[Idioms](#idiom_list)

Sentence Correction Process:

* Quick glance
* Read for meaning
* Look for splits and eliminate

**Grammar and Meaning**

A different version of word might offer different meaning as compared to the original version of word.

Confusing word listing:

|  |  |
| --- | --- |
| aggravate (worsen) | aggravating (irritating) |
| known as (indicates an alias or nickname) | known to be (indicates a characteristic) |
| loss of (no longer in possession of) | loss in (decline in value) |
| mandate (command) | have a mandate (have authority from voters) |
| native of (person from) | native to (species that originated in) |
| range of (variety of) | ranging (varying) |
| rate of (speed or frequency of) | rates for (prices for) |
| rise (general increase) | raise (a bet or a salary increase in American English) |
| try to do (seek to accomplish) | try doing (experiment with) |

Sample example:

ONLY the council votes on Thursdays.

The council votes ONLY on Thursdays.

Avoid redundancy:

Previously -> Formerly -> In past

Now -> Currently -> Presently -> At present

Yearly -> annual -> each year

**Sentence Structure**

**Middlemen :**

Words which are inserted between subject and verb to obscure the subject. examples are:

* **Prepositional phrases** - These actually modifies or describes parts of sentence, generally the prep phrases modifies the to which they are attached. Also, A noun in prep cannot be subject.

e.g. Gaurav, **along with his dog**, crosses the river.

* **Dependent clauses**.

e.g. While Ram was eating, Alexander was joking.

* **Other Modifiers** viz. adjectives, noun/adverbial phrases. A verb modifier can be :

*An adverb : I will go to the bed soon.*

*An adverbial phrase : I will go to the bed in the night ( Notice: preposition + Noun )*

*An adverbial clause : I will go to the bed when I have finished my homework.*

Mid Chapter Takeaways

* Take care of present perfect and simple past, present perfect represents the action which has just concluded.
* Connecting to independent clauses with comma leads to comma splice
* Match the present continuous form of sentence with the present tense.
* Noun + 'to be' + VERBed - something is going to happen with the NOUN
* Parallelism is not random and superficial and it should be parallel only if the two or more ideas are parallel.Check the idea denoted by right hand parallel structure and match it with the LHS (context matters)
* The student **cheats** on exams by copying other students' asnwers and **stealing** food from the school cafeteria 🡨 Incorrect
* Most of the time the 'and' separates two independent idea

**Helping Verbs**

Helping verbs list:

* ***to be:* am, is, are, was, were, be, being, been**

These are used in progressive tenses and passive voice verbs.

*I am writing this sentence.  
This sentence was written.*

* ***to have:* have, has, had**

These are used in perfect tenses.

*I have read many, many books.*

* ***to do:* do, does, did, done**

*These are emphatic verbs. They don't change tense*. They just emphasize the main verb.

*I do know your uncle.*

* **conditionals (also called modal auxiliaries): could, should, would, can, shall, will, may, might, must**

*I could play basketball.*(It is a possibility that I will be able to.) *I should play basketball.*(I have an obligation to do it.) *I*

The below sentence introduces the ambiguous meaning that's why this sentence is incorrect.

I know more about shakespeare than my brother

This is clear - I ran faster than my brother.

In parallel structure, helping verbs can precede the subject and it can also come after the subject. So, both below are correct:

* I know more about shakespeare than my brother does.
* I know more about shakespeare than does my brother.

"than knows my brother" <-- this is awkward

You can't place a verb between noun and noun-modifier.

When noun is followed by modifier you should place helping verbs before the noun+modifiers.

Although they are less obvious, termites does significantly more damage to homes than **branches from trees**.

...than do branches from trees --> correct

...than branches from trees do --> WRONG

\* if you have just a noun - WITHOUT modifiers - in the second half of your parallel structure, then you can place the helping verb ("do", in this case) EITHER before OR after that noun.

\* if you have a noun followed by modifier(s) in the second half of your parallel structure, then you MUST place the helping verb BEFORE the noun.

Two independent clauses are joined by any of the following conjunctions in – FANBOYS

Colon:

Colon separates an independent clause and its further explanation. What comes after the colon does not have to be able to stand alone.

