Nouns
A noun is the word that refers to a person, thing or abstract idea. A noun can tell you who or what.
There are several different types of noun:-
- There are common nouns such as dog, car, chair etc.
- Nouns that refer to things which can be counted (can be singular or plural) are countable nouns.
- Nouns that refer to some groups of countable nouns, substances, feelings and types of activity (can only be singular) are uncountable nouns.
- Nouns that refer to a group of people or things are collective nouns.
- Nouns that refer to people, organizations or places are proper nouns, only proper nouns are capitalized.
- Nouns that are made up of two or more words are called compound nouns.
- Nouns that are formed from a verb by adding -ing are called gerunds.

EXERCISES:
1. The book was heavy.
2. The child is happy.
3. The box was empty.
4. The synopsis is accurate.
5. The tomato was being baked.

ANSWERS:
1. The books were heavy.
2. The children are happy.
3. The boxes were empty.
4. The synopses are accurate.
5. The tomatoes were being baked.

Verb
The verb is perhaps the most important part of the sentence. A verb or compound verb asserts something about the subject of the sentence and express actions, events, or states of being. The verb or compound verb is the critical element of the predicate of a sentence.
In each of the following sentences, the verb or compound verb is highlighted:

Transitive Verbs followed by Adverbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>back up</td>
<td>support</td>
<td>I will back up your story.</td>
</tr>
<tr>
<td>bail out</td>
<td>rescue</td>
<td>If you run into difficulties, who will bail you out?</td>
</tr>
<tr>
<td>break in</td>
<td>make something new fit for use</td>
<td>I broke in my new hiking boots.</td>
</tr>
<tr>
<td>breathe in</td>
<td>inhale</td>
<td>We breathed in the fresh air.</td>
</tr>
<tr>
<td>breathe out</td>
<td>exhale</td>
<td>I breathed out a sigh of relief.</td>
</tr>
</tbody>
</table>
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**bring back:** return
She **brought back** her library books.

