

# English Grammar

## Introduction to English Grammar

English grammar is like the set of rules for building sentences in the English language. Just like building a house needs a strong foundation and rules (like where to put doors and windows), sentences need grammar rules to be clear and make sense. If you understand these basic rules, you can speak and write English much better.

### 1. Parts of Speech:

Imagine a sentence as a team of players. Each player has a specific role. In grammar, these "players" are called **Parts of Speech**. There are eight main parts of speech.

#### 1.1. Nouns: Naming Words

- **What they are:** Nouns are words that name **people, places, things, or ideas**. Think of them as "naming words."
- **Examples:**
  - **People:** teacher, student, John, mother, doctor
  - **Places:** school, park, India, city, home
  - **Things:** book, chair, computer, dog, car
  - **Ideas (Abstract Nouns):** happiness, freedom, knowledge, love, courage
- **Types of Nouns (Important for understanding how to use them):**
  - **Common Nouns:** These are general names for people, places, things, or ideas. They are not capitalized unless they start a sentence.
    - Examples: boy, girl, country, table, river, mountain.
    - **Rule:** Start with a lowercase letter.
  - **Proper Nouns:** These are specific names for a particular person, place, thing, or idea. They are **always capitalized**.
    - Examples: Rahul (specific boy), India (specific country), Ganga (specific river), Mount Everest (specific mountain).
    - **Rule:** Always start with a capital letter.
  - **Countable Nouns:** These are nouns that you can **count**. They have both singular (one) and plural (more than one) forms.
    - Examples: one apple, two apples; one chair, three chairs; one idea, many ideas.
    - **How to use them:** You can use numbers with them (e.g., "5 apples"). You also use words like many, few, a few with them.
      - I have **many** books.
      - There are **few** students in the class today.

- **Uncountable Nouns:** These are nouns that you **cannot count** individually. They usually only have a singular form.
  - Examples: water, milk, rice, sugar, information, advice, furniture, knowledge, air, happiness.
  - **How to use them:** You cannot use numbers directly with them (e.g., you can't say "two waters"). You use words like much, little, a little with them.
    - I need **much** information.
    - There is **little** water left.
    - Can I have **some** rice? (Not "some rices").
- **Collective Nouns:** These are words that refer to a **group of people, animals, or things** as a single unit.
  - Examples: team, family, army, flock (of birds), committee, jury, audience, herd.
  - **Important Rule (Subject-Verb Agreement - we'll learn this later, but good to know now):**
    - If the group acts as **one unit**, use a **singular verb**.
      - The **team is** playing well. (The team as a whole is performing).
    - If the individual members of the group are acting **separately**, use a **plural verb**.
      - The **jury are** debating among themselves. (Each member of the jury is arguing separately).
- **Abstract Nouns:** These name **ideas, qualities, or states** that you cannot see, touch, hear, smell, or taste. They are concepts.
  - Examples: love, hate, honesty, beauty, freedom, happiness, sadness, courage, time, peace.
- **Cases of Nouns (How nouns function in a sentence):**
  - **Nominative Case (Subjective):** The noun is the **subject** of the sentence. This means it performs the action.
    - Example: **John** ran quickly. (John is doing the running).
  - **Objective Case:** The noun is the **object** of the sentence. This means it receives the action of the verb or is the object of a preposition.
    - Example: She saw **him**. (Him is receiving the action of seeing).
    - Example: He gave the book to **Mary**. (Mary is the object of the preposition "to").
  - **Possessive Case:** The noun shows **ownership** or possession.
    - **Rule for singular nouns:** Add an apostrophe and an 's' ( 's ).
      - Example: the **boy's** toy (the toy belongs to the boy).
    - **Rule for plural nouns ending in 's':** Add only an apostrophe ( ' ).
      - Example: the **boys'** toys (the toys belong to many boys).

- **Rule for plural nouns not ending in 's':** Add an apostrophe and an 's' ( 's ).
  - Example: the **children's** books (the books belong to the children).

### Exam Pointer - Nouns:

- Be clear about **Countable vs. Uncountable** nouns – this affects words like much/many, little/few.
- Understand **Collective Nouns** can be singular or plural based on context.
- Correctly form **Possessive Nouns** using apostrophes.

