

GMAT Verbal Notes

READING COMPREHENSION STRATEGY	2
PREPARATION STRATEGY	2
<i>General Strategies for Reading Comprehension</i>	<i>2</i>
<i>Six most important types of RC Questions</i>	<i>3</i>
TEST TAKING STRATEGY	6
SENTENCE CORRECTION STRATEGY	7
PREPARATION STRATEGY	7
<i>The 8 Major Errors Of GMAT English</i>	<i>7</i>
1) <i>Pronoun error.....</i>	<i>7</i>
2) <i>Misplaced Modifier (modifiers must stay close to home)</i>	<i>8</i>
3) <i>Parallel Construction</i>	<i>8</i>
4) <i>Verb Tense.....</i>	<i>9</i>
5) <i>Subject-Verb agreement errors</i>	<i>10</i>
6) <i>Parallelism (Apples + Oranges)</i>	<i>12</i>
7) <i>Quantity Words.....</i>	<i>13</i>
8) <i>Idioms.....</i>	<i>13</i>
IDIOMATIC PREPOSITION USAGE.....	17
CRITICAL REASONING	43
CRITICAL REASONING STRATEGY	44
APPENDIX A. ABSOLUTE PHRASES: INTRODUCTION	48
APPENDIX B. SUBJECT/VERB INVERSION	50
APPENDIX C. PREPOSITIONS.....	55

Reading Comprehension Strategy

Preparation Strategy

General Strategies for Reading Comprehension

1. **Try to read the whole text of the passage once, if possible.** Many people think you should just skim the passage or read the first lines of every paragraph, and not to read the passage. We believe this is an error: if you misunderstand the main idea of the passage, you will certainly get at least some of the questions wrong. Give the passage one good read, taking no more than 3 minutes to read all of the text. Do not read the passage more than once – that wastes too much time. If you have not understood it completely, try to answer the questions anyway. Note: this point of reading the whole passage is important for test-takers whose first language is not English, provided that they can read the passage in 3 minutes or less.
2. **Make brief notes on the text on your scrap paper.** As we will see below in greater detail, you should write down a couple of words on A) the Main Idea or Primary Purpose, B) Organization/Structure of the passage, and C) the Tone or Attitude of the author (if applicable). You just need a few words for each of these areas, and altogether it should not take longer than 30 seconds to write down.
3. **Remember that the tone or attitude of the passage is usually respectful and moderate, never going to extremes of praise nor criticism.** ETS obtains its Reading Comprehension passages from real articles about real academics and professionals. So the tone of the articles, even when there is criticism in the passage toward an academic or her work, is always balanced and moderate. In the same vein, articles that deal with minorities or ethnic groups are almost always positive and sympathetic.
4. **Look out for structural words that tell you the important ideas or transitions in a passage.**

Continue the Idea Words	Conclusion Words	Contradiction (Yin-Yang) Words
<ul style="list-style-type: none">▪ Similarly▪ Moreover▪ Additionally▪ In the same way▪ Likewise	<ul style="list-style-type: none">▪ Thus▪ Therefore▪ Hence▪ So▪ In summary▪ In conclusion	<ul style="list-style-type: none">▪ Nevertheless▪ Nonetheless▪ However▪ But▪ Although▪ Though▪ Even though▪ Notwithstanding▪ Yet▪ Despite▪ In spite of▪ On the one hand...on the other hand▪ While▪ Unlike▪ Traditional view / Modern View▪ Before /After▪ Generally

		▪ Most people think...
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5. **Go back to the text of the passage for the answers.** Many test-takers fail to return to the text of the passage to look for the correct answers. They rely solely on their memories and understanding of the passage after having read or skimmed it. Wrong. ETS is counting on that. Go back to the text to look for information to answer the questions. Nine times out of ten, the answer lies within the passage.

Six most important types of RC Questions

There are 6 most important types of questions for Reading Comprehension:

1. Main Idea/Primary Purpose Questions

Many people believe there is no difference between the main or central idea of the passage and the primary purpose of the author of the passage. This is simply not true. Let's take a look at the subtle but important difference between them:

Main Idea

The question might look something like this:

- "Which of the following best states the central idea of the passage?"
- "Which of the following most accurately states the main idea of the passage?"
- "Which of the following is the principal topic of the passage?"
- "The main topic of the passage is...."

Primary Purpose

The question might look like this:

- "The primary purpose of this passage is to..."
- "The primary purpose of the passage as a whole is to..."
- "The primary focus of this passage is on which of the following?"
- "The main concern of the passage is to..."
- "In the passage, the author is primarily interested in...."
- "The passage is chiefly concerned with..."

Strategy:

Main Idea: Look in the first and last paragraphs for the main idea. Any **conclusion words** like *therefore, thus, so, hence*, etc. that you see are most likely introducing the main idea. The correct answer will say the same thing as it says in the text, but using different words. The Main Idea is not always stated explicitly in the passage – in fact, more likely than not, it is not stated explicitly. Therefore, in order to answer this type of question when it is more implicit:

Re-read the first line of every passage, and the last line of the first and last paragraphs. This should give you the general structure or outline of the argument, with which you can answer the Main Idea question.

After determining the general structure or content of the argument, eliminate answer choices that are too broad or too specific, i.e. answer choices that go beyond the content of the passage, or that deal with content only discussed in one paragraph of the passage.

Make brief notes – a couple of words- regarding the Main Idea on the text on your scrap paper while you read.

Primary Purpose: What is the author trying to do? What is his intention? If he is evaluating a theory, then the answer could be something like "Discuss an interpretation". Note that the correct answer would deal with "an interpretation", because the author is only dealing with **one** theory. If the Primary Purpose is to criticize 2 new books, then his intention or his primary purpose might be to "Critique new studies". Again, as in Main Idea questions, re-read the *first line* of every passage, and the *last line* of the *first* and *last* paragraphs. This should give you the general structure or outline of the argument, with which you can answer the Primary Purpose question.

Note: A good main idea or primary purpose does not go beyond the scope of the passage, nor does it limit itself to discussing only one part of the passage.

2. Title Questions

Title questions are very similar to Main Idea questions, though are less common. The passages in the real GMAT will not have titles. The title question might look like this:

"Which of the following titles best summarizes the passage as a whole?"

Strategy:

Treat this as a Main Idea question. A good title sums up the central idea of a passage. Therefore, in order to answer this type of question:

1. Look in the first and last paragraphs for the main idea. Any conclusion words like therefore, thus, so, hence, etc. that you see are most likely introducing the Main Idea/Title. The correct answer will say the same thing as it says in the text, but using different words.
2. Re-read the first line of every passage, and the last line of the first and last paragraphs. This should give you the general structure or outline of the argument, with which you can answer the Title question.
3. Make brief notes – a couple of words- regarding the Title on the text on your scrap paper while you read.
4. After determining the general structure or content of the argument, eliminate answer choices that are too broad or too specific, i.e. answer choices that go beyond the content of the passage, or that deal with content only discussed in one paragraph of the passage.