**bring around:** persuade
We gradually **brought her around** to our point of view.

**bring up:** raise
**Bringing up** children is never easy.

**butter up:** flatter
We **buttered him up**, hoping that he would agree to our proposal.

**call in:** ask to assist
I think it is time we **called in** an expert.

**call off:** cancel
We **called off** the meeting.

**call up:** telephone
Why don't you **call him up**?

**cheer on:** cheer, encourage
I will be there to **cheer you on**.

**chop down:** fell
They **chopped down** the dead tree.

**clean up:** tidy
The mayor asked everyone to help **clean up** the city streets.

**fend off:** repel
The goalie **fended off** every attack.

**ferret out:** find with difficulty
We managed to **ferret out** the information.

**figure out:** solve, understand
I can't **figure out** what happened.

**fill in:** complete
Please **fill in** this form.

**fill out:** complete
I **filled out** the form.

**fill up:** make full
We **filled up** the glasses with water.

**give back:** return
I gave back the bicycle I had borrowed.

**give off:** send out
Skunk cabbage **gives off** an unpleasant odor.

**hang up:** break a telephone connection
After receiving a busy signal, I **hung up** the phone.

**hand down:** give to someone younger
The tradition was **handed down** from father to son.

**hand in:** give to person in authority
The students **handed** their assignments in to the teacher.

**hand on:** give to another person
I am not sorry to **hand** the responsibility on to you.

**hand over:** transfer
We had to **hand** the evidence **over** to the police.

**hang up:** break a telephone connection
After receiving a busy signal, I **hung up** the phone.

**hold back:** restrain, delay
He is so enthusiastic; it is hard to **hold him back**.

**iron out:** remove
I am sure we can **iron out** every difficulty.

**knock out:** make unconscious
Boxers are often **knocked out**.

**lay off:** put out of work
The public **lapped up** the story.

**leave behind:** leave, not bring
I accidentally **left** my umbrella **behind**.

**leave out:** omit
Tell me what happened. Don't **leave** anything **out**!

**let down:** disappoint
We will **let him down** if we don't arrive on time.

**live down:** live so that past faults are forgotten
This will be hard to **live down**!

**look up:** find (information)
We **looked up** the word in a dictionary.

**make up:** invent
She likes to **make up** stories.

**pass up:** not take advantage
I couldn't **pass up** such an opportunity.

**pension off:** dismiss with a pension
He was **pensioned off** at the age of sixty.

**phase in:** introduce gradually
The new program will be **phased in** over the next six months.

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<table>
<thead>
<tr>
<th>Action</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>phase out</td>
<td>cease gradually</td>
<td>The practice will gradually be <strong>phased out</strong>.</td>
</tr>
<tr>
<td>pick up</td>
<td>collect</td>
<td>You may <strong>pick up</strong> the papers at the office.</td>
</tr>
<tr>
<td>pin down</td>
<td>get a commitment</td>
<td>When the guest speaker is <strong>pinned down</strong>, we can set a date for the conference.</td>
</tr>
<tr>
<td>play down</td>
<td>de-emphasize</td>
<td>He <strong>played down</strong> the importance of the news.</td>
</tr>
<tr>
<td>point out</td>
<td>draw attention to</td>
<td>She <strong>pointed out</strong> the advantages of the proposal.</td>
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<tr>
<td>polish off</td>
<td>finish</td>
<td>We <strong>polished off</strong> the rest of the apple pie.</td>
</tr>
<tr>
<td>pull down</td>
<td>demolish</td>
<td>Many old buildings are <strong>pulled down</strong> to make way for new ones.</td>
</tr>
<tr>
<td>pull off</td>
<td>succeed</td>
<td>Do you think she can <strong>pull off</strong> her plan?</td>
</tr>
<tr>
<td>put away</td>
<td>put in proper place</td>
<td>It is time to <strong>put</strong> the toys <strong>away</strong>.</td>
</tr>
<tr>
<td>put back</td>
<td>return to original location</td>
<td>Please <strong>put</strong> the book <strong>back</strong> on the shelf.</td>
</tr>
<tr>
<td>put off</td>
<td>postpone</td>
<td>We cannot <strong>put off</strong> the meeting again.</td>
</tr>
<tr>
<td>reel off</td>
<td>recite a long list</td>
<td>She <strong>reeled off</strong> a long list of names.</td>
</tr>
<tr>
<td>rope in</td>
<td>persuade to help</td>
<td>We <strong>roped in</strong> everyone we could to help with the work.</td>
</tr>
<tr>
<td>rub out</td>
<td>erase</td>
<td>Be sure to <strong>rub out</strong> all the pencil marks.</td>
</tr>
<tr>
<td>rule out</td>
<td>remove from consideration</td>
<td>None of the possibilities can be <strong>ruled out</strong> yet.</td>
</tr>
<tr>
<td>scale down</td>
<td>reduce</td>
<td>Because of lack of funds, we had to <strong>scale down</strong> our plans.</td>
</tr>
<tr>
<td>sell off</td>
<td>dispose of by selling</td>
<td>We <strong>sold off</strong> all the books and furniture.</td>
</tr>
<tr>
<td>set back</td>
<td>delay</td>
<td>This could <strong>set back</strong> the project by several years.</td>
</tr>
<tr>
<td>shout down</td>
<td>stop from speaking by shouting</td>
<td>The crowd <strong>shouted down</strong> the speaker.</td>
</tr>
<tr>
<td>shrug off</td>
<td>dismiss as unimportant</td>
<td>He attempted to <strong>shrug off</strong> the mistake.</td>
</tr>
<tr>
<td>single out</td>
<td>select from others</td>
<td>You have been <strong>singled out</strong> for special attention.</td>
</tr>
<tr>
<td>size up</td>
<td>assess</td>
<td>I quickly <strong>sized up</strong> the situation.</td>
</tr>
<tr>
<td>sort out</td>
<td>organize</td>
<td>It will take some time to <strong>sort out</strong> this mess.</td>
</tr>
<tr>
<td>sound out</td>
<td>talk with to learn the opinion of</td>
<td>We attempted to <strong>sound</strong> him <strong>out</strong>.</td>
</tr>
<tr>
<td>stammer out</td>
<td>stammer</td>
<td>They <strong>stammered out</strong> their apologies.</td>
</tr>
<tr>
<td>sum up</td>
<td>summarize</td>
<td>He <strong>summed up</strong> the discussion in a few well-chosen words.</td>
</tr>
<tr>
<td>summon up</td>
<td>gather</td>
<td>I attempted to <strong>summon up</strong> my courage.</td>
</tr>
<tr>
<td>take in</td>
<td>absorb</td>
<td>We tried to <strong>take in</strong> the new information.</td>
</tr>
<tr>
<td>take out</td>
<td>invite to a restaurant</td>
<td>May I <strong>take you out</strong> for supper?</td>
</tr>
</tbody>
</table>
Easy Pace Learning Grammar

**take over:** assume control
They will **take over** at the beginning of June.

**talk over:** discuss
Let us **talk it over** before we decide.

**tear up:** destroy by tearing
She **tore up** the letter.

**think over:** consider
I need some time to **think it over**.

**think up:** invent
What will they **think up** next?

**track down:** search for and find
We finally **tracked** him **down** at the bookstore.

**trade in:** give as part payment
Why don't you **trade in** your old vacuum cleaner for a new one?

**try on:** test clothes by putting them on
I **tried on** the new suit, but it didn't fit me.

**try out:** test by using
Would you like to **try out** my fountain pen?

**turn away:** refuse admission
The event was so popular that many people had to be **turned away**.

**turn back:** reverse direction
Every fall the clocks must be **turned back** by one hour.

**turn off:** deactivate by using a switch
I **turned off** the radio.

**turn on:** activate by using a switch
Please **turn on** the light.

**water down:** dilute
The soup has been **watered down**.

**wear out:** gradually destroy by wearing or using
My jacket is **wearing out**, although it is only a year old.

**write down:** make a note
I **wrote down** the instructions.

**write off:** cancel, regard as
They were forced to **write off** several irretrievable debts.

**write up:** compose in writing
I used my notes to **write up** the report.

Adjectives
Adjectives describe or give information about nouns.
The good news is that the form of adjectives does not change; it does not matter if the noun being modified is male or female, singular or plural, subject or object.
Some adjectives give us factual information about the noun - age, size colour etc (fact adjectives - can't be argued with). Some adjectives show what somebody thinks about something or somebody - nice, horrid, beautiful etc (opinion adjectives - not everyone may agree).