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## 1.2. Pronouns: Replacing Nouns

- **What they are:** Pronouns are words that **replace nouns** to avoid repeating the same noun over and over. They make sentences sound more natural.
- **Example:** Instead of saying "John is a student. John goes to school every day. John likes to study," we say: "John is a student. **He** goes to school every day. **He** likes to study." (He replaces John).
- **Types of Pronouns (Crucial for correct usage):**
  - **Personal Pronouns:** These refer to specific people or things. They change form depending on whether they are the subject (doing the action) or the object (receiving the action).
    - **Subjective (Nominative) Case (doer):** I, you, he, she, it, we, they
      - Example: **She** is coming. (She is the subject).
    - **Objective Case (receiver):** me, you, him, her, it, us, them
      - Example: He saw **her**. (Her is the object).
    - **Common Mistake:** Mixing up subjective and objective forms, especially with "I" and "me".
      - **Correct:** John and **I** went to the market. (Not "John and me").
      - **Correct:** He gave the gift to John and **me**. (Not "John and I").
  - **Possessive Pronouns:** These show ownership and stand alone (they don't come before a noun).
    - Examples: mine, yours, his, hers, its, ours, theirs.
    - **Rule: NEVER** use an apostrophe with possessive pronouns.
      - **Correct:** The book is **hers**. (Not "her's").
      - **Correct:** The dog wagged **its** tail. (Not "it's" - 'it's' means 'it is' or 'it has').
  - **Reflexive Pronouns:** These end in -self or -selves (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves). They are used when the **subject and object of the verb are the same person/thing**.

- Example: He hurt **himself**. (He is both the one doing the hurting and the one being hurt).
- **Rule:** Do not use reflexive pronouns where a personal pronoun is needed.
  - **Incorrect:** John and myself went to the party.
  - **Correct:** John and **I** went to the party.
- **Emphatic Pronouns:** These have the same form as reflexive pronouns but are used only for **emphasis**.
  - Example: I did it **myself**. (To emphasize that I did it, not someone else).
- **Demonstrative Pronouns:** These point to specific things.
  - Examples: this, that, these, those.
  - This (singular, near), that (singular, far).
  - These (plural, near), those (plural, far).
  - **Rule:** They can also be used as **adjectives** if they come before a noun (e.g., This book is mine. Here 'This' is an adjective). When they stand alone, they are pronouns (e.g., This is my book. Here 'This' is a pronoun).
- **Indefinite Pronouns:** These refer to non-specific people or things.
  - Examples: someone, anyone, everybody, nobody, all, few, many, several, nothing, everything.
  - **Important Rule (Subject-Verb Agreement):** Many indefinite pronouns that sound plural are actually **singular** and take a singular verb.
    - Each of the students **is** present.
    - Everybody **is** invited.
    - No one **knows** the answer.
- **Relative Pronouns:** These introduce a special type of clause called a "relative clause" (or adjective clause) which gives more information about a noun or pronoun.
  - Examples: who, whom, whose, which, that.
  - **Key Differences:**
    - **Who:** Refers to **people** and acts as the **subject** of the relative clause.
      - The girl **who** won the race is my sister. (Who = the girl, performing the action of winning).
    - **Whom:** Refers to **people** and acts as the **object** of the verb or preposition in the relative clause.
      - The boy **whom** I saw was John. (Whom = the boy, receiving the action of seeing).
      - To **whom** did you give the book?
    - **Whose:** Shows **possession** for people or things.

