

## 3-2 Frequency Adverbs

100%	<i>always</i>	(a) <b>Ivan always eats</b> breakfast.
	<i>usually</i>	(b) <b>Maria usually eats</b> breakfast.
	<i>often</i>	(c) <b>They often watch</b> TV.
50%	<i>sometimes</i>	(d) <b>We sometimes watch</b> TV.
	<i>seldom</i>	(e) <b>Sam seldom drinks</b> milk.
	<i>rarely</i>	(f) <b>Rita rarely drinks</b> milk.
0%	<i>never</i>	(g) <b>I never drink</b> milk.

SUBJECT +  $\left\{ \begin{array}{l} \text{always} \\ \text{usually} \\ \text{often} \\ \text{sometimes} \\ \text{seldom} \\ \text{rarely} \\ \text{never} \end{array} \right\} + \text{VERB}$

The words in this list are called "frequency adverbs." They come between the subject and the simple present verb.\*

### OTHER FREQUENCY EXPRESSIONS

- (h) I drink tea  $\left\{ \begin{array}{l} \text{once a day.} \\ \text{two times / twice a day.} \\ \text{three times a day.} \\ \text{four times a day.} \\ \text{etc.} \end{array} \right.$
- (i) I see my grandparents **three times a week**.
- (j) I see my aunt **once a month**.
- (k) I see my cousin Sam **twice a year**.

We can express frequency by saying how many times something happens

**a day.**  
**a week.**  
**a month.**  
**a year.**

- (l) I see my doctor **every year**.

*Every* is singular. The noun that follows (e.g., *morning*) must be singular.  
 INCORRECT: *every mornings*

\* Some frequency adverbs can also come at the beginning or at the end of a sentence. For example:

**Sometimes** I get up at seven. I **sometimes** get up at seven. I get up at seven **sometimes**.

Also: See Chart 3-3, for the use of frequency adverbs with *be*.

## 3-7 Like To, Want To, Need To

VERB + INFINITIVE

- (a) I **like** **to travel**. It's fun.
- (b) I **want** **to travel**. I have vacation time next month.
- (c) I **need** **to travel** for my job. I have no choice.

**Like, want, and need** can be followed by an infinitive.

infinitive = **to** + *the base form of the verb*.\*

**Need to** is stronger than **want to**. **Need to** = necessary, important.

\* The base form of a verb = a verb without -s, -ed, or -ing. Examples of the base form of a verb: *come, help, answer, write*. Examples of infinitives: *to come, to help, to answer, to write*. The base form is also called the simple form of a verb.

## 4-7 See, Look At, Watch, Hear, and Listen To

SEE, LOOK AT, and WATCH

- (a) I **see** many things in this room.
- (b) I'm **looking at** the clock. I want to know the time.
- (c) Bob **is watching** TV.

In (a): **see** = a non-action verb. Seeing happens because my eyes are open. Seeing is a physical reaction, not a planned action.

In (b): **look at** = an action verb. Looking is a planned or purposeful action. Looking happens for a reason.

In (c): **watch** = an action verb. I *watch* something for a long time, but I *look at* something for a short time.

HEAR and LISTEN TO

- (d) I'm in my apartment. I'm trying to study.  
I **hear** music from the next apartment. The music is loud.
- (e) I'm in my apartment. I'm studying. I have an iPod. I'm **listening to** music. I like to listen to music when I study.

In (d): **hear** = a non-action verb. Hearing is an unplanned act. It expresses a physical reaction.

In (e): **listen (to)** = an action verb. Listening happens for a purpose.



## 4-8 Think About and Think That

THINK + ABOUT + A NOUN

- (a) I **think about my family** every day.  
(b) I **am thinking about grammar** right now.

In (a): Ideas about my family are in my mind every day.

In (b): My mind is busy now. Ideas about grammar are in my mind right now.

THINK + THAT + A STATEMENT

- (c) I **think that Emma is lazy.**  
(d) Ed **thinks that I am lazy.**  
(e) I **think that the weather is nice.**

In (c): In my opinion, Emma is lazy. I believe that Emma is lazy. People use **think that** when they want to say (to state) their beliefs. The present progressive is often used with **think about**. The present progressive is almost never used with **think that**.