**Worse**:Three factors affect the rate of a reaction: concentration, surface area, and temperature.

**Better**:The rate of a reaction is affected by three factors: concentration, surface area, and temperature.

In contrast, the colon always connects a sentence with examples or a further explanation

Indefinite Pronoun, a pronoun that does not refer to any person, amount, or thing in particular, e.g. *anything*, *something*, *anyone*, *everyone*, is generally singular.

List of pronouns – SANAM – Some, Any, None, All, More/Most

Every/Each also takes singular verb form.

A number of … ARE …

The number of … IS …

Treat quantity phrases in the same way as SANAM pronouns: the noun in the Of-prepositional phrase will indicate whether the verb is singular or plural.

**Subject Clauses:**

The subject phrase which solely acts as a subject always takes singular form of verb.

**Finite –**

*That-clause* : That his theory was flawed soon became obvious

*Nominal Relative clause* - What I need is a long holiday

**Non-Finite-**

*To-infinitive clause -* To become an opera singer takes years of training

*-ing clause* : Being the chairman is a huge responsibility

Possessive Nuances:

Y of X’s is wrong. Either it is Y of X or it is X’s Y

**Modifiers**

Noun modifiers:

* Relative pronouns – Which, that [can modify complete clauses] Who, Whose, Whom, Where, When
* Prepositional phrases
* Participle phrases - present ( -ing [without comma] ) and past ( -ed )

*The flowing water was flooding our city.*

* Apposition - A noun modified by another noun.

Adverbial Modifiers:

* Adverbs
* Prepositional phrases
* Present participle with **commas**.

*The Police registered the FIR, initiating the proceeding against the criminal*

* Past participle with **commas**.

Notes:

🡪-Possessive Nouns are not nouns.

🡪-A noun immediately followed by 'that' modifies that noun.

🡪-'that' following a verb signifies the following structure : sentence + verb + that + subject + predicate

🡪- Pronoun 'whose' can modify people as well as things

🡪- 'where' must modify a place, area

🡪- Difference between present participle and past participle is that past. participle can be a verb all by itself but it cannot function as a noun.

🡪- adverbial modifiers can be placed more freely without creating meaning issues

🡪- Make sure that the which refers to the closest preceding main noun and not the whole clause.

**Quantitifiers:**

|  |  |
| --- | --- |
| countable | uncountable |
| many | much |
| few | little |
| fewer | less |
| fewest | least |
| number | amount |
| numerous | great |

Notes:

🡪- More, most, enough, and all work with both countable (plural) and uncountable (singular) nouns:

🡪 **between** is to be used between 2 things, for more than 2 use ‘**among’**

🡪 If you wish to make a comparison using the word numbers, use **greater than**

🡪 **"greater than"** is used for uncountable nouns (numbers as well). **"more than"** is typically used for countable nouns

🡪 Remember the construction “The more he do this, the greater he get benefits”

🡪 If x and y are quantities, you'll see "x is greater than y".

🡪 **'Increase'** and **'Decrease'** words depicts the change in quantity over a period of time while greater/lesser are used for comparison of two like things.

🡪 **'which'** coming after the non-essential modifier modifies the noun of that modifier and not the element of modifier.

🡪When relative clauses are parallel, they should start with the same relative pronoun. - 'which...' but 'having...' <-incorrect

**Parallelism**

Sentences should be structurally and LOGICALLY similar.

**Markers:**

* And/Or
* Either...Or
* Neither...Nor
* From...To
* X Rather than Y,
* Both X and Y
* Not only X but also Y
* Not X But Y
* Between X and Y
* Distinguish X from Y
* Think of X as Y
* Consider X Y
* Estimate X to be Y
* View X as Y
* In contrast to X, Y
* Mistake X for Y
* Whether X or Y
* as .. to X as .. to Y
* X exceeds Y
* Forbids X to do Y

**Notes:**

-When a closed marker is used, anything after the first portion of the marker applies only to the X element.

-You can also pair present and past participles

-Gerunds can be parallel to other gerunds or to action nouns, but they cannot be parallel to plain nouns,

-A comparison can also use a pronoun to stand in for the noun first mentioned; in the example above, the pronoun that refers to build.

