N(P), <u>who/which/whom/whose</u> ... 2. If it had not been for N(P), S + <u>would/could/might</u> (+ not) + have + V-en ... → Had it not been for + N(P), S + <u>would/could/might</u> (+ not) + have + V-en ...	Discussing what students should do to repay their teachers	Description: Describing a Person
5	1. S + must/could/may/might + have + V-en ... 2. Review: S, <u>V<sub>2</sub>-ing/V<sub>2</sub>-en</u> ... , V <sub>1</sub> ...	Providing solutions to the problems caused by tourism	Description: Describing a Place
6	1. Review: S + V <sub>1</sub> + what + S + V <sub>2</sub> ... 2. If + S <sub>1</sub> + should + V <sub>1</sub> ... , S <sub>2</sub> + aux. + V <sub>2</sub> ... → Should + S <sub>1</sub> + V <sub>1</sub> ... , S <sub>2</sub> + aux. + V <sub>2</sub> ...	Arranging a LOHAS trip in Taiwan	Cause and Effect
7	1. Review: S + leave/keep + O + OC (adj./prep. phrase) ... 2. Misrelated participles ( <u>Generally/Strictly/Frankly/Roughly</u> speaking), ...	Sharing opinions about the issue of medical ethics	Letter Writing: Informal Letters
8	1. Most of + <u>determiner + N(P)/pron.</u> + V ... Most + N(P) + V ... 2. Review: If + S <sub>1</sub> + <u>were/V<sub>1</sub>-ed</u> ... , S <sub>2</sub> + would/could/might + V <sub>2</sub> ...	Discussing <i>Creative Commons</i>	Persuasive Writing
9	1. S <sub>1</sub> + V <sub>1</sub> ... + in case + S <sub>2</sub> + should + V <sub>2</sub> ... 2. Review: It + is/was + not until ... + that-clause ... Not until ... + aux. + S + V ...	Discussing the meaning of the poem "Marks" written by Linda Pastan	Narration: Telling a Story
10	1. Infinitive phrase ( <u>To begin with/To sum up/To be sure/To be precise</u> ...), S + V ... 2. Review: S <sub>1</sub> + V <sub>1</sub> ... + lest + S <sub>2</sub> (+ should) + V <sub>2</sub> ...	Giving your own definition of education ★ Project: Getting Prepared for College	Comparison and Contrast

# *Listening & Speaking*

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