*INCORRECT: I am thinking that Emma is lazy.*

- (f) I **think that** Marco is a nice person.  
(g) I **think** Marco is a nice person.

Examples (f) and (g) have the same meaning. People often omit **that** after **think**, especially in speaking.

## 5-7 Prepositions of Place

(a) My book is **on** *my desk*.

In (a): *on* = a preposition  
*my desk* = object of the preposition  
*on my desk* = a prepositional phrase

(b) Ned lives **in** *Miami*.  
**in** *Florida*.  
**in** *the United States*.  
**in** *North America*.

A person lives **in** a city, a state, a country, a continent.

(c) Meg lives **on** *Hill Street*.

**on** a street, avenue, road, etc.

(d) She lives **at** *4472 Hill Street*.

**at** a street address

(e) My father is **in** *the kitchen*.

In (e): **in** is used with rooms: *in the kitchen*, *in the classroom*, *in the hall*, *in my bedroom*, etc.

(f) Ivan is **at** *work*.

**At** + *work, school, home* expresses activity:

(g) Yoko is **at** *school*.

In (f): Ivan is working at his office (or other place of work).

(h) Olga is **at** *home*.

In (g): Yoko is a student. She is studying. (Or, if she is a teacher, she is teaching.)

In (h): Olga is doing things at her home.

(i) Siri is **in** *bed*.

**In** + *bed, class, hospital, jail* has these special meanings:

(j) Tim is **in** *class*.

In (i): Siri is resting or sleeping *under* the covers.

(k) Mr. Lee is **in** *the hospital*.

In (j): Tim is studying (or teaching).

(l) Paul is **in** *jail/prison*.

In (k): Mr. Lee is sick. He is a patient.

In (l): Paul is a prisoner. He is not free to leave.

NOTE: American English = *in the hospital*  
 British English = *in hospital*



## 5-9 Would Like

- (a) I'm thirsty. I **want** a glass of water.  
 (b) I'm thirsty. I **would like** a glass of water.

Examples (a) and (b) have the same meaning, but **would like** is usually more polite than **want**. *I would like* is a nice way of saying *I want*.

- (c) *I would like*  
*You would like*  
*She would like*  
*He would like*  
*We would like*  
*They would like* } a glass of water.

Notice in (c):  
 There is no final **-s** on **would**.  
 There is no final **-s** on **like**.

- (d) CONTRACTIONS

*I'd* = *I would*  
*you'd* = *you would*  
*she'd* = *she would*  
*he'd* = *he would*  
*we'd* = *we would*  
*they'd* = *they would*

**Would** is often contracted with pronouns in both speaking and writing.  
 In speaking, **would** is usually contracted with nouns too.

WRITTEN: Ray would like to come.  
 SPOKEN: "Ray'd like to come."

**WOULD LIKE** + INFINITIVE

- (e) I **would like to eat** a sandwich.

Notice in (e): **would like** can be followed by an infinitive.

**WOULD** + SUBJECT + **LIKE**

- (f) **Would** you **like** some tea?

In a question, **would** comes before the subject.

- (g) Yes, I **would**. (I would like some tea.)

**Would** is used alone in short answers to questions with **would like**. It is not contracted in short answers.

## 5-10 *Would Like vs. Like*

(a) I **would like to go** to the zoo.

In (a): *I would like to go to the zoo* means *I want to go to the zoo*.  
**Would like** indicates that I want to do something now or in the future.

(b) I **like to go** to the zoo.

In (b): *I like to go to the zoo* means *I enjoy the zoo*.  
**Like** indicates that I always, usually, or often enjoy something.

## 8-5 Past Time Words: *Yesterday, Last, and Ago*

PRESENT		PAST
today	→	yesterday
this morning	→	yesterday morning
this afternoon	→	yesterday afternoon
this evening	→	yesterday evening
tonight	→	last night
this week	→	last week

Note the changes in time expressions from present to past.