- If there is 's' at the end of noun that 's' denotes that the noun is countable.

**Comparisons**

Comparison Markers

|  |  |
| --- | --- |
| Like | Like Cat, Dog is also aggressive. |
| Unlike | Unlike Cat, Mouse is shy. |
| As | I am good, as is Sonia. |
| Than | Your grade is better than my grade. |
| As (adjective) as | Mira is AS likely AS Sam to win the promotion. |
| Different from | This job is different from my last job. |
| In constrast to/with | In contrast to Canadian Markets, US Markets are more volatile. |

***Note***:

* Just like parallelism markers, comparison markers also follow the parallelism rules.
* Use like to compare nouns and ‘as’ to compare clauses.

You can also omit units, verbs, and even whole clauses from the second term, as

long as there is no ambiguity in the comparison.

***Right***: Whereas I drink two quarts of milk a day, my friend drinks three [quarts of milk a day].

***Right***: I walk faster than Brian [walks].

***Right***: I walk as fast now as [I walked] when I was younger.

The GMAT occasionally allows unnecessary helping verbs:

***Right***: Apples are more healthy to eat than caramels.

***Right***: Apples are more healthy to eat than caramels ARE.

**Pronouns**

Singular : it, its

Plural : they, them, their

Note:

That or those indicating a new copy or copies must be modified. In other words, you have to add a description to indicate how the new copy is different from the previous version. For example:

Do not use ***this*** or ***these*** in place of nouns. A sentence such as *This is great* is unacceptably vague to the GMAT. Also, do not use **that** or **those** in place of nouns, unless you modify that or those to make them new copies. Instead, use it, they, or them:

**Verbs**

Present sentence is used to express ‘eternal states’ or frequent events.

Past Perfect : If two action appear in past in different time frames, you can use past perfect tense for the earlier action and past tense for the later action.

|  |
| --- |
| **Past Perfect = HAD + Past Participle** |

|  |
| --- |
| **Present Perfect = HAVE/HAS + Past Participle** |

**Notes:**

The present perfect indicates either continued action or continued effect of a completed action up to the present.

With since, use the present perfect to indicate an action or effect that continues to the present time

In the below sentence:

**Peering out of the window, she WATCHED her dog frolic on the lawn.**

*The modifier peering (* Present participle modifier *)picks up the time frame of the main verb*

Example

**The country's economy is unstable, the result of a stock market crash occurring ten years ago.**

In the above sentence, the first clause is in present tense so the *‘occurring’* means occurring just now, and this is not the case as intended to be presented by the sentence. Therefore, the below sentence which represents the modifier clause in past tense correctly modifies the independent clause.

**The country's economy is unstable, the result of a stock market crash that occurred ten years ago**

**Idioms**

**Ability**

**C – Ability to -** I value my ABILITY TO SING.

**IC – Ability of** - I value my ability of singing

**IC – Ablity for -** I value my ABILITY FOR SINGING

**Account**

**C: Accounted for**

**IC: accounts for**

**Aim**

**C: Aim of –** We adopted new procedures **with the aim of reducing** theft.

**IC : Aim to -** We adopted new procedures **with the aim to reduce** theft.

**Allow**

**C : allows/allowed to -** The holiday ALLOWS Maria TO WATCH the movie today.

**IC : allowed of/for -** The holiday ALLOWED FOR Maria TO WATCH the movie.

**Although**

**C:** if followed by a clause

**IC:** If followed by a noun.

**As**

**C:**

As a child, I delivered newspapers.

JUST AS we did last year, we will win this year.

AS the president of the company, she works hard.

AS I had already paid, I was unconcerned.

**IC:**

WHILE BEING a child, I delivered newspapers.