3. Specific Detail or Target questions

Specific Detail or Target questions are probably the most common types of questions, and the easiest to answer. The question might look like this:

"According to the passage,...."

"The passage states that"

Strategy

The Specific Detail or Target that we are looking for could be a Line Number, or a Name or Date. Go to the Line Number or Name or Date, and then read several lines above and below it. Find the answer choice that basically says the same thing as in the passage, though usually with different words or word order.

4. Inference or Assumption Questions

This is probably the most difficult type of Reading Comprehension problem. The questions might look like this:

- "It can be inferred that the author makes which of the following assumptions?"
- "Which is an assumption underlying the last sentence of the passage?"

- "Which of the following, if true, would most strengthen the hypothesis mentioned in lines 17-19?"
- "With which of the following statements regarding chaos theory would the author be most likely to agree?"

Strategy:

First, treat this type of problem as a Specific Target question. Look for a target in the question, find it in the text, and then look above and below it. Often you do not have to *infer* very much, the answer remains within the text.

If the answer must be inferred and is not stated explicitly within the text, then choose the answer choice that can be inferred or assumed from the information given. Again, you should not have to infer very much – only one or two logical steps removed from the information in the passage.

Make sure that the answer choice you decide on does not violate or contradict the Main Idea of the passage - if it does, the answer choice is probably wrong.

5. Attitude or Tone of the passage Questions

The question might look like this:

"The author's attitude towards Morgan's theory could best be described as one of ..."

Strategy:

Look for descriptive words, adjectives or adverbs, that could tell you the author's attitude. For example, the words *unfortunately* or *flaw* suggest a negative connotation, while *strength* or *valuable* emphasize the positive. Make brief notes – a couple of words- regarding the Tone of the text on your scrap paper while you read. Additionally, keep in mind that the author's attitude toward a theory, book, or ethnic group will almost always be respectful, even when somewhat critical.

6. Organization of the passage questions

The question might look like this:

- "Which of the following best describes the organization of the passage?"
- "Which of the following best describes the organization of the first paragraph of the passage?"
- "One function of the third paragraph is to...."

Strategy:

Re-read the *first line* of every passage, and the *last line* of the *first* and *last* paragraphs. This should give you the general structure or outline of the argument, with which you can answer the question. Remember to make brief notes about the structure of the text on your scrap paper. If you are looking for the organization of one paragraph, read the first and second sentence of the paragraph. That will give you a rough idea of what is the structure or organization of the paragraph.

Some tips about reading passages:

- a. Read the whole text of the passage once.
- b. Make brief notes about the text on your scrap paper.
- c. Remember that the tone or attitude of the passage is usually respectful and moderate, never going to extremes of praise nor criticism.
- d. Look out for structural words that tell you the important ideas or transitions in a passage.
- e. Go back to the text of the passage for the answers to specific questions.

Test Taking Strategy

- 1) Aggressively read each paragraph for its main idea. If you can't write down in a few words what the point of each paragraph is, you weren't reading actively enough. You should jot down the following.
 - a. Main idea or primary purpose
 - b. Organization/Structure
 - c. Tone or attitude of author (if applicable)

Note: Be careful to not write facts down. It'll bog you down and usually results in a loss of the big picture and moves you to focus too much into the details.

- 2) Note any trigger words, same train of thought words, yin-yang parallelism.
- 3) Weed out possible disputable answers. Vague, wimpy answers are often correct over stronger statements. ETS doesn't want to get many complaints that a particular answer that was strongly stated, that exceptions could arise. ETS would rather play it safe.
- 4) Minority passages are often positive in tone and answers tend to be positive in tone as well. Again, ETS, wouldn't want to look prejudiced.
- 5) Always eliminate bad choices first before answering. You'll almost always be able to narrow down to 2-3 and that significantly improves your odds of getting the question right.
- 6) Read the entire passage before answering the questions. Other books say skim, but it's not always successful with more difficult passages where minute details change meanings of the passage and could get you going down the wrong path on inference or main point questions. Give yourself 3 minutes or less.
- 7) For Inference questions, (Note: these are usually the hardest of all RC questions) go find the general area being referenced. Read a bit above or below it and then make your choices. Don't go by memory. This is going to cause more problems than are helpful with saving time in the long run. Your answer should never contradict the main point of the passage.
- 8) Most people get main point and inference questions wrong so focus more carefully on these.
- 9) "According to the passage/author" question type of questions. Whenever you see this question, tell yourself, "Stop and stop thinking. I need to **FIND**, not think."
- 10) For main point or central idea type of questions, re-read the first and last sentences of each paragraph before making elimination choices and answering. Getting the overall structure is really helpful before answering.
- 11) In Summary: Consider weeding out answers that
 - a. Are disrespectful to others/professionals. ETS doesn't like to be disrespectful.
 - b. Too strong an answer. Use of words like "only", "definitely", "positively"
 - c. Condone/approve prejudicial attitudes. ETS doesn't like to be disrespectful.

Sentence Correction Strategy

Preparation Strategy

The 8 Major Errors Of GMAT English

Spotting bad sentences is the key to doing well on sentence structure test questions.

1) Pronoun error

There are 3 main types of pronoun errors encountered in GMAT.

a. Plural and Singular

Once you start with one, you need to stay in the same quantity (singular or plural).

- **Singular Pronouns (Memorize these)**

Hint: Do you see the categories I setup? It's SANE to memorize this

Some---
Any—
No—
Every—

Everyone Everybody Everything	Someone Somebody Something	Either Neither	One Each
Anyone Anybody Anything	No one Nothing Nobody	Whoever Whomever	His

- **Be aware that group, jury, team, country, family are singular. Society today uses them sometimes as plural.** This is because these act as a single unit when they do something.

- **Plural Pronouns (Memorize these)**

Both	Their	Many	Several
Few	Others		

- **Singular and Plural Pronouns – depends on whether the noun is singular or plural (Memorize these)**

Some	More	Most	All
------	------	------	-----

- **The plural and singular clause error**

When two nouns are in the sentence doing an action together but they are linked with

- i) Along with
- ii) Together with
- iii) With
- iv) As well as
- v) In addition to
- vi) Accompanied by

... this does not make the following action they do plural. **Only “and” can take the two singulars and make their action plural.**

For example

Janie, with her poodle limping behind her, walks to the dog park.

Explanation: Janie is singular. The poodle is singular. They both do the action together, but the use of “with” means that we need to keep the verb singular. “Walks” is singular and “Walk” is plural.

Remember, a verb that ends with an –s is singular.

- b. **Pronoun reference error**- referring pronoun is not correctly placed.

For example:

In the sentence “Samantha and Jane went shopping, but **she** couldn’t find anything **she** liked.”, the pronoun “she” does not refer to a person unambiguously. It is difficult to understand that whether “she” is referring to Samantha or Jane.

The correct form would be “Samantha and Jane went shopping, but **Samantha** couldn’t find anything **she** liked.”

- c. **Relative pronouns** are often used incorrectly today.