### REFERENCE LIST: TIME EXPRESSIONS

#### *YESTERDAY*

(a) Bob was here ...  
*yesterday.*  
*yesterday morning.*  
*yesterday afternoon.*  
*yesterday evening.*

#### *LAST*

(b) Sue was here ...  
*last night.*  
*last week.*  
*last weekend.*  
*last month.*  
*last year.*  
  
*last spring.*  
*last summer.*  
*last fall.*  
*last winter.*  
  
*last Monday.*  
*last Tuesday.*  
*last Wednesday.*  
*etc.*

#### *AGO*

(c) Tom was here ...  
*five minutes ago.*  
*two hours ago.*  
*three days ago.*  
*a (one) week ago.*  
*six months ago.*  
*a (one) year ago.*

#### NOTICE

In (a): **yesterday** is used with *morning*, *afternoon*, and *evening*.

In (b): **last** is used with *night*, with long periods of time (*week*, *month*, *year*), with seasons (*spring*, *summer*, etc.), and with days of the week.

In (c): **ago** means "in the past." It follows specific lengths of time (e.g., *two minutes + ago*, *five years + ago*).



## 9-3 Questions with *Who* and *Whom*

QUESTION	ANSWER	
(a) <b>What</b> did they see?	→ <b>A boat.</b> (They saw a boat.)	<b>What</b> is used to ask questions about <i>things</i> . <b>Who</b> is used to ask questions about <i>people</i> .
(b) <b>Who</b> did they see?	→ <b>Jay.</b> (They saw Jay.)	
(c) <b>Who</b> did they see?	→ <b>Jay.</b> (They saw Jay.)	Examples (c) and (d) have the same meaning.  <b>Whom</b> is used in formal English as the object of a verb or a preposition. In (c): <b>Who</b> , not <b>whom</b> , is usually used in everyday English. In (d): <b>Whom</b> is used in very formal English. <b>Whom</b> is rarely used in everyday spoken English.
(d) <b>Whom</b> did they see?	→ <b>Jay.</b> (They saw Jay.)	
(e) <b>Who(m)</b> did they see?	→ <b>Jay.</b> (They saw <b>Jay</b> .)	In (e): <b>Who(m)</b> is the object of the verb. Usual question word order is used: <i>question word + helping verb + subject + main verb</i>  In (f), (g), and (h): <b>Who</b> is the subject of the question. Usual question word order is NOT used. When <b>who</b> is the subject of a question, do NOT use <b>does</b> , <b>do</b> , or <b>did</b> . Do NOT change the verb in any way: the verb form in the question is the same as the verb form in the answer.
(f) <b>Who</b> saw Jay?	→ <b>Ella.</b> ( <b>Ella</b> saw Jay.)	
(g) <b>Who</b> lives there?	→ <b>Ed.</b> ( <b>Ed</b> lives there.)	
(h) <b>Who</b> came?	→ <b>Eva.</b> ( <b>Eva</b> came.)	
INCORRECT: Who did come?		

## 10-3 Words Used for Past Time and Future Time

PAST	FUTURE	PAST: It <i>rained yesterday</i> . FUTURE: It's <i>going to rain tomorrow</i> .
yesterday	tomorrow	
yesterday morning yesterday afternoon yesterday evening last night	tomorrow morning tomorrow afternoon tomorrow evening tomorrow night	PAST: I <i>was</i> in class <i>yesterday morning</i> . FUTURE: I'm <i>going to be</i> in class <i>tomorrow morning</i> .
last week last month last year last weekend last spring last summer last fall last winter last Monday, etc.	next week next month next year next weekend next spring next summer next fall next winter next Monday, etc.	PAST: Mary <i>went</i> downtown <i>last week</i> . FUTURE: Mary <i>is going to go</i> downtown <i>next week</i> .  PAST: Bob <i>graduated</i> from high school <i>last spring</i> . FUTURE: Ann <i>is going to graduate</i> from high school <i>next spring</i> .
... minutes ago ... hours ago ... days ago ... weeks ago ... months ago ... years ago	in ... minutes (from now) in ... hours (from now) in ... days (from now) in ... weeks (from now) in ... months (from now) in ... years (from now)	PAST: I <i>finished</i> my homework <i>five minutes ago</i> . FUTURE: Pablo <i>is going to finish</i> his homework <i>in five minutes</i> .