AS BEING a child, I delivered newspapers

**As … As**

**C :** As great As, As many As, As much As, so …As,

**IC :** As or more, so … that, as many … than, about equivalent to, as… from,

**Because**

**C:** ‘Because of’ followed by noun and ‘Because’ followed by a clause.

**IC :** ‘Because’ followed by a noun and ‘Because of’ followed by clause/gerund.

**Believe**

**C :** Believes/Believed that/to be

**IC:** Believed by and other constructions.

**Capability of:**

**Checking:**

**C:** the most effective method is checking on his employees every few minutes

IC: the most effective method  is checking in on his employees every few minutes

**Compare**

Compare with/to both are correct

**Consider**

**C:** consider <noun>, <noun> - Example

Most musicologists consider Joseph Haydn the father of the sonata.

**IC:** consider as, consider to be

Examples

Incorrect: Most musicologists consider Joseph Haydn to be the father of the sonata.

Incorrect: Most musicologists consider Joseph Haydn as the father of the sonata.

**Cut**

**C:** Cut to – Previous year’s costs were cut to half.

**IC:** Cut in – Previous year’s costs were cut in half

**Declare**

**C:** Declare X Y

**IC:** Declare X to be Y

**Demand**

**C: Demand in research –** The demand of diamond in research is increasing.

**IC: Demand for -** The demand for diamond is increasing in research.

**Disposing of**

**C**:Anyone disposing of waste material must pay fine.

**IC**: someone who disposes or repairs must kill an animal.

**Effort**

**C:** Effort to

**IC:** Effort of

**Expect**

**C:** expect that, expect .. to .. , expectation that

**IC:** expected for

**From**

**C:** From..TO.

**IC:** From…Down to, From… Up to…

**Guide**

**C: to guide –** He returned again and again to guide other slaves.

**IC: for guiding –** He returned again and again for guiding the slaves.

**Increase**

**C:** Increase in prices

**C:** Increase of 40% in prices.

**IC**: Increase of prices

**In Order to**

**C:** It is used in active voice - She drank coffee IN ORDER TO STAY awake.

**IC:** If used in passive voice - Coffee was drunk by her TO STAY awake (or IN ORDER TO

**STAY awake).**

**Just As**

**C:** Just as Roni wanted to see her again, so Bony wanted to see him

**Indicate**

**C:** Indicates that, indicative of

**IC:** Indicates as, indicates to, indicative that

**Need**

**C: Need of, Need for –** We are need for experts who can explain their position

**IC: Need that –** We need that experts explain their position.

"He is in need of (something)" and "I have a need for (something)".

**Not…But**

**C:** A tomato is NOT a vegetable BUT RATHER a fruit.

**IC:** She DID NOT EAT mangoes BUT other kinds of fruit.

**Not Only…But Also**

**C:** Not only…but,

**IC:** Not Only…And also, Not Only…But, As well

Note: Not a hard code idiom as observed in some GMAT questions.

**Prefer**

**C: Prefer X to Y**

Correct: The blue macaw prefers lush tropical habitats to the dry climate found in the southeastern part of Brazil.

**IC: Prefer X over Y**

Incorrect: The blue macaw prefers lush tropical habitats over the dry climate found in the southeastern part of Brazil.

**Prohibit**

**C:** Prohibit X from doing Y

**Propose X to Y:**

**Rather Than**

**C:** He wrote with pencils rather than pens.

**IC:** He wrote with pencils instead of with pens.

**Require**

**C**: require that X be Y, required of

Correct: The new regulations require that prospective employees be  
subjected to rigorous screening.

**IC:** require X to be Y, required for

Incorrect: The new regulations require prospective employees to be subjected to rigorous screening.

Rival

**C**: Rival somebody for something  
**C**: Rivalry between X and Y

**IC**: Rival in, rival to

**Seek..From**

C: I was looking to seek help from Govt.

IC: I was looking to seek help of Govt.

**So..As to**

**C:** The saucer was so hot as to burn my mouth.

**IC:** So Much…As to, Such…As to, so as to do

**So That**

**C:** She gave money SO THAT the school could offer scholarships.

**IC:** She gave money SO the school could offer scholarships.

**So…That**

**C:** Check its usage

**Such As**

**IC:**

Matt trains in many ways SUCH AS BY DRIVING on racetracks.

Matt enjoys intense activities, SUCH AS TO DRIVE fast cars.

**Than**

**C:** Following usages: More Than, More…Than… , Higher…Than… , Less… Than…

**IC:** More…Rather than, More…Instead of, No less…as… ,

This newspaper cost 50 cents AS MUCH AS that one.