- 1) Referring to things or animals – that, which
- 2) Referring to people—who, whom
- 3) **They** – be careful that you don’t use this unless you’re positive there is a referring noun. Today we often use “they” to replace the use of a proper noun which it is not. It’s a Pronoun.

2) **Misplaced Modifier (modifiers must stay close to home)**

Sentences that begin with a verb, adjective+verb, and adjective phrases need to be followed by the noun or pronoun they are modifying. Usually end with –ing.

Example: “Coming out of the department store, John’s wallet was stolen.”

“**Coming**” is the modifier. Was john’s wallet coming out of the store? → **Incorrect**

Possible solution to look for:

- i) Correct the reference
- ii) Put a noun or pronoun into the 1st part of the sentence turning the 1st part into an adverbial clause. Thus can stand apart without needing to watch the modifier.

3) **Parallel Construction**

There are two kinds of ERS sentences that test the parallel construction. The first is a sentence that contains a list, or has a series of actions set off from one another by commas. The second kind is a sentence that’s divided into two parts.

Both types must have parallel types of verbiage:

-to _____, to _____
- ate _____, slept _____, drank _____.

Bad construction might look like:

- ...to _____, _____
- ...ate _____, sleep _____, drank _____.

There are a few more things to be observed in a parallel construction sentence.

- a. **Comparisons must be logical and compatible**

Find the two things being compared and see if the sentence is structured in balance.

Don’t be afraid to consider changing verbs or adjectives to get the balance.

The words "like," "unlike," "similar to," "as...so", "when" and "in contrast to" are the most common indicators of comparisons. In comparisons, **compatibility is determined by subject matter**. For example:

"As domesticated animals, indoor cats typically lose their ability to hunt for their own food, so too do domesticated dogs come to rely exclusively on their owners for sustenance."

Here, domesticated cats are compared to domesticated dogs, and the comparison works because they are both domesticated animals — they are like terms. Whenever you see a comparison being set up in a sentence, check to see that the terms of the comparison are compatible.

b. Parallelism is not just about clauses, but verb usage

Example: -ing and -ing, to..... to..... , either or, neither nor.

In a series of two or more elements, what you do on #2 determines what you do on 3+. In other words, everything after #2 must **match** #2:

- I like to swim, to run, and to dance.
 - I like to swim, run, and dance.
- are okay.

- I like to swim, run, and to dance.
 - I like to swim, to run, and dance.
- are NOT okay.

4) Verb Tense

On the GMAT, tense problems are often just a matter of parallel construction. In general, if a sentence starts out in one tense, it should probably remain in the same tense.

Some major categories of tense: Don't need to memorize types. Just be familiar

- a. **Present tense** example: He walks three miles a day.
- b. **Simple Past** example: When he was younger, he walked three miles a day.
- c. **Present Perfect** example: He has walked.
- d. **Past Perfect** example: He had walked.
- e. **Future** example: He will work.
- f. **Present Perfect** – Describes action that began in the past but continues until the present. Key identifier – "has" "have". **Sidenote:** Sometimes used when deadline exists.
- g. **Past Perfect** – Describes action that started and stopped in the past. Key identifier – "had"
- h. **Present Progressive** – Used as emphasis by the speaker that the action is happening this very minute. Key identifier – verb 'to be' + a verb with an -ing ending.
- i. **Perfect Progressive** – Occupies more than one moment in the past. In other words, ongoing for a period of time. Key identifier – "had been"

One exception to this rule is a sentence that contains the past perfect (in which one action in the past happened before another action in the past).

Examples:

- He had ridden his motorcycle for two hours when it ran out of gas.
- The dinosaurs are extinct now, but they were once present on the earth in large numbers.

Two events that have taken place, are taking place or will take place at the same time must have the same tense in the sentence.

Passive verbs begin with the form of "to be" (Example: to be, were, was) and end with a different verb in the past tense.

5) Subject-Verb agreement errors

A verb is supposed to agree with the subject.

a. **Singular + Plural agreement.** Do the two agree in plurality? Can be made very complex when prepositional phrases separate verb from noun/subject by 5 or more words. Easy to overlook cross referenced subject-verb relationship.

b. **To tell if a verb paradigm is plural or singular.**

- Mentally put "They" in front of the verb ← plural
- Mentally put "He" in front of the verb ← singular

c. **Verb plurality: (This comes up A LOT on the GMAT)**

Adding an "s" to the end of an adjective makes it singular.

For example, dislike ← plural dislikes ← singular

quote:

I chose A, but the correct answer is B.

The majority of the talk was devoted to an account of the experimental methods used by investigators in the field.

a. ...

b. The greater part of the talk was

c. The bulk of the talk has been

d. A large amount of the talk has been

e. A predominance of the talk was

Good one!!

"majority" should be used with count nouns only.

The majority of the water is dirty.

Is "unidiomatic," because "water" is a non-count noun.

Just in case, count nouns can be counted (bottle, idea, person, brush, etc.);

Noncount nouns cannot be counted (water, furniture, information, soap, luggage, etc.).

There is, however, a lot of overlap between the two--beer, coke, coffee, material, love, etc. can all be either count or non-count, depending on our meaning, context, or level of formality.

One of the most common questions is something like this:

Do I say:

"Most of the people **is/are**...?"

"Most of the water **is/are**...?"

Here's the rule:

quantifier + of + **NOUN** + verb

The **NOUN** determines whether the verb is singular or plural.

For example:

Most of the people **is/are**...

because the quantifier "most" refers to "people," (a plural noun) so "most" is plural in this sentence.

Most of the water **is/are**...

because the quantifier "most" refers to "water," (a non-count noun) so "most" is plural in this sentence.

So, from these examples, you should notice that we are looking mainly at whether the object of the preposition is count or non-count because the quantifier will take on this property from the object of the preposition.

In other words, in these sentences:

Most of the people are...

"Most" becomes a count noun because "people" is a count noun.

Most of the water is...

"Most" becomes a non-count noun because "water" is a non-count noun.

So, this rule tells us **only** whether the quantifier is count or non-count.

To figure out whether the quantifier is singular or plural, we need to check one more thing... Sometimes, a quantifier refers only to one thing, not many things. For example, **each**, **every**, and **one** always refer to one thing, but **10%**, **half**, **all**, and **most** would refer to more than one thing if the object of the preposition is count (with one possible exception that I will show you in a second).

Of course, if the quantifier is always singular, then the verb must always be singular, too. (Let's not forget our common sense in grammar, okay??) For example, we say:

- **One** of the people **is**...
- **Each** of the students **is**...

Of course, when I first wrote out these rules, I imagined a situation like this:

- 1% of the 100 people **is/are**...

because, of course, 1% of 100 is one, and that's singular, right? And there's invariably some student in my class who will try to find an exception (that's what I do in class, too!! My teachers hated it!!)

Anyway, I think most people would say that this is simply a bad sentence and should be rewritten. This sentence I've shown you is more of a grammar **puzzle** than a real sentence. But I know that somebody out there will want to know the "answer." Well, you can't go wrong if you write it in the singular, can you?