- The student **whose** book was lost found it.
- **Which:** Refers to **things or animals**.
  - This is the book **which** I read.
- **That:** Can refer to **people, things, or animals**. It's often used informally, but sometimes 'who' or 'which' is preferred for clarity or formality.
  - This is the car **that** I bought.
- **Interrogative Pronouns:** These are used to **ask questions**.
  - Examples: who, whom, whose, which, what.
  - Who is there?
  - What do you want?
- **Pronoun-Antecedent Agreement (Very Important for MCQs):**
  - An "antecedent" is the noun that a pronoun replaces.
  - **Rule:** A pronoun must agree with its antecedent in **number (singular/plural), gender (male/female/neutral), and person (first/second/third)**.
  - Example:
    - **Correct:** If **a student** works hard, **he or she** will succeed. (Singular student, singular pronoun).
    - **Better (to avoid awkwardness):** If **students** work hard, **they** will succeed. (Plural students, plural pronoun).
    - **Incorrect:** Every student should bring **their** book. (Common mistake, 'every student' is singular, 'their' is plural).
    - **Correct (traditional):** Every student should bring **his or her** book.
    - **Correct (modern, sometimes acceptable):** Every student should bring **their** own book. (Used for gender neutrality when the strict singular sounds too formal, but be careful in exams).

### Exam Pointer - Pronouns:

- Master the difference between **subjective (I, he)** and **objective (me, him)** cases.
- No apostrophes for **possessive pronouns (its, hers, yours)**.
- Know when to use **who vs. whom**.
- Remember that words like "**everybody**," "**each**," "**no one**" are **singular** and need singular verbs/pronouns.

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## 1.3. Verbs: Action and State Words

- **What they are:** Verbs are the "heart" of a sentence. They express an **action** (what the subject does), an **occurrence** (what happens), or a **state of being** (what the subject is).

- **Examples:**
  - **Action:** run, eat, think, write, play, jump
  - **Occurrence:** become, happen, occur
  - **State of Being:** is, am, are, was, were, seem, feel, appear, exist
- **Types of Verbs:**
  - **Main Verbs (Lexical Verbs):** These carry the primary meaning in a sentence.
    - Examples: He **runs** fast. She **ate** dinner.
  - **Auxiliary/Helping Verbs:** These verbs help the main verb by adding more meaning, especially related to tense, voice, or mood.
    - Examples: be (am, is, are, was, were), have (has, have, had), do (do, does, did), can, will, may, might, must, should, would, could.
    - He **is** running. (is is helping running).
    - I **have** finished. (have is helping finished).
    - She **can** swim. (can adds ability to swim).
  - **Transitive Verbs:** These verbs **require a direct object** to complete their meaning. The action "transfers" to something.
    - Example: She **hit the ball**. (The ball is the direct object receiving the action of hitting).
    - Example: He **wrote a letter**. (A letter is the direct object).
  - **Intransitive Verbs:** These verbs **do not require a direct object** to complete their meaning. The action does not transfer.
    - Example: The baby **slept**. (Slept doesn't need an object).
    - Example: He **laughed** loudly. (Laughed doesn't need an object).
    - **Note:** Many verbs can be both transitive and intransitive depending on the sentence.
      - She **sings** beautifully. (Intransitive)
      - She **sings** a song. (Transitive)
  - **Linking Verbs:** These verbs connect the subject to a noun or adjective that **describes or renames the subject**. They don't show action; they link.
    - Examples: be (am, is, are, was, were), seem, appear, become, feel, look, smell, sound, taste, grow, remain.
    - Example: She **is** happy. (Happy describes 'She').
    - Example: He **became** a doctor. (Doctor renames 'He').
    - **Rule:** After a linking verb, use an **adjective** (to describe) or a **noun** (to rename), not an adverb.
      - **Correct:** The food tastes **good**. (Good is an adjective describing food).
      - **Incorrect:** The food tastes badly. (Unless the food itself has a bad sense of taste!).
- **Verb Forms (Very important for Tenses and Voice):**
  - Every main verb has three main forms:



- **Base Form (V1):** The simplest form (e.g., go, eat, write).
- **Past Simple Form (V2):** Used for simple past tense (e.g., went, ate, wrote).
- **Past Participle Form (V3):** Used in perfect tenses and passive voice (e.g., gone, eaten, written).
- **Regular Verbs:** Form V2 and V3 by adding -ed (e.g., play, played, played).
- **Irregular Verbs:** Do not follow the -ed rule; you have to learn their forms (e.g., go-went-gone, eat-ate-eaten, write-wrote-written, see-saw-seen).  
These are a common source of errors.
- **Subject-Verb Agreement:**
  - **The Golden Rule:** A verb must agree with its subject in number.
    - **Singular Subject** takes a **Singular Verb**.
    - **Plural Subject** takes a **Plural Verb**.
  - **Examples:**
    - He **is** a student. (He = singular, is = singular verb).
    - They **are** students. (They = plural, are = plural verb).
    - The dog **barks**. (Dog = singular, barks = singular verb, ends in 's').
    - The dogs **bark**. (Dogs = plural, bark = plural verb, no 's').
  - **Common Subject-Verb Agreement Scenarios:**
    - **Proximity Error:** Don't get confused by words that come between the subject and the verb. The verb must agree with the actual subject, not the noun closest to the verb.
      - **Incorrect:** The **list** of items **are** on the table.
      - **Correct:** The **list** of items **is** on the table. (The subject is 'list', which is singular).
    - **Compound Subjects joined by 'and':** Usually take a plural verb.
      - John **and** Mary **are** coming.
    - **Compound Subjects joined by 'or' or 'nor':** The verb agrees with the subject that is **closer** to it.
      - Neither the students **nor the teacher is** ready. (Teacher is closer and singular).
      - Neither the teacher **nor the students are** ready. (Students are closer and plural).
    - **Indefinite Pronouns as Subjects:** As mentioned under pronouns, many indefinite pronouns are singular.
      - Each of the boys **is** clever.
      - Everybody **has** arrived.
      - No one **knows** the answer.
    - **Collective Nouns as Subjects:** (As discussed under Nouns).
      - The **committee has** submitted its report. (Acting as a single unit).

- The **committee** are arguing among themselves. (Individual members acting).
- **Phrases like 'as well as', 'along with', 'together with', 'besides', 'in addition to', 'like', 'unlike', 'with':** When these phrases connect two nouns/pronouns, the verb agrees with the **first subject**.
  - The **captain**, along with the players, **is** practicing. (Subject is 'captain', which is singular).
  - **Ram**, as well as his friends, **is** coming. (Subject is 'Ram', which is singular).
- **"Either...or", "Neither...nor" (singular subjects):** If both subjects are singular, the verb is singular.
  - Either John or Mary **is** responsible.
- **"The number of" vs. "A number of":**
  - **The number of** students **is** increasing. (Refers to a specific quantity, singular verb).
  - **A number of** students **are** absent. (Refers to "many students," plural verb).

#### Exam Pointer - Verbs:

- **Subject-Verb Agreement** is a recurring theme in error detection. Master all its rules.
- Recognize **irregular verb forms** (V1, V2, V3).
- Understand when a verb is **transitive** (needs object) or **intransitive** (no object).
- Remember to use **adjectives** after **linking verbs**.

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### 1.4. Adjectives: Describing Nouns

- **What they are:** Adjectives are words that **describe or modify nouns or pronouns**. They give more information about the noun's qualities.
- **Examples:**
  - a **beautiful** flower (describes the flower)
  - a **tall** building (describes the building)
  - She is **happy**. (describes 'She')
  - I saw **five** birds. (describes the number of birds)
- **Types of Adjectives:**
  - **Descriptive/Qualitative Adjectives:** These describe the quality or characteristic of a noun.
    - Examples: good, bad, happy, sad, beautiful, ugly, intelligent, lazy, red, blue, big, small, old, new.
  - **Quantitative Adjectives:** These tell how much or how many.