**Unlike**

**C:Unlike X, Y**

* **Don’t involve in superficial idiomatic parallelism, meaning might be wrong**

**Whether**

**C:** I don’t know whether I will go.

**IC:** I don’t know if I will go.

**Whether…Or**

**IC:** WHETHER trash OR ALSO treasure, the recyclables must be picked up.

WHETHER THEY BE trash OR treasure, the recyclables must go.

**Notes:**

**🡪‘for’ is preferred in placed of ‘because of’**

**🡪‘reach of’ is preferable to ‘reach for’**

**. “100 times more area” is unidiomatic:**  
=> Then idiomatic usage with 100 times includes:  
--- “100 times the area that”  
---“100 times the area of X”  
---“100 time more likely than”  
**🡪 There is no need of ‘therefore’ after ‘because’ clause**

**Parallelism & Comparisons: Extra**

* Simple Gerund is the part of speech that is created by verb + [-ing]
* Action noun represents some action, e.g. eruption, pollution, nomination etc.
* Concrete Nouns refers to name of place, thing or entity.
* Complex gerunds generally starts with article (‘a’, ‘the’)

Example of complex gerund:

**The accurate tracking of satellites** is important for the space agency.

The GMAT will not make simple gerund phrases parallel to complex ones:

Wrong: I enjoyed ***drinking the water*** AND ***the wine tasting*.**

Complex gerunds can be parallel to action nouns but not simple gerunds.

Wrong:

The rebels demanded the *withdrawal of government forces from disputed regions*, *significant reductions in overall troop levels*, *raising the rebel flag on holidays*, AND *a general pardon*.

*Withdrawal*, *reductions*, and *pardon* are all action nouns, so *raising* cannot be another parallel element in the list. Rather, the complex gerund *the raising of* is needed:

In brief, there are three categories of nouns:

1) concrete nouns,

2) action nouns and complex gerunds, and

3) simple gerunds.

When making nouns parallel, do not mix these categories.

**Adjectives and Participles**

In certain circumstances, adjectives can be parallel to present or past participles:

* A mastodon carcass, ***thawed*** only once AND still ***fresh***, is on display.

Both thawed and fresh describe carcass. Thawed is a past participle, whereas fresh is an adjective. However, they are parallel to each other, since they both function as adjectives to modify a noun.

Consider this example:

* Only a few feet ***wide*** BUT ***spanning*** a continent, the railroad changed history.

Both wide and spanning describe the railroad. Wide is an adjective, whereas spanning is a present participle. However, in this context, they are parallel to each other.

In some scenarios, an adjective can be parallel to past participle. Like in the example below:

Only a few feet ***wide*** BUT ***spanning*** a continent, the railroad changed history.

**Numbers in Comparisons**

If you want to relate the quantities by multiplication, use times and as…as together:

Right: The man is **FIVE TIMES AS OLD AS** his grandson.

Wrong: The man is **FIVE TIMES OLDER THAN** his grandson.

Use ‘times’ to indicate direct multiplication (no ambiguities).

🡪 In case of concrete quantities, use ‘older than’ / ‘more than’ / ‘less than’

Right: I am TEN years OLDER THAN you.

Wrong: I am TEN years AS OLD AS you.

The first sentence means that my age = your age + 10 years. The second sentence is nonsensical.

**Pronouns : Extra**

**There are three noun or pronoun cases in English:**

1. **Subject Pronouns**

I, you, he, she, it, we, they, who

1. **Object Pronouns**

Me, you, him, her, it, us, them, whom

1. **Possessive Pronouns**

My/Mine, Our/Ours, Your/Yours, their/theirs, his, her/hers ,whose, its

One exception exists to the “antecedent must be a noun” rule. When the **antecedent** is in **possessive** noun form, a **possessive** pronoun can be used. For

Example:

Right: **MARY'S job** is in jeopardy because of **her** mistake. (possessive case)

In this sentence, MARY'S technically functions as an adjective, not a noun. The possessive pronoun also functions as an adjective: Mary's job is in jeopardy because of Mary's mistake. In this one circumstance, a pronoun can refer to a possessive noun instead of a regular noun.