- The **teacher** together with the student **IS** (or ARE) going to...?
- The **teacher and the student ARE** (or IS)going to?

Generally speaking, we need a conjunction to create a plural subject from more than one singular noun. "**together with**" is NOT a conjunction, and therefore cannot create a plural subject. "**and**" on the other hand, IS a conjunction and CAN create a plural subject.

I'm concluding:

"a number of ..." always takes plural verbs.

"the number of ..." always takes singular verbs.

Eg: the number of people has increased

A number of people have gone

The important thing here is that the number in the first example (the number of women employed outside the home) is an actual number--35,000, for example. Even if you add more women to the original number, there will still be one number, right?

The second usage of "numbers" is also correct, and means that there are many people in that group. For example, it is correct to say:

People are leaving California in greater numbers.

People are spending more money on the Internet in greater numbers.

Second, "curfew" is a singular count noun and therefore requires a **determiner** (the). I agree with you that skill can be both a count noun as well as a non-count noun. It all depends upon the context.

Have a look at the example below:

1. Harry knows quite a few driving skills.

Conversely, if were to ask Harry about his driving skills, I would ask.

2. How much skill do you have in driving a car, Harry?

So you see, the word "skill" remains the same but depending on the context, skill can be a non-count or a count noun?

With fractions, percentages and indefinite quantifiers, the verb agrees with the preceding noun or clause. With singular or non-count nouns or clauses, use a singular verb:

- One third of this article is taken up with statistical analysis.
- All of the book seems relevant to this study.
- Half of what he writes is undocumented.
- About fifty percent of the job is routine.
- All the information is current.

With plural nouns, use plural verbs:

- One third of the students have graduate degrees.
- Fifty percent of the computers have CD-ROM drives.
- Many researchers depend on grants from industry.

With collective nouns, use either singular or plural, depending on whether you want to emphasize the single group or its individual members:

- Half of my family lives/live in Canada.
- All of the class is/are here.
- Ten percent of the population is/are bilingual.

This is another reason, and this one's a bit harder to explain. In a nutshell, though, we can't use a *that* noun clause with the word *directive*, just as we cannot with *order*, as hellogmat has pointed out.

6) Parallelism (Apples + Oranges)

This error is not a frequently encountered error, but it is worth knowing and practicing such errors. In such sentences, generally two things or items are compared.

- a. When the sentence compares two items. Ask yourself, can they be really compared?
- b. When the sentence compares two actions as well.

Usually, the problem is with hidden comparison where two things or actions are compared, but another two items or actions are intertwined and you lose the comparison relationship.

Example: "Synthetic oils burn less efficiently than natural oils."

The sentence is wrong because we are trying to compare how well each oil burns and not the oils themselves. But do you see how the actual thing being compared is easily missed?

7) Quantity Words

- i. The words measuring quantity may be used incorrectly. For example, when comparing two items, it would be inappropriate to use “among” to compare them. Here’s a chart:

<u>2 items</u>	<u>if more than 2</u>
Between	among
More	most
Better	best
Less	least

- ii. Items that can’t be counted should not use quantity words. For example, you can’t say “fewer soup”. Here’s a chart:

<u>Non-countable words</u>	<u>Countable words</u>
Less	fewer
Amount, quantity	number
Much	many

- iii. When two distinct words or phrases are joined by the correlatives either, or, neither, nor, not only, but also, the number (singular or plural) of the word or phrase nearest to the verb determines the number of the verb.
- Example: Either his parents or he is bringing it (notice “is” is singular) This can be a confusing sentence because parents is plural, but we pay attention to he which is the noun “he” tells us that we need to keep “is” singular.
 - Example: Either he or his parents are bringing it. Notice “parents” is plural and is the closest to the verb so we use “are” which is plural.

8) Idioms

Such sentences incorporate incorrect usage of idiomatic expressions. There are no rules. Really need good English familiarity.

Overall rule: If it’s not one of the previous 7, then it’s very likely an idiom expression test question. Watch for the prepositions (*to, the, of, at, for, on, in, about, etc.*) changing among the answer choices. This usually implies an Idiomatic problem, if not a Parallel Construction problem

Major Idioms you should be pretty familiar with:

- 1) a debate over
- 2) a lot
- 3) a responsibility to
- 4) a result of
- 5) a sequence of
- 6) acclaimed as is the correct idiom (Acclaimed to be is wrong)
- 7) accompanied by....
- 8) adapted for
- 9) Adverb **twice** cannot be an object of proposition ‘by’. ‘Increase by twice’ is incorrect; ‘doubled’ is correct
- 10) affect to..
- 11) agree with
- 12) Aid in (Aid for is incorrect)
- 13) Allergy to (Allergy of, allergy for are incorrect)
- 14) Allocated to is the correct idiom
- 15) alternative to....
- 16) as a result of...

- 17) as an instance of
- 18) as good as...or better than
- 19) as great as
- 20) as much as
- 21) Associate X with Y
- 22) assume ...to be of...
- 23) At least as strong as (At least as great as)
- 24) Attempt to 'do something' (Attempt at doing is incorrect).
- 25) attend to (someone)
- 26) attribute X to Y/X is attributed to Y
- 27) based on
- 28) believe X to be Y
- 29) Believed to have
- 30) benefit from...
- 31) better served by X than Y ..
- 32) between X and Y
- 33) Both X and Y (Both X as well as Y is incorrect) Both at X and at Y is correct. Both on X or on Y is correct.
- 34) Business ethics - Is a singular word
- 35) call...to consider...
- 36) centers on
- 37) Combined X with Y OR Combined X and Y (Both are correct)
- 38) Compensate for
- 39) Concerned for - worried; concerned with - related/affiliated
- 40) conform to
- 41) Consider X to be Y (a little controversial)
- 42) contrary to...
- 43) created with
- 44) Credit X Rupees to Y's account (When money is involved)
- 45) Credit X with discovering Y (Credit with doing something)
- 46) decline in....
- 47) defined as
- 48) depends on whether
- 49) depicted as
- 50) Descendent of (Descendent for is incorrect)
- 51) Different from one another (Different one from the other is wrong)
- 52) Distinguish between X and Y (2 very different items, distinguished, say red and green colors)
- 53) Distinguish between X and Y (Distinguish X from Y is incorrect)
- 54) Distinguish X from Y (Two pretty similar items, say original paintings from fake ones)
- 55) doubt that
- 56) either...or
- 57) enable to
- 58) entrusted with...
- 59) Estimated to be (Estimated at is incorrect)
- 60) expected that X would be Y ...
- 61) expected X to be Y ...
- 62) extent to ...
- 63) fascinated by
- 64) for jobs..
- 65) for over...XXX years...
- 66) forbid X to do Y identical with
- 67) forcing ...to...
- 68) From X to Y (Grow from 2 million to 3 billion) (From X up to Y is wrong)