## 10-4 Using *A Couple Of* or *A Few* with *Ago* (Past) and *In* (Future)

- (a) Sam arrived here **one** (OR **a**) *year ago*.
- (b) Jack is going to be here *in two minutes*.
- (c) I talked to Ann **three days ago**.

Numbers are often used in time expressions with **ago** and **in**.

- (d) I saw Carlos **a couple of months ago**.
- (e) He's going to return to Mexico *in a couple of months*.
- (f) I got a letter from Gina **a few weeks ago**.
- (g) I'm going to see Gina *in a few weeks*.

**A couple of** and **a few** are also commonly used. **A couple of** means "two." *A couple of months ago = two months ago*

**A few** means "a small number, not a large number." *A few weeks ago = two, three, four, or five weeks ago*

- (h) I began college last year. I'm going to graduate *in two more years*. My sister is almost finished with her education. She's going to graduate *in a few more months*.

Frequently, the word **more** is used in future time expressions that begin with **in**.



## 10-5 Using *Today*, *Tonight*, and *This* + *Morning*, *Afternoon*, *Evening*, *Week*, *Month*, *Year*

PRESENT	<p>Right now it's 10:00 A.M. We are in our English class.</p> <p>(a) We <b>are studying</b> English <b>this morning</b>.</p>	today tonight this morning this afternoon this evening this week this weekend this month this year	These words can express present, past, or future time.
PAST	<p>Right now it's 10:00 A.M. Nancy left home at 9:00 to go downtown. She isn't at home right now.</p> <p>(b) Nancy <b>went</b> downtown <b>this morning</b>.</p>		
FUTURE	<p>Right now it's 10:00 A.M. Class ends at 11:00. After class today, I'm going to go to the bank.</p> <p>(c) <b>I'm going to go</b> to the bank <b>this morning</b>.</p>		

## 10-9 Verb Summary: Forms of *Be*

	STATEMENT: AFFIRMATIVE	STATEMENT: NEGATIVE	QUESTION
SIMPLE PRESENT	I <b>am</b> from South Korea. He <b>is</b> from Egypt. They <b>are</b> from Venezuela.	I <b>am not</b> from Jordan. She <b>isn't</b> from Egypt. They <b>aren't</b> from Italy.	<b>Am</b> I from Chile? <b>Is</b> she from Greece? <b>Are</b> they from Kenya?
SIMPLE PAST	Ann <b>was</b> late yesterday. They <b>were</b> late yesterday.	She <b>wasn't</b> on time. They <b>weren't</b> on time.	<b>Was</b> she late? <b>Were</b> they late?
BE GOING TO	I <b>am going to be</b> on time. She <b>is going to be</b> on time.  They <b>are going to be</b> on time.	I'm <b>not going to be</b> late. She <b>isn't going to be</b> late.  They <b>aren't going to be</b> late.	<b>Am</b> I <b>going to be</b> on time? <b>Is</b> she <b>going to be</b> on time?  <b>Are</b> they <b>going to be</b> on time?
WILL	He <b>will be</b> absent.	He <b>won't be</b> in class.	<b>Will</b> he <b>be</b> absent?

## 11-2 *Maybe* (One Word) vs. *May Be* (Two Words)

- (a) A: Will Jamal be in class tomorrow?  
B: I don't know. **Maybe**. **Maybe Jamal will be**  
in class tomorrow, and **maybe he won't**.

- (b) **Maybe** Jamal will be here.  
adverb                  subject                  verb

- (c) Jamal **may be** here tomorrow.  
subject                  verb

The adverb **maybe** (one word) means "possibly."

**Maybe** comes in front of a subject and verb.

**May be** (two words) is used as the verb of a sentence.



## 11-5 Expressing Future and Habitual Present with Time Clauses and *If*-Clauses

FUTURE

- (a) After Kate **gets** to work today, she **is going to have / will have** a cup of coffee.

Example (a) expresses a specific activity in the future. The SIMPLE PRESENT is used in the time clause. *Be going to* or *will* is used in the main clause.