Another example which is acceptable: We had a party at Jane's, who is my cousin.

Do so vs Do it

Do so coming after the sentence refers back to the antecedent action while the ‘it’ in do it refers the noun.

Notes :

🡪 The pronoun coming after the complete clause is ambiguous most of the time.

GMAT likes generic synonyms

e.g. New “NANO-PAPERS” incorporate fibers that give these materials strength.

🡪 Do not use the present progressive for general definitions. Instead, use the simple present.

🡪In GMAT sentences, do not use the present progressive to indicate future actions. This usage is considered too colloquial. Instead, use the simple future:

Wrong: Quentin IS MEETING Harvey for lunch tomorrow.

Right: Quentin WILL MEET Harvey for lunch tomorrow.

🡪 Verbs that express general states do not normally take progressive forms. Such state verbs include know or signify:

Wrong: This inscription IS SIGNIFYING the emperor's birth.

Right: This inscription SIGNIFIES the emperor's birth.

English has *present subjunctive* and *past subjunctive* forms, which can be compared with the corresponding *present indicative* and *past indicative* forms (the familiar present and past tense forms of verbs). The distinction between present and past is one of [tense](https://en.wikipedia.org/wiki/Verb_tense); the distinction between indicative and subjunctive is one of [mood](https://en.wikipedia.org/wiki/Mood_%28grammar%29)

🡪 IF past perfect, THEN conditional perfect.

To form the conditional perfect, use would have + past participle

🡪Never use ‘would’ with ‘if’ in a conditional clause.

🡪 Never use the command subjunctive without a that in front of the clause containing the command subjunctive.

🡪 In conditional statement, the structure should be

🡪 The helping verbs ‘would’ and ‘should’ should NEVER go in the ‘if’ part of the sentence, according to the GMAT.

🡪 Bossy Verb + THAT + subject + Command Subjunctive

We PROPOSE THAT the school board DISBAND.

🡪 In fact, with some of the most common bossy verbs, such as **want**, **advise**, **allow**, **forbid**, **persuade**, want you cannot use the command subjunctive; instead, you must use an infinitive (to + the bare form):

Wrong: The vice-president WANTS THAT she GO to the retreat.

Right: The vice-president WANTS her TO GO to the retreat.

🡪 These verbs take ONLY the command subjunctive when indicating desire:

**demand**, dictate, **insist**, **mandate**, **propose**, recommend, **request**, stipulate, **suggest**

🡪 *‘require’ as a verb can take infinitive as well as ‘that’*

**Verbals**

The term verbals refers to verb forms used as adjectives, adverbs, or nouns; you've already learned about these earlier in the book:

These include :

* Infinitives – to watch, to see
* Gerunds - Watching, Throwing, Seeing
* Participles:
  + Present participles – Watching, throwing
  + Past participles – watched, thrown, seen ( used as an adjective )

**Present participles :**

There are four members of the “-ing Dynasty,” representing four key

uses of the -ing form:

|  |  |
| --- | --- |
| Verb (progressive tense) | She is FIXING the faucet. |
| Noun (gerund) | FIXING the faucet is not fun. |
| Adjective (present participle) | The person FIXING the faucet is tired. |
| Adverb (present participle) | She crouched under the sink, FIXING the faucet. |

**Past Participle**

In contrast, the past participle is typically used as part of a perfect-tense verb or as an adjective:

|  |  |
| --- | --- |
| Verb (perfect pense) | She has BROKEN the lamp. |
| Adjective (present participle) | The BROKEN lamp is on the stairs. |

Random Notes

* For all the sentence construction, check the relativity of all relative pronouns, which modified the nearby noun, where should only refers to place, them shouldn’t refer to people etc.
* The preposition after a clause modify whole clause.
* ‘This’ as a standalone is never acceptable as a pronoun.
* It is allowed to omit the repeated part from the second element of comparison, even verbs, if the meaning is clear.