- 69) Given credit for being ones - who
- 70) had better(do)
- 71) In an attempt to (gain control)
- 72) in contrast to
- 73) independent from
- 74) indifferent towards
- 75) Intent on
- 76) interaction of ...
- 77) Just as - So too
- 78) May be (This is a word) is idiomatic, maybe (This means perhaps) is not idiomatic
- 79) Mistake X for Y
- 80) modeled after
- 81) more than ever
- 82) more X than Y ...
- 83) more...than / less...than
- 84) more...than ever...
- 85) must have (done)
- 86) Native of (Native to is also used in some cases)
- 87) Neither - Nor should have parallel forms associated to it.
- 88) no less....than
- 89) No sooner than
- 90) Not in a flash but in a
- 91) not only...but also
- 92) Not so much to X as to Y
- 93) not X ...but rather Y ..
- 94) noted that ..
- 95) one attributes X (an effect) to Y (a cause)
- 96) One X for every ZZ(some numeric number) Y's ...
- 97) Persuaded X to do Y
- 98) Plead guilty for failing
- 99) Potential for causing
- 100) potential to
- 101) prohibits X from doing Y
- 102) range from X to Y
- 103) range of ...
- 104) reason..... that incorrectly seen as reason..... because
- 105) "Regard as" is the correct idiom -- Regarded as having, Regarded as ones who have
- 106) regardless
- 107) regards X as Y ...
- 108) replacing with...
- 109) Require that X be Y (Not require that X is Y)
- 110) research to
- 111) responsible for
- 112) restitution...for ...
- 113) resulting in
- 114) retroactive to
- 115) Same as X..as to Y
- 116) same to X as to Y
- 117) seem...to...(seem is plural)
- 118) so (adjective) that
- 119) So X as to be Y (So unreal as to be true)
- 120) So X that Y (So poor that they steal)
- 121) subscribe to
- 122) such...as

- 123) targeted at
- 124) that X ...that Y ...
- 125) That X is called for is indicated both by Y and by Z.
- 126) the same to X as to Y
- 127) to .. used to (example to get used to or to become used to)
- 128) to contrast X with Y
- 129) To exchange X for Y (exchange X with Y or any other form is incorrect)
- 130) to mistake X for Y
- 131) to monitor ...
- 132) to orbit...
- 133) To ratify (At ratifying is incorrect) An attempt to ratify is the correct use
- 134) to result in
- 135) to sacrifice X for Y
- 136) to survive
- 137) To try to fix is the right idiom (to try and fix is incorrect)
- 138) To worry about someone's condition (To keep worrying over an action)
- 139) used in the construction...
- 140) used to (do)
- 141) viewed marriage as
- 142) way to provide (Way for providing is incorrect)
- 143) When 'rates' means 'prices charged' it should be followed with 'for'
- 144) widely anticipated that....
- 145) Worried about (When talking about someone's condition)
- 146) X [is] expected to Y
- 147) X as Y ..
- 148) X forbids Y to do Z ...
- 149) X is attributed to Y
- 150) X is different from Y (different than Y is incorrect)
- 151) X is to what Y is to
- 152) X is unknown, nor it is known - is a correct idiom (Neither is not required)
- 153) X ordered that Y be Z'ed...
- 154) X ordered Y to be Z'ed..
- 155) X ordered Y to do Z
- 156) X prohibits Y from doing Z ...

There are three types of idioms that you'll see on the GMAT:

1. word pairs that go together
2. prepositions and the verbs that use them
3. standard expressions.

Word Pairs

as...as	The movie was as long as it was boring.
more...than less...than greater...than	The workshop was more thrilling than anything I'd ever done.
not only...but (also)	She was not only exhausted but (also) famished as well.
so...that	The apartment was so expensive that no self-supporting student could afford it.
(just) as...so	(Just) as it is the duty of employees to contribute to the well-being of the company, so it is the duty of the company to contribute to the well-being of its employees.

neither...nor either...or	Neither a borrower nor a lender be.
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IDIOMATIC PREPOSITION USAGE

Many idiomatic expressions tested on the exam involve prepositions. There's no overarching grammatical rule that tells you which prepositions go with which verbs. Again, the rules are determined by usage, so you'll have to "listen" to the expression and determine if the verb is followed by the correct preposition.

Be on the lookout for commonly tested prepositions like "of," "at," "by," "in," "from," "to," and "for". If you have difficulty determining whether a usage is correct, try testing out the idiom in a simpler version of the sentence.

Example:

Although he was considered as a leading proponent for the controversial new initiative, the professor nevertheless sought refuge from the media uproar.

The sentence above becomes:

The professor was considered as a proponent.

Does anything sound unusual? Could this sentence be worded differently? In fact, **to be**, not **as**, is the correct idiom:

*The professor was considered **to be** a proponent.*

Would rather ← present tense if referring to myself and past tense if someone other than the subject is doing the action

Example: Would rather I speak ← present tense

Example: Would rather you spoke ← past tense

General Grammar definitions

So = therefore

So that = in order to/in order that

That = the fact that

Conjunctions that can join two independent clauses are: and, but, yet, for, or, nor
Don't start sentences with "Because"

Words requiring "how" (example: know how)

Know

Teach

Learn

Show

Always choose active over passive voice

Active example: Elaine purchased new software for the company

Passive example: New software was purchased for the company by Elaine

Another frequently tested grammatical error is unnecessary use of the passive voice. It's a good idea to become familiar with this type of error; it appears quite often in the answer choices of sentence correction questions.

As a reminder, the passive voice is in use when the action of the sentence is performed on the subject. The active voice is in use when the subject itself performs the action.

Example:

Active: Allison (subject) went (action) to the store to buy a cake (object).

Passive: The cake (subject) was bought (action) by Allison (object).

Preposition use

“To” or “Of” needs subject + verb NOT object + verb

Examples of subject: she, he, whoever, who, I

Examples of object: her, him, whomever, its, it

Either side of a form “to be” (were, was) must have subjects not objects on either side to agree.

A verb that ends in –ing is a gerund which is a verb acting like a noun. Try not to use gerunds if you can help it.

Adverbs, not adjectives modify verbs

Key identifier: Adverbs end in –ly

Correct example: I sure wish I were rich

Incorrect example: I surely wish I were rich

Word Usage

Some pairs of words, like **fewer** and **less**, are often used incorrectly because they're treated as synonyms. In fact, there is a solid rule that determines which one you should use, and the exam will test your ability to decide which is the correct option. The exam tests four such word pairs with particular frequency, so memorize the rules pertaining to them if you don't know them already.

1. **Fewer/Less**

Which of the two following sentences is correct?

- The company fired no less than fifty employees.
- The company fired no fewer than fifty employees.

The second sentence is correct. Why? Because you use **less** when you're talking about things you can't count (less pollution, less violence) but **fewer** when you're talking about things you can count (fewer pollutants, fewer violent acts).

2. **Number/Amount**

These words follow the same rule as less and fewer. **Number** is correct when you can count the thing being described (a number of cars, a number of people) and **amount** is correct when you cannot (amount of love, amount of pain).