**EXERCISE:**
1. Yesterday she heard ________________ news. (to surprise)
2. The ________________ tools must be returned by five o'clock. (to rent)
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3. The ______________ rabbit stayed perfectly still. (to frighten)
4. We had a ______________ experience. (to frighten)
5. The play is _______________. (to entertain)

ANSWERS:
   1. surprising 2. rented 3. frightened 4. frightening 5. entertaining

Preposition

A **preposition** links nouns, pronouns and phrases to other words in a sentence. The word or phrase that the preposition introduces is called the object of the preposition. A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence as in the following examples:
- The book is **on** the table.
- The book is **beneath** the table.
- The book is leaning **against** the table.
- The book is **beside** the table.
- She held the book **over** the table.
- She read the book **during** class.


Each of the **highlighted** words in the following sentences is a preposition:
- The children climbed the mountain **without** fear.
- In this sentence, the preposition "without" introduces the noun "fear." The prepositional phrase "without fear" functions as an adverb describing how the children climbed.
- There was rejoicing **throughout** the land when the government was defeated.
- Here, the preposition "throughout" introduces the noun phrase "the land." The prepositional phrase acts as an adverb describing the location of the rejoicing.
- The spider crawled slowly **along** the banister.
- The preposition "along" introduces the noun phrase "the banister" and the prepositional phrase "along the banister" acts as an adverb, describing where the spider crawled.
- The dog is hiding **under** the porch because it knows it will be punished **for** chewing up a new pair **of** shoes.
- Here the preposition "under" introduces the prepositional phrase "under the porch," which acts as an adverb modifying the compound verb "is hiding."
- The screenwriter searched **for** the manuscript he was certain was somewhere **in** his office.
Similarly in this sentence, the preposition "in" introduces a prepositional phrase "in his office," which acts as an adverb describing the location of the missing papers.

**Conjunction**
You can use a **conjunction** to link words, phrases, and clauses, as in the following example:

- I ate the pizza **and** the pasta.
- Call the movers **when** you are ready.

**Coordinating Conjunctions**
You use a **coordinating conjunction** ("and," "but," "or," "nor," "for," "so," or "yet") to join individual words, phrases, and independent clauses. Note that you can also use the conjunctions "but" and "for" as prepositions.

In the following sentences, each of the **highlighted** words is a coordinating conjunction:

- Lilacs **and** violets are usually purple.
- This movie is particularly interesting to feminist film theorists, **for** the screenplay was written by Mae West.

In this example, the coordinating conjunction "and" links two nouns.

- Daniel’s uncle claimed that he spent most of his youth dancing on rooftops **and** swallowing goldfish.

Here the coordinating conjunction "and" links two participle phrases ("dancing on rooftops" and "swallowing goldfish") which act as adverbs describing the verb "spends."

**Subordinating Conjunctions**
A **subordinating conjunction** introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s).


Each of the **highlighted** words in the following sentences is a subordinating conjunction:

- **After** she had learned to drive, Alice felt more independent.
- **If** the paperwork arrives on time, your cheque will be mailed on Tuesday.
- Gerald had to begin his thesis over again **when** his computer crashed.
- Midwifery advocates argue that home births are safer **because** the mother and baby are exposed to fewer people and fewer germs.

In this sentence, the dependent clause "because the mother and baby are exposed to fewer people and fewer germs" is introduced by the subordinating conjunction "because."
Correlative Conjunctions

Correlative conjunctions always appear in pairs -- you use them to link equivalent sentence elements. The most common correlative conjunctions are "both...and," "either...or," "neither...nor," "not only...but also," "so...as," and "whether...or."

(technically correlative conjunctions consist simply of a coordinating conjunction linked to an adjective or adverb.)

The highlighted words in the following sentences are correlative conjunctions:

- Both my grandfather and my father worked in the steel plant.
  
  In this sentence, the correlative conjunction "both...and" is used to link the two noun phrases that act as the compound subject of the sentence: "my grandfather" and "my father".

- Bring either a Jello salad or a potato scallop.
  
  Here the correlative conjunction "either...or" links two noun phrases: "a Jello salad" and "a potato scallop."

- Corinne is trying to decide whether to go to medical school or to go to law school.
  
  Similarly, the correlative conjunction "whether ... or" links the two infinitive phrases "to go to medical school" and "to go to law school."

- The explosion destroyed not only the school but also the neighbouring pub.
  
  In this example the correlative conjunction "not only ... but also" links the two noun phrases ("the school" and "neighbouring pub") which act as direct objects.