For example: Wild animals have less total fat than livestock fed on grain (have).🡪

* ‘those’ cannot start a sentence
* In case of close differences, look out for the misplace modifiers.
* Always check if the contrast is indicated by a keyword, that contrast must be reflected in the meaning.
* since is not used to describe causation; since should be followed by time/date
* “which” always needs a “,” to modify adjacent noun.
* “where” can refer to community/society also e.g. This is the society where I live.
* Comma + -ing either provides additional information or emits out the result of preceding clause.
* Pronoun ambiguity comes at lower ladder.
* ‘Who’ if attached to a compound noun refers to the attached compound noun and not to the individual noun attached.
* ‘the most’ is better than ‘most’
* "Good" is an adjective, and "well" is an adverb. Therefore the adjective ("good") cannot refer to a verb ("play").   
    
  He plays good... wrong  
  He plays well.... right
* -ing can modify adjacent noun
* on of the + PLURAL NOUN + that/who + PLURAL VERB
* Sentence voice makes sense, it should be active+active or passive+passive

In the mid-1920’s the Clyde Fan Factory of the Bosch Manufacturing Company was the scene of an intensive series of experiments Investigating the effects that changes in working conditions would have on workers’ performance.

* When there is comma in underline portion please check for run- on sentence.
* When there are two similar sentences with just the difference of Noun and Pronoun, the then the one containing the ‘Noun’ is right most of the time
* While examining the antecedent of ‘it’ remove the ‘such as’ or example preceding it, so as to find the clear referent.’
* Treat such words as "majority", "minority", percentages and fractions, SANAM pronouns similarly. If the noun associated with these quantity words is plural, use plural verb; If the noun associated with these quantity words is singular, use singular verb:
* Try to grasp this struct in case sentence starts by “In” for example

In no other industry would firms resort to **such** an idiosyncratic idea **as** (firms) in retail-food sector of the west (would resort to).

* “could be potentially” is redundant.
* Do not mistake ‘instead’ for ‘instead of’ in case trying to apply idiomatic expression
* ‘What’ after comma is ambiguous.
* It is possible that a modifier is appended to the sentence after a comma even after the clause preceding the comma is independent.
* Don’t crap miss the sentence verb agreement, sometimes 2 sentences seems ok then check for sentence structure.
* There can be complex modifier which itself can include other modifier. For Example:

With more than 30 rooms, separated by aisle, being empty, Hotel owner commits suicide.

* ‘one’ coming at the end of sentence should have a clear referent
* Effort for 15-years (Wrong) ; 15-year Effort (Correct)
* Avoid wordy statements…Please
* Lie meaning something is placed and it doesn’t takes any direct object. Books lie. ‘lay’ means something is laid down by somebody -> Gaurav laid me down. The forms go in this way
* **Lay vs. Lie Chart**
* Infinitive    Definition         Present    Past    Past Participle    Present Participle
* to lay      to put or place     lay(s)      laid     laid                  laying  
  something down
* to lie     to rest or recline    lie(s)       lay      lain                  lying
* In case of conflict between ‘bare verb’ and ‘-ing form’, look for parallelism and choose ‘-ing’ if the process is ongoing.
* '**To form**' is with intent and '**that formed** ' is consequential
* When "Credit" is used as a noun, we use "to".  
  When "credit" is used as a Verb, we use "With"  
    
  Ex: X gave credit to Y  
  X credited Y With....
* Erasmus Montanus, a seventeenth-century farce written by Ludwig Holberg, both predates and resembles  🡸 represents that a noun can be followed by ‘both’ keyword
* ***Nominative Absolute***

One way to identify a nominative absolute is to add a [conjunction](https://en.wikipedia.org/wiki/Conjunction_(grammar)) and a verb: one can always create a subordinate clause out of a nominative absolute by adding a subordinate conjunction (such as "after" or "because") and a form of the verb *to be*. Simply check if the clause after comma is not a complete sentence then it could be modifier.

**Examples**

* *The dragon slain,* the knight took his rest.
* *The battle over,* the soldiers trudged back to the camp.

In each case, if a conjunction such as "after" or "because" were added before the nominative absolute as well as the verb "was", the absolute would become a subordinate clause.

*Because the dragon was slain,* the knight took his rest.

*After the battle was over,* the soldiers trudged back to the camp.