3. **Among/Between**

Use **between** when only two options are available (between the red car and the blue car) and **among** when more than two options are available (among the five answer choices, among the many books).

4. **If/Whether**

Whether is correct when you're discussing two options (whether to get chocolate or strawberry ice cream) and **if** is correct for more than two options (if she should get ice cream, frozen yogurt, or a cookie).

On the GMAT, whether will (almost) always beat if

Incorrect: Her client didn't tell her if he had sent his payment yet.

Correct: Her client didn't tell her whether he had sent his payment yet.

5. **Compared to v/s. Compared with:** To show comparison between unlike things, 'compare to' is used. To show comparison between like things, 'compare with' is used.

e.g.

- He compared her to a summer day.
- Scientists compare the human brain to a computer. (Unlike thing)
- The police compared the forged signature with the original. (Like things)

There are two rules which you should consider. First read the usage notes from dictionary.com:

Compare usually takes the preposition to when it refers to the activity of describing the resemblances between unlike things:

He **compared** her **to** a summer day.

- Scientists sometimes **compare** the human brain **to** a computer.

Compare takes with when it refers to the act of examining two like things in order to discern their similarities or differences:

- The police **compared** the forged signature **with** the original.
- The committee will have to **compare** the Senate's version of the bill **with** the version that was passed by the House.

When **compare** is used to mean "to liken" (one) **with** another, **with** is traditionally held to be the correct preposition:

That little bauble is not to be **compared with** (not to) this enormous jewel. **But "to" is frequently used in this context and is not incorrect.**

Rule 1: Compare to compares **unlike things**, whereas **compare with** compares **like things**.

Rule 2: Compare to is used to **stress the resemblance**. **Compare with** can be used to show **either similarity or difference but is usually used to stress the difference**.

There is a difference between compare to and compare with; the first is to liken one thing to another; the second is to note the resemblances and differences between two things.

6. Each

This question tests one use of "each" which most of us ignore. The traditional rule still holds true i.e. **"the subject of a sentence beginning with each is grammatically singular"**.

But there is another rule which says that:

When each follows a plural subject, the verb and subsequent pronouns remain in the plural:

e.g. the apartments **each** have their own private entrances (not has its own private entrance)

- Three cats each eat ...
- Three cats, each of which eats ...,

In 1, **each** is postpositive Adj, whereas in 2, it is distributive determiner.

e.g.

- Television can be **superficial**, as when three major networks each broadcast exactly the same.

Adverb clause of manner with temporal adverb clause:

- Television can be **superficial**, as [TV is superficial] when three networks each broadcast the same.

quote:

Although it claims to delve into political issues, television can be superficial such as when each of the three major networks broadcast exactly the same statement from a political candidate.

- (A) superficial such as when each of the three major networks
- (B) superficial, as can sometimes occur if all of the three major networks
- (C) superficial if the three major networks all
- (D) superficial whenever each of the three major networks
- (E) superficial, as when the three major networks each

First of all, **each**, if it's a pronoun (as it is in A), is singular. In fact, *each* is almost always singular, but there's at least one exception, which we will see in just a minute. So, A can be faulted for using a plural verb, *broadcast*, with a singular subject, *each*. What I really like about A is that it uses *such as*, which we use to give examples. All the other incorrect answer choices use words that mean something different from *for example*.

The best answer, E, maintains the same meaning as A, and corrects the subject/verb agreement problem. Please note that one of the accepted meanings of *as* is *for instance*, and with this meaning, *as* is an adverb and can therefore be followed by parts of speech other than simply nouns.

B is not only awkward, it also incorrectly uses *if* in the subordinate clause connected with *can* in the main clause. I think this is the part that is confusing people (it certainly is what has confused TestMagic students in the past), so let's flip the sentence around to see a bit more clearly that it's not correct to use *if* with *can*: *If all of the three major networks broadcast the same statement, television can be superficial.*

This sentence should read:

If all of the three major networks broadcast the same statement, television will be superficial.

In other words, it's not correct to use *can* after *if* (in the context of what we've been talking about). Let's look at a simpler example:

If the temperature drops below 0 degrees celsius, distilled water can or will freeze.

Please post back with questions if you need clarification on this. Finally, it's better to use *each* than it is to use *all*, since each network is operating independently--*all* implies that the networks were working together.

7. That Vs Which

Most often than not, in GMAT, *which* would be preceded by a comma in the sentence.

e.g. Get me the book, *which* is mine. *Which* is used to qualify the book i.e. *which* is mine. There may be many books in the room, but I want my book.

'Which' should always refer to a noun. E.g. Get me the book, which is mine. So, 'which' here refers to the noun 'book'.

- Which should apply to things
- The other thing--*which* must replace a noun, not a sentence or idea.

e.g. Sales of United States manufactured goods to non-industrialized countries rose to \$167 billion in 1992, which is 14 percent more than the previous year and largely offsets weak demand from Europe and Japan.

- which is 14 percent more than the previous year
- which is 14 percent higher than it was the previous year
- 14 percent higher than the previous year's figure
- an amount that is 14 percent more than the previous year was
- an amount that is 14 percent higher than the previous year's figure

B is incorrect, because which should refer to a specific noun in the preceding clause. That noun does not exist (Rise of sales). So, it is replaced by an amount that is 14 percent higher ...

So, E is the correct answer (Similar to the UFO example in princeton)

That is a restrictive clause while which is a non restrictive clause.

After people study GMAT sentence correction for a while, they may ask about the difference between *that* and *which*.

But first, a testmagic tip: GMAT almost always (I say almost always because I've seen **two** questions that did not follow this rule, but the rule was violated in all five answer choices) wants you to put a **comma before which**. In other words, if you see *which* without a comma before it, it's probably wrong. After this explanation, you should understand why, but for those of you who want only the most important information, this is what you need to know.

An Example

Both of these sentences are correct in GMAT land:

- Please go into the room and get me the big book, which is mine.
- Please go into the room and get me the big book that is mine.

Yes, in GMATland, these two sentences have two different meanings.

Both of the following sentences would be incorrect in GMAT land:

- X Please go into the room and get me the big book which is mine. X
- X Please go into the room and get me the big book, that is mine. X

Notice the commas--that's what makes all the difference.

The Explanation

Okay, we have in English this weird idea that we need to use different grammar in an adjective clause (a.k.a. relative clause) depending on whether the information in the adjective clause is necessary to specifically identify which noun we are referring to.

For example, imagine you have one sister, and you are telling a friend that your sister is coming to visit you. Since this person is your friend, we can presume that he knows that you have only one sister.

You utter a sentence like this to your friend in GMATland:

- "My sister, who just graduated from college, is coming to see me."

In GMATland, since your friend (we presume) knows you well and knows that you have only one sister, this extra bit of information is considered unnecessary to identify which sister it is you are talking about. It is a sort of "by the way" information--"My sister is coming to see me, and oh, by the way, she just graduated from college."