HABITUAL  
PRESENT

- (b) After Kate **gets** to work (every day), she always **has** a cup of coffee.

Example (b) expresses habitual activities, so the SIMPLE PRESENT is used in both the time clause and the main clause.

FUTURE

- (c) If it **rains** tomorrow, I **am going to / will wear** my raincoat to school.

Example (c) expresses a specific activity in the future. The SIMPLE PRESENT is used in the *if*-clause. *Be going to* or *will* is used in the main clause.

HABITUAL  
PRESENT

- (d) If it **rains**, I **wear** my raincoat.

Example (d) expresses habitual activities, so the SIMPLE PRESENT is used in both the *if*-clause and the main clause.

## 11-6 Using *What* + a Form of *Do*

### PRESENT

- (a) *What do* you *do* every day? → I *work* every day.  
(b) *What are* you *doing* right now? → I'm *studying English*.  
(c) *What do* you *do*? → I'm *a teacher*.

### PAST

- (d) *What did* you *do* yesterday? → I *went to school* yesterday.

### FUTURE

- (e) *What are* you *going to do* tomorrow? → I'm *going to go downtown* tomorrow.  
(f) *What will* we *do* if it rains tomorrow? → We'll *stay home* if it rains tomorrow.

In (a) and (b):  
**What** + a form of **do** is used to ask about activities.

In (c): *What do you do?* means "What kind of work do you do?" OR "What is your job?"

## 12-4 Using *Know How To*

- (a) I **can** swim.
- (b) I **know how to swim**.
- (c) **Can** you cook?
- (d) **Do** you **know how to cook**?

Both **can** and **know how to** express ability.

**Know how to** expresses something a person learned to do.



## 12-6 Using *Be Able To*

PRESENT

- (a) I **am able to touch** my toes.  
(b) I **can touch** my toes.

Examples (a) and (b) have basically the same meaning.

FUTURE

- (c) I **will be able to go** shopping tomorrow.  
(d) I **can go** shopping tomorrow.

Examples (c) and (d) have basically the same meaning.

PAST

- (e) I **wasn't able to finish** my homework last night.  
(f) I **couldn't finish** my homework last night.

Examples (e) and (f) have basically the same meaning.

## 12-7 Using *Very* and *Too* + Adjective

- (a) The coffee is **very hot**, but I **can drink** it.
- (b) The coffee is **too hot**. I **can't drink** it.
- (c) The box is **very heavy**, but Tom **can lift** it.
- (d) The box is **too heavy**. Bob **can't lift** it.

**Very** and **too** come in front of adjectives; *heavy* and *hot* are adjectives.

**Very** and **too** do NOT have the same meaning.

In (c): *very heavy* = It is difficult but possible for Tom to lift the box.

In (d): *too heavy* = It is impossible for Bob to lift the box.

Tom



Bob



- (e) The coffee is **too hot**.  
NEGATIVE RESULT: I can't drink it.
- (f) The weather is **too cold**.  
NEGATIVE RESULT: We can't go to the beach.

In the speaker's mind, the use of **too** implies a negative result.

## 14-2 Word Order of Adjectives

(a) a **large red** car

*INCORRECT: a red large car*

In (a): two adjectives (**large** and **red**) modify a noun (**car**).

Adjectives follow a particular order. In (a): an adjective describing SIZE (**large**) comes before an adjective describing COLOR (**red**).

(b) a **beautiful young** woman

(c) a **beautiful red** car

(d) a **beautiful Greek** island

The adjective **beautiful** expresses an opinion. Opinion adjectives usually come before all other adjectives.

In (b): opinion precedes age.

In (c): opinion precedes color.

In (d): opinion precedes nationality.

(e) **OPINION ADJECTIVES**

dangerous

favorite

important

difficult

good

interesting

dirty

happy

strong

expensive

honest

wonderful

There are many opinion adjectives. The words in (e) are examples of common opinion adjectives.

