\*Let students make up further examples for the examples given in the ppts.

1.Infographics

\*Consider every detail of the data. It is not the waste of time

\*Most of the times (80%), there is no need to read the passage

\*Extreme worded choices (all, never, always…) are almost always wrong (80%)

\*Usually, 2 choices don’t match the data. 1 doesn’t answer the question

2. Shorter is better

\*There are 3 criterias for a choice to be right:

1. Grammatical accuracy

2. Clarity/Smoothness

3. Shortness

3. Sentence and fragments:

\*Sentence = Subject + Verb (subjugated)

Sentence> put period

Fragment = everything not a sentence

Clauses (wh, that) = fragments

\*Pronoun = Subject

\*Pronoun + of + pronoun = Subject

\*Pronoun + of + wh (which, who) = not Subject

\*Sub.con + sent = fragment; sub.con+sent, sent; sent, sub.con + sen

4. Periods, Semicolons, FANBOYS:

\* Sentence. Sentence ; Sentence;Sentence ; Sentence, and Sentence

\* period = semicolon = FANBOYS

5. Transitions:

\* sentence \_ sentence (correlation) | never read the given choice

\* delete the underlined portion (80%) has a big chance of correctness

\* continue/contrast/cause effect style

6. Non-essential words and phrases:

\* (relative) clauses wh.. that

\* non-essential words, phrases, and clauses can be eliminated from a sentence without harming the essential meaning.

\* non-essentials are set off with commas

\* , non-ess , = - non-ess - = (non-ess)

7. Non-essential and essential clauses:

\* if eliminated the essential meaning of a sentence is lost

\* why? because you can’t put commas, dashes, or brackets

\* clauses with ‘that’ are always essential clauses

+ that may have something else’s comma before itself

8. Colons and dashes:

\*usage of colons:

Listing

Explanation

\*sentence (able to stand on its own): sentence/fragment

\*2 dashes = 2 commas (non essential)

\*usage of dashes (listing/explanation) = colons

Listing

Explanation

Sentence – sentence/ fragment

\*dash> deliberate pause

\*final summary of usages

9. Question marks:

\*direct question > ‘?’

V + S ?

\*indirect question > .

S + V

10. Apostrophy:

\*singular/plural/possessive

\*contraction > expansion

\*its/it’s/their/there/they’re

\*you’re/your/who’s/whose

11. Pronoun and noun agreement:

\*pronoun = noun +correct the mistakes

\*gender

\*one vs you | one> one / you> you

\*miscellaneous (correct if any)

\*clear referral

\*clear referral

12. All punctuation and transition:

\*repeat > period, semicolon, comma+FANBOYS, non-essentials, dash,

Colon, question marks, apostrophy + where the commas are used

\*comma usage

1)introductory phrases

2)sub.conjunctions

\*comma usage

3)comma + FANBOYS

4)non-essential

\*5)listing + item and item +

\*subject out of brackets (and, but)

\*6)double adj > if the order can be reversed or ‘and’ can be put in between

13.Subject-Verb agreement:

\*singular/plural noun > verb

\*cross out non-ess, prepositional phrase to find

\*confusion occurs inside the clauses

\*inversion > adverb + V + S

\*noun and noun > plural

\*singular

Gerund = singular

Collective noun = singular

\*that, what, whether = singular

\*indefinite pronouns

\*(n)either N1 (n)or N2 | N2 > verb

(n)either noun| noun > verb

14.Verb agreement and tense:

\*most of the times the verb is parallel

\*present/past/future perfect

\*would>present conditional/past habitual vs will>future

\*would have> past conditional vs will have > future perfect

15.Word pairs and comparisons:

\* as… as / Not only…

\*adj+er, more +adj > than / (n)either + (n)or

\* faulty comparison/ that of, those of

\* that of/ those of

\* less > unquantifiable/ fewer > quantifiable

\* much > unquantifiable / many > quantifiable

16.Relative pronouns:

\*general  
 \*whose > people & things

\*who vs whom

\*whereby

17.Adding,Deleting,Revising

ConsiderTheContext

Read before and after

18.Paragraph and Sentence order:

\*numbers> watchout, read first and look for the hints

19.Conclusion, Introduction, and Transition sentences:

\*use ‘imagine back’

\*transition references main ideas sentences before and after itself

20.Supporting Evidence and examples:

\*watch out for the question

21.Dangling and Misplaced modifiers:

\*modifier belongs to the closest one

\*^

\*^

\* V + ing > noun does the verb

\* VIII (V+ed) > verb is done on the verb

22.Diction, Idiom, Register:

\*idioms > no reason

\*diction> RAVEN, Then vs Than

\*confused words list

\*^

\* to +V vs V+ ing

\*regiter > formal informal |

too many low vocab = informal

high level vocab, you don’t know = probably too formal