Now imagine you have two, three, or even more sisters. Let's imagine that one is a college professor, another is a webmaster, and this one who is coming to visit you just graduated from college. If you're talking to your friend, and you say only "my sister," and you do not mention her name, your friend might not know which sister you are talking about. So you add that extra bit of information--my sister who just graduated from college--to identify which sister it is you are referring to. In this situation, we have just correctly employed a very important grammar rule. Read on.

So, if the person you're talking to, or the person who's reading what you've written, needs that extra bit of information to know which noun you're referring to, we say that that extra information is **non-restrictive**. This word doesn't really describe the function clearly, so many teachers say that this information is "extra."

On the other hand, if you need that information to know which noun you are talking about, we say that the information is **restrictive**. Again, this word is not really a good choice for clarity, and many teachers use the term "necessary information" instead.

Finally, just to make English a bit more difficult, we have a rule that says we should **use a comma before or after "extra information clauses and phrases," but not with "necessary information clauses or phrases."** The idea here is that the comma represents the slight pause in speech or change in intonation that a native speaker might use when making such an utterance.

I should point out that both *that* and *which* are relative pronouns, i.e., they are grammatically the same, but their meanings are slightly different.

Now, let's return to our original example sentences:

- Please go into the room and get me the big book, which is mine.

In this sentence, the clause *which is mine* is "extra" because the information "the big book" is enough to identify which book it is that you want. We can assume that there is only one big book in the room.

- Please go into the room and get me the big book that is mine.

In this sentence, the clause *that is mine* is "necessary" because the information "the big book" is NOT enough to identify which book it is that you want--it is probably the case that there are several big books in the room, so I need to add the information "that is mine" to identify which book it is that I want.

More Examples

A few more examples may help:

- I met with Bill Clinton, who is a lawyer.

The name *Bill Clinton* is enough to identify which person I'm talking about--*who is a lawyer* is therefore extra information.

- I met with the man who is a lawyer.

In this case, "the man" is not enough information to identify which person I'm talking about--*who is a lawyer* is therefore necessary information.

- The Sun, which is the only star in our solar system, is the source of heat for Earth.

Again, the name "the Sun" already clearly identifies the noun; therefore, the information in the adjective clause "which is the only star in our solar system" is extra.

- The star that is at the center of our solar system is called what?

In this case, since we don't have a name here, we don't know which star it is that we are referring to. Therefore, the information in the adjective clause "that is at the center of our solar system" is necessary.

A good rule to learn is that *which* requires a comma before it. If you're not sure about why the comma is necessary, please see [this post](#).

However, GMAT is very tricky at times, and can of course create a question in which this rule does NOT apply. In fact, I've seen a question that used *which* without a comma, but ALL the answer choices violated the rule. I.e., none of the answer choices used *that*; they all used *which* without a comma.

Here's an example of what I mean:

Lucise in San Francisco is a place which anybody can visit.

- (A) which anybody can visit
- (B) which any person could visit
- (C) which no person could not visit
- (D) which, if they wanted to, any person could visit
- (E) which any person could visit if they so desired

I know some of you will think that this sentence is terrible, but the whole point of GMAT sentence correction is that we must choose the **best** answer, NOT the perfect answer.

8. The use of being

People who study for GMAT for a while quickly learn that *being* is usually wrong.

So I'm guessing you already know that *being* in an answer choice is wrong more often than it is right.

This is a good strategy to get you started, but to get over 700 on the GMAT, you really need to know some of the finer points of GMAT Sentence Correction that relate to the use of the word *being*.

There are at least two different situations in which *being* is often the right answer.

Here is the first example of when *being* is correct:

a. When the grammar requires it.

Yes, I'm trying to simplify things here, but the idea is this--many ideas can be expressed in more than one way. For example, I can say:

I'm afraid of **being late**.

I'm afraid **that I'll be late**.

Each has its own emphasis, but the point is that these two structures exist. (If I know my members here, I know that they will have questions about the difference, but please, let's start a separate thread for this.)

Whether we can express ideas in one or more structures is really related to the word used; in other words, it is idiomatic.

But some idioms allow only one structure. For example:

In addition **to being** one of the first restaurants to combine Mediterranean and American tastes, Chez Panisse in Berkeley is also one of the Bay Area's most established restaurants.

The idiomatic structure *in addition to* does not have a counterpart that uses a subject and a verb, so our only option here is to use *being*, which is grammatically a noun, but is derived from a verb.

b. with + NOUN + being + NOUN COMPLEMENT

The second example of when *being* is correct is shown in this example:

There are many reasons to get an MBA, *with increased career prospects being* the most important for many MBA applicants.

Technically this part here:

with increased career prospects being the most important for many MBA applicants

is an absolute phrase, but I think it's also helpful just to memorize the pattern:

Framed by traitorous colleagues, Alfred Dreyfus was imprisoned for twelve years before there was exoneration and his freedom.

- (A) there was exoneration and his freedom
- (B) he was to be exonerated with freedom
- (C) being exonerated and freed
- (D) exoneration and his freedom
- (E) being freed, having been exonerated

C is correct. The main thing here is that we do **not** have the best option available to us:

- before he was exonerated and freed

The second best option would be:

- before being exonerated and freed

- 9. Because v/s. In That:** When ETS puts 'because' and 'in that' in a sentence, more often than not, 'in that' would be correct. 'In that qualifies' the previous sentence, while 'because' is just used to show a simple causal relationship. Teratomas are unusual forms of cancer because they are composed of tissues such as tooth and bone not normally found in the organ in which the tumor appears.

- because they are composed of tissues such as tooth and bone
- because they are composed of tissues like tooth and bone that are
- because they are composed of tissues, like tooth and bone, tissues
- in that their composition , tissues such as tooth and bone, is
- in that they are composed of tissues such as tooth and bone, tissues

E is the correct answer.

10. **Usual v/s. Is Usual:** He is faster than is usual for any human being – Is correct.
He is faster than usual today – is correct

A Mercedes is more expensive than usual for a car – Incorrect

A Mercedes is more expensive than is usual for a car – Correct

When something is compared to a subgroup to which it belongs, is usual should be used. When something is compared to itself, usual is fine.

e.g. He is nicer than usual.

11. **Can v/s. Could:** If you are just assuming something, 'could' should be used.

e.g. Artificial intelligence emerged during the late 1950's as an academic discipline based on the assumption that computers are able to be programmed to think like people.

- (A) are able to be programmed to think like people
- (B) were able to be programmed to think as people
- (C) can be programmed to think as people can
- (D) could be programmed to think like people
- (E) are capable of being programmed to think like people do

Could is used for: possibility (John could be the one who stole the money), condition (If I had more time, I could travel around the world), suggestion (You could spend your vacation here), polite request (Could I have something to drink?)

12. Like vs As

First of all, I should say that just about any GMAT grammar rule will have some exception. For this reason, I prefer not to refer to "English grammar rules" but to "GMAT patterns." As I'm sure you're aware, it's very difficult to give a pattern that applies in **every** case. I would say that generally speaking, your summary is good, but just to be sure, I want to restate:

Use **like** when you want to focus on two nouns;

Use **as** when you want to focus on two nouns doing two actions.