### USUAL WORD ORDER OF ADJECTIVES

(1)

**OPINION**

beautiful

delicious

kind

(2)

**SIZE**

large

tall

little

(3)

**AGE**

young

old

middle-aged

(4)

**COLOR**

red

blue

black

(5)

**NATIONALITY\***

Greek

Chinese

Mexican

(6)

**MATERIAL**

metal

glass

plastic

(f) some **delicious Mexican** food

(g) a **small glass** vase

(h) a **kind old Chinese** man

A noun is usually modified by only one or two adjectives, although sometimes there are three.

(i) **RARE**

a **beautiful small old brown Greek metal** coin

It is very rare to find a long list of adjectives in front of a noun.

\* NOTE: Adjectives that describe nationality are capitalized: **Korean**, **Venezuelan**, **Saudi Arabian**, etc.



## 14-3 Linking Verbs + Adjectives

BE + ADJECTIVE

- (a) The flowers **were** **beautiful**.

Adjectives can follow **be**, as in (a). The adjective describes the subject of the sentence. See Chart 1-7, p. 16.

LINKING VERB + ADJECTIVE

- (b) The flowers **looked** **beautiful**.  
(c) The flowers **smelled** **good**.  
(d) I **feel** **good**.  
(e) Candy **tastes** **sweet**.  
(f) That book **sounds** **interesting**.

Adjectives can follow a few other verbs. These verbs are called "linking verbs." The adjective describes the subject of the sentence.

Common linking verbs are *look*, *smell*, *feel*, *taste*, and *sound*.

## 14-4 Adjectives and Adverbs

	ADJECTIVE	ADVERB	
(a) Ann is a <b>careful</b> driver. (adjective)	<b>careful</b>	<b>carefully</b>	An ADJECTIVE describes a noun. In (a): <b>careful</b> describes <b>driver</b> .  An ADVERB describes the action of a verb. In (b): <b>carefully</b> describes <b>drives</b> . Most adverbs are formed by adding <b>-ly</b> to an adjective.
(b) Ann drives <b>carefully</b> . (adverb)	<b>slow</b> <b>quick</b> <b>easy</b>	<b>slowly</b> <b>quickly</b> <b>easily</b>	
(c) John is a <b>fast</b> driver. (adjective)	<b>fast</b>	<b>fast</b>	The adjective form and the adverb form are the same for <b>fast</b> , <b>hard</b> , <b>early</b> , and <b>late</b> .
(d) John drives <b>fast</b> . (adverb)	<b>hard</b> <b>early</b> <b>late</b>	<b>hard</b> <b>early</b> <b>late</b>	
(e) Linda is a <b>good</b> writer. (adjective)	<b>good</b>	<b>well</b>	<b>Well</b> is the adverb form of <b>good</b> .*
(f) Linda writes <b>well</b> . (adverb)			

\* *Well* can also be used as an adjective to mean “not sick.” *Paul was sick last week, but now he’s well.*

## 14-5 Expressions of Quantity: *All Of, Most Of, Some Of, Almost All Of*

- (a) Rita ate **all of the food** on her plate.
- (b) Mike ate **most of his food**.
- (c) Susie ate **some of her food**.

**All of, most of, and some of** express quantities.

*all of* = 100%

*most of* = a large part but not all

*some of* = a small or medium part

NOTE: These expressions require a determiner (*the, his, her, etc.*).

INCORRECT: *Most of food*

- (d) Matt ate **almost all of his food**.

INCORRECT: *Matt ate almost of his food.*

*all of* = 100%

*almost all of* = close to 100%

**Almost** is used with **all**, as in (d). **All** cannot be omitted.





## 14-6 Expressions of Quantity: Subject-Verb Agreement

- (a) *All of my **work is*** finished.
- (b) *All of my **friends are*** kind.
- (c) *Some of my **homework is*** finished.
- (d) *Some of my **friends are*** coming to my birthday party.

In (a): *all of* + **singular noun** + **singular verb**

In (b): *all of* + **plural noun** + **plural verb**

In (c): *some of* + **singular noun** + **singular verb**

In (d): *some of* + **plural noun** + **plural verb**

When a subject includes an expression of quantity, the verb agrees with the noun that immediately follows **of**.