- Examples: some, many, few, much, little, enough, all, no, whole, half, sufficient.
- **Rule:** Many/Few for countable nouns. Much/Little for uncountable nouns.
- **Demonstrative Adjectives:** These point out which noun is being referred to.
  - Examples: this, that, these, those.
  - **Rule:** They come before a noun (e.g., this book, those cars). (Remember, if they stand alone, they are demonstrative pronouns).
- **Possessive Adjectives:** These show ownership and come before a noun.
  - Examples: my, your, his, her, its, our, their.
  - **Rule:** Unlike possessive pronouns, these always come with a noun.
    - This is **my** car. (My is an adjective).
    - The car is **mine**. (Mine is a pronoun).
- **Interrogative Adjectives:** These are used with nouns to ask questions.
  - Examples: which, what, whose.
  - Which book do you want?
  - Whose pen is this?
- **Distributive Adjectives:** These refer to each one of a group separately.
  - Examples: each, every, either, neither.
  - **Rule:** They are always followed by a **singular noun** and take a **singular verb**.
    - Each **student has** a book.
    - Every **house is** unique.
- **Degrees of Comparison (Very Common in MCQs):** Adjectives change form to show comparison.
  - **Positive Degree:** Describes a single noun or pronoun without comparison.
    - Example: She is a **tall** girl.
  - **Comparative Degree:** Compares **two** nouns or pronouns. Usually formed by adding '-er' or using 'more' before the adjective. Always followed by 'than'.
    - Example: She is **taller than** her brother.
    - Example: He is **more intelligent than** John.
  - **Superlative Degree:** Compares **three or more** nouns or pronouns. Usually formed by adding '-est' or using 'most' before the adjective. Always preceded by 'the'.
    - Example: She is **the tallest** girl in the class.
    - Example: He is **the most intelligent** student in the school.
  - **Irregular Comparisons:** Some adjectives have irregular comparative and superlative forms. You must memorize these.
    - good, better, best
    - bad, worse, worst

- much/many, more, most
- little, less, least
- far, farther/further, farthest/furthest (farther/farthest for physical distance, further/furthest for abstract distance or additional)
- **Absolute Adjectives:** Some adjectives describe a quality that **cannot be graded or compared**. They are already at their extreme or unique state. You should **not** use 'more', 'most', 'very', 'quite', etc., with them.
  - Examples: unique, perfect, complete, ideal, round, square, empty, full, supreme, eternal, universal, dead, pregnant, impossible, final, total, entire.
  - **Incorrect:** This is the most unique idea.
  - **Correct:** This is a **unique** idea.
  - **Incorrect:** His answer was very perfect.
  - **Correct:** His answer was **perfect**.

### Exam Pointer - Adjectives:

- Know the **three degrees of comparison** and how to form them.
- Identify and correct errors related to **absolute adjectives**.
- Distinguish between **adjectives and adverbs** (e.g., good vs. well).
- Remember each/every take **singular nouns and verbs**.

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## 1.5. Adverbs: Describing Actions and Qualities

- **What they are:** Adverbs are words that **modify (describe) verbs, adjectives, or other adverbs**. They tell how, when, where, to what extent, or how often something happens.
- **Examples:**
  - **Modifying a Verb:** He runs **quickly**. (How he runs).
  - **Modifying an Adjective:** She is **very** happy. (To what extent she is happy).
  - **Modifying another Adverb:** He walks **too** slowly. (To what extent he walks slowly).
- **Types of Adverbs:**
  - **Adverbs of Manner:** Tell how an action is done. Many end in -ly.
    - Examples: slowly, quickly, carefully, well, hard, fast, loudly.
    - She sings **beautifully**.
  - **Adverbs of Place:** Tell where an action is done.
    - Examples: here, there, everywhere, nowhere, upstairs, downstairs, outside, inside.
    - He lives **here**.
  - **Adverbs of Time:** Tell when an action is done.

- Examples: now, today, yesterday, tomorrow, soon, late, early, always, never, often, usually.
- I will meet you **tomorrow**.
- **Adverbs of Frequency:** Tell how often an action is done.
  - Examples: always, usually, often, sometimes, rarely, never, seldom.
  - She **always** helps me.
- **Adverbs of Degree/Quantity:** Tell to what extent or how much.
  - Examples: very, too, quite, almost, nearly, hardly, fully, deeply, enough, extremely.
  - He is **very** tall.
- **Position of Adverbs:** The placement of adverbs can be flexible, but sometimes it changes the meaning.
  - Adverbs of manner often go after the verb or object: She sings beautifully.
  - Adverbs of time and place can go at the beginning or end of a sentence: Tomorrow, I will go. / I will go tomorrow.
  - Adverbs of frequency usually go before the main verb, or after the 'be' verb: He **always** comes late. / He **is always** late.
  - **Crucial Example (Emphasis):**
    - He **only** reads books. (Meaning he doesn't do anything else but read books).
    - He reads **only** books. (Meaning he reads books and nothing else).
- **Common Error: Adjective vs. Adverb Confusion:**
  - This is a very common mistake in exams.
  - **Rule:** An **adjective** describes a noun/pronoun. An **adverb** describes a verb, an adjective, or another adverb.
  - **Examples:**
    - He is a **good** singer. ('Good' is an adjective describing the noun 'singer').
    - He sings **well**. ('Well' is an adverb describing the verb 'sings').
    - **Incorrect:** She dances good.
    - **Correct:** She dances **well**.
    - **Incorrect:** I feel badly today. (Unless your sense of touch is bad).
    - **Correct:** I feel **bad** today. (Bad is an adjective describing your state/feeling).

### Exam Pointer - Adverbs:

- Always check if the word describes a noun (adjective) or a verb/adjective/adverb (adverb).
- Pay attention to the position of adverbs like 'only', 'just', 'almost' as they can change meaning.

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## **1.6. Prepositions: Showing Relationships**

- **What they are:** Prepositions are small words that show the **relationship** between a noun or pronoun and other words in a sentence. They usually tell about **location, time, or direction**.
- **Examples:** in, on, at, by, for, from, with, to, of, during, after, before, under, over, among, between, through, across, into, onto, beside, near, behind, above, below.
- **Common Preposition Usage Scenarios:**
  - **Prepositions of Time:**
    - **At:** For specific times (e.g., at 5 o'clock, at midnight, at noon).
    - **On:** For days and dates (e.g., on Monday, on 15th August, on my birthday).
    - **In:** For months, years, seasons, parts of the day (e.g., in July, in 2025, in summer, in the morning/evening). (But at night).
    - **By:** Means "not later than" (e.g., Finish the work by 6 PM.)
    - **For:** Indicates duration (e.g., I have lived here for five years.)
    - **Since:** Indicates a starting point in time (e.g., I have lived here since 2020.)
    - **During:** Over a period of time (e.g., during the exam).
    - **Before/After:** Indicating order (e.g., before sunset, after lunch).
  - **Prepositions of Place:**
    - **At:** For a specific point or location (e.g., at the bus stop, at the door, at home).
    - **In:** For an enclosed space, a city, country (e.g., in the room, in India, in a box).
    - **On:** For a surface (e.g., on the table, on the wall, on the roof).
    - **Under/Over:** Indicating position relative to something else (e.g., under the bridge, over the fence).
    - **Between:** Used for **two** items or persons.
      - Divide the cake **between** John and Mary.
    - **Among:** Used for **three or more** items or persons.
      - Divide the money **among** the students.
  - **Prepositions of Direction:**
    - **To:** Towards a destination (e.g., go to school).
    - **Into:** Movement inside something (e.g., jumped into the water).
    - **Onto:** Movement to a surface (e.g., climbed onto the roof).
    - **From:** Origin (e.g., came from Delhi).
    - **Through:** Passing from one side to another (e.g., walked through the tunnel).
    - **Across:** From one side to another of a flat surface (e.g., walked across the road).

- **Fixed Prepositions (Very Common in MCQs):**
  - Many verbs, adjectives, and nouns are followed by specific prepositions. You need to learn these combinations.
  - **Examples:**
    - fond **of**
    - interested **in**
    - listen **to**
    - depend **on**
    - agree **with** (a person), **to** (a proposal), **on** (a point/matter)
    - apologize **to** (someone), **for** (something)
    - responsible **for**
    - capable **of**
    - good **at** (skills)
    - angry **with** (a person), **at/about** (a thing)
    - aware **of**
    - deal **with** (a person/problem), **in** (a business)
- **Ending Sentences with Prepositions (Modern vs. Traditional):**
  - **Traditional Rule:** Avoid ending a sentence with a preposition. (e.g., "At what are you looking?")
  - **Modern Usage:** It's generally acceptable and often more natural, especially in informal English (e.g., "What are you looking at?").
  - **Exam Perspective:** In highly formal contexts or if a clearly better alternative exists, avoiding ending with a preposition might be preferred in an MCQ. However, don't force awkward phrasing to avoid it.