### COMMON EXPRESSIONS OF QUANTITY

all of

a lot of

most of

almost all of

half of

some of

## 14-7 Using *Every*, *Everyone*, *Everybody*, *Everything*

(a) **Every student has** a book.

(b) **All of the students have** books.

*INCORRECT: Every of the students has a book.*

*INCORRECT: Every students have books.*

Examples (a) and (b) have essentially the same meaning. Note the following pattern:

In (a): **every** + **singular** noun + **singular** verb

**Every** is not immediately followed by **of**.

**Every** is immediately followed by a **singular** noun, as in (a), NOT a plural noun.

(c) **Everyone has** a book.

(d) **Everybody has** a book.

Examples (c) and (d) have the same meaning.

**Everyone** and **everybody** are followed by a **singular** verb.

Example (c) is more common in writing.

Example (d) is more common in speaking.\*

(e) I looked at **everything** in the museum.

(f) **Everything is** okay.

In (e): **everything** = each thing

In (f): **Everything** is followed by a **singular** verb.

\* In general, indefinite pronouns with *one* are more common in writing. Indefinite pronouns with *body* are more common in speaking.

## 14-8 Indefinite Pronouns: *Something, Someone, Somebody, Anything, Anyone, Anybody*

AFFIRMATIVE STATEMENT	<p>(a) Mari bought <b>something</b>.</p> <p>(b) Mari saw <b>someone</b>.</p> <p>(c) Mari saw <b>somebody</b>.</p>	<p>In affirmative sentences, a form of <b>some</b> is used: <b>something</b>, <b>someone</b>, or <b>somebody</b>.</p> <p><b>Someone</b> and <b>somebody</b> have the same meaning. <b>Somebody</b> is more common in speaking.</p>
NEGATIVE STATEMENT	<p>(d) Joe didn't buy <b>anything</b>.</p> <p>(e) Joe didn't see <b>anyone</b>.</p> <p>(f) Joe didn't see <b>anybody</b>.</p>	<p>In negative sentences, a form of <b>any</b> is used: <b>anything</b>, <b>anyone</b>, or <b>anybody</b>.</p> <p><b>Anyone</b> and <b>anybody</b> have the same meaning. <b>Anybody</b> is more common in speaking.</p>
QUESTION	<p>(g) Did Sam buy <b>something</b>?</p> <p>(h) Did Sam buy <b>anything</b>?</p> <p>(i) Did Sam see <b>someone</b>?</p> <p>(j) Did Sam see <b>anyone</b>?</p> <p>(k) Did Sam see <b>somebody</b>?</p> <p>(l) Did Sam see <b>anybody</b>?</p>	<p>In questions, a form of <b>some</b> or <b>any</b> is used: <b>something/anything</b>, <b>someone/anyone</b>, OR <b>somebody/anybody</b>.</p>



## 15-3 Using *One Of* + Superlative + Plural Noun

- (a) The Amazon is **one of the longest rivers** in the world.

*INCORRECT: The Amazon is one of the longest river in the world.*

*INCORRECT: The Amazon is one of longest rivers in the world.*

- (b) A Rolls Royce is **one of the most expensive cars** in the world.
- (c) Alice is **one of the most intelligent people** in our class.

The superlative often follows **one of**.

Notice the pattern:

**one of** + superlative + plural noun

## 15-5 Comparisons: Using *The Same (As)*, *Similar (To)*, and *Different (From)*

THE SAME (AS)



A



B

A and B are **the same**.  
A is **the same as** B.

SIMILAR (TO)



C



D

C and D are **similar**.  
C is **similar to** D.

DIFFERENT (FROM)



E



F

E and F are **different**.  
E is **different from** F.

## 15-6 Comparisons: Using *Like* and *Alike*

You have a pen with blue ink.  
I have a pen with blue ink.

- (a) Your pen **is like** my pen.
- (b) Your pen and my pen **are alike**.
- (c) Our pens **are alike**.

**like** = similar to

**alike** = similar

**Like** and **alike** have the same meaning, but the sentence patterns are different.

*this* + **be** + **like** + *that*

*this and that* + **be** + **alike**