#### Exam Pointer - Prepositions:

- Focus on **time and place distinctions (at, on, in)**.
- Master the difference between **'between' and 'among'**.
- **Memorize common fixed prepositions.** This is a huge area for error detection.

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### 1.7. Conjunctions: Joining Words

- **What they are:** Conjunctions are words that **join words, phrases, or clauses**. They act as "connectors."
- **Examples:** and, but, or, so, because, although, while, if, when, either...or, neither...nor.
- **Types of Conjunctions:**
  - **Coordinating Conjunctions (FANBOYS):** These join words, phrases, or clauses that are **grammatically equal** (meaning they can stand alone or have similar importance).

- **For** (means 'because')
- **And** (adds information)
- **Nor** (adds a negative idea)
- **But** (shows contrast)
- **Or** (shows choice)
- **Yet** (shows contrast, similar to 'but')
- **So** (shows result)
- **Rule:** Use a comma before a coordinating conjunction when it joins two independent clauses (sentences that can stand alone).
  - He is rich, **but** he is not happy.
  - I want to go, **and** I will go.
- **Subordinating Conjunctions:** These introduce a **dependent (or subordinate) clause** and connect it to an independent clause. A dependent clause cannot stand alone as a complete sentence.
  - Examples: although, because, while, since, if, when, unless, until, before, after, as, as if, even though, wherever, whenever, that, in order that.
  - **Rule:** If the dependent clause comes before the independent clause, use a comma. If the independent clause comes first, usually no comma.
    - **Although** it was raining, we went out.
    - We went out **although** it was raining.
  - **Common Usage:**
    - **Time:** when, while, as, before, after, until, since
    - **Cause/Reason:** because, since, as
    - **Condition:** if, unless
    - **Contrast:** although, though, even though, while, whereas
    - **Purpose:** so that, in order that
- **Correlative Conjunctions:** These are **pairs of conjunctions** that work together to join elements in a sentence. They require **parallelism** (meaning the grammatical structure after each part of the pair must be the same).
  - Examples:
    - either...or
    - neither...nor
    - not only...but also
    - both...and
    - whether...or
    - hardly/scarcely...when
    - no sooner...than
  - **Rule (Parallelism):** The words or phrases following each part of the correlative conjunction must have the same grammatical form (e.g., noun + noun, verb + verb, phrase + phrase).

- **Incorrect:** He is **not only** intelligent **but also** works hard. (intelligent = adjective, works hard = verb phrase).
- **Correct:** He is **not only** intelligent **but also** hardworking. (intelligent = adjective, hardworking = adjective).
- **Correct:** He **not only studies** but also **works** hard. (studies = verb, works = verb).
- **Rule (Subject-Verb Agreement with 'either...or', 'neither...nor'):**  
The verb agrees with the subject **closer** to it.
  - Neither John nor Mary **is** coming.
  - Neither Mary nor her brothers **are** coming.

### Exam Pointer - Conjunctions:

- Distinguish between **coordinating and subordinating** conjunctions.
- Master the **parallelism rule** for correlative conjunctions. This is a very common error in exams.
- Remember the **subject-verb agreement rule** for 'either...or' and 'neither...nor'.

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## 1.8. Interjections: Expressing Emotion

- **What they are:** Interjections are words or short phrases that express **sudden strong feelings or emotions**. They often stand alone and are usually followed by an exclamation mark (!). They don't have a grammatical connection to the rest of the sentence.
- **Examples:**
  - **Oh!** I forgot my keys.
  - **Wow!** That's amazing!
  - **Alas!** He failed the exam.
  - **Hurrah!** We won the match!
  - **Ouch!** That hurts!

### Exam Pointer - Interjections:

- Mainly tested for identifying them or for correct punctuation (exclamation mark).

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## 2. Tenses: Showing Time in Verbs

Tenses tell us **when** an action happened. Every verb changes its form to show the time. There are three main tenses: Present, Past, and Future. Each of these has four forms (Simple, Continuous, Perfect, Perfect Continuous).