Another little trick is that "just as" can replace "in the same way that..."

Let's compare two very similar sentences that could cause confusion:

My Siamese cat moved across the floor **just like** a lion stalking its prey.

To me, this sentence stresses how two different cats are similar. I know this is confusing because we have a noun, "lion" and a participle "stalking," which would seem to indicate that we should use "as," but it's just not so. In this sentence, do you think we're trying to say

My Siamese cat moved across the floor **in the way that** a lion stalks its prey.

I don't think so...

My Siamese cat moved across the floor **just as** a lion stalks its prey.
This one sounds bad to me, I think because we are not explaining **how** the cat is moving. Furthermore, at some point, we are going to run into some ambiguity--"as" does also mean "at the same time," and I also think that the sentence above does sound a bit like two things are happening at the same time.

Let's look at a better sentence:

My Siamese cat moved across the floor **just as** a lion stalking its prey moves.
This one sounds very good to me; it explains **how** a my cat moved.
Furthermore, it has the same meaning as:
My Siamese cat moved across the floor **in the way that** a lion stalking its prey moves.

13. Like vs. Such As

Question: What's the difference between like and such as?

Example of the "mistake" that we make in everyday speech: Can you buy me some fruit like oranges or grapefruit?

How the GMAT Official Guide would explain this mistake: Using like in this answer choice mistakenly suggests that the utterer of the request does in fact not want oranges or grapefruit, but rather some other kind of fruit that is similar to oranges or grapefruit.

In normal English: In GMATLand, *like* means *similar to*, and *such as* means *for example*. Take a look at these examples:

- Can you buy me some fruit **like** oranges or grapefruit?
In GMATLand, this sentence would mean that you do NOT want oranges or grapefruit; instead, you'd prefer some fruit similar to oranges and grapefruit. For example, you may want pomelo, lemons, or limes. Yes, I know this sounds a little crazy, but our goal is to understand what GMAT is looking for, not what is "correct" English.
- Can you buy me some fruit **such as** oranges or grapefruit?
Yes, this is what we're supposed to say in GMATLand -- oranges and grapefruit are examples of the type of fruit we want.
- I would like you to buy **such** fruit **as** oranges and grapefruit for me, if you don't mind.

This is simply a variation -- notice how such and as are separated. Separating the two elements tends to make this pattern a bit harder to see.

14. Not/But vs. Rather than

The key here is to realize that *not... but...* is **conjunction**. We use conjunctions when we want to join things that are "linguistically equivalent." Help much? No, probably not.

How about some examples?

- Pucci is *not a **dog** but a **cat***.
- *Not **Todd** but **Taka** will be studying with us today.*
- *I not was **sad** but **happy** to learn that Megumi was moving to Paris for a better job.*

You should notice that the words in **bold** are "linguistically equivalent," or, as we say in class, "parallel." Now compare one of these sentences if I try to use *rather than*:

- Pucci is a cat **rather than** a dog.

Doesn't this sentence sound crazy? It should; the meaning is all wrong. Now, let's look at a similar sentence, one in which *rather than* is okay:

- *I want a cat **rather than** a dog.*

This sentence is okay because we are expressing a **preference** for one thing over another thing.

I need X, not Y = I need X but not Y = I need not Y but X

"I need X rather than Y" does not connote "I need not Y", it just tells your preference.

15. **Use of Consider:** When 'consider' means 'regard as', 'as' should not be present with 'consider' in the sentence. Consider must directly be followed by the sentence without an infinitive like 'to be' etc.

Example: Some students of literary criticism consider the theories of Blaine to be a huge advance in modern critical thinking and question the need to study the discounted theories of Rauthe and Wilson.

- to be a huge advance in modern critical thinking and question
- as a huge advance in modern critical thinking and question
- as being a huge advance in modern critical thinking and questioned
- **a huge advance in critical thinking and question (When consider means regard as, no need of as)**
- are a huge advance in modern critical thinking and questioned

Example 2:

Critics consider correction facilities **to be an integral part of** communal system. -
Incorrect

Critics consider correction facilities **an integral part of** communal system. – Correct

16. **BECAUSE v/s. ON ACCOUNT OF:** On GMAT, 'Because' is preferred over 'on account of'. This is because 'because' can introduce an entire subordinate clause in the sentence (Golden crab is not fished, on account of living... - is not correct). Golden crab is not fished, because it lives... - is correct
17. **CHIEF of WHICH v/s.** CHIEF among which:

Jamieson's **proposal was rejected** for several reasons, the chief among which was cost.

- (A) the chief among which was cost
- (B) among which the chief was its cost
- (C) the main one was cost
- (D) the chief reason of which was its cost
- (E) the chief of which was cost

chief means *main* or *principal*, and all three words mean the top one. And when we refer to a member of a group, we use *of*. For example, if we want to name our best friend, we'd say *He is the best of my friends*, but not *He is the best among my friends*.

Now, run these through your head to see how they sound:

- The main reason of all the reasons.
- The main reason among all the reasons.

I think the first sounds better and is more precise.

18. PRACTICE v/s. PRACTISE:

Practise is a verb and practice is a noun. I practise piano is correct. Also, I had my piano practice for the day is correct.

The doctor practised for 20 years; his brother a lawyer had a 2 year practice.

19. EACH v/s. EVERY:

Each refers to '2 times', every refers to 'More than 2 times'

The dog has bitten my younger son twice, and each time, he has had to be sent to his kennel.

each time, he has had to be sent to his

every time, it has had to be sent to his

each time, it has had to be sent to its

every time, it has had to be sent to its

each time, he has had to be sent to its

'Each time' because it has bitten only twice. The use of the pronoun "he" is unclear here - does it refer to the dog or to the son? In fact, tracing our way back along the sentence, we find that we come across the word "son" before we come across the word "dog", which rather implies that it is the son who owns, and is sent to, the kennel.

The way to get round this ambiguity is to use "it" followed by "its" (no apostrophe!). This limits the choices to (C) and (D). The only difference between these options is the fact that one uses the word "every" and the other uses the word "each". Since these refer to the two times that the dog bit the son, we shouldn't use "every" (that refers to three or more times). The correct option is therefore (C).

20. Economic v/s. Economical:

Economic means "having to do with the economy or the study of economics."

Economical means "careful or prudent in managing finances, money- saving."

The supply of oil being finite has become an economical and political consideration of the first magnitude for all modern industrial nations.

(A) The supply of oil being finite has become an economical

(B) The finite supply of oil has become an economical

(C) That the supply of oil is finite has become an economical

(D) The supply of oil being finite has become an economic

(E) **That the supply of oil is finite has become an economic - OA**

21. Due To

"Due to" means "caused by" It should only be used if it can be substituted with "caused by". **It does not mean the same thing as "because of."**

Incorrect: The game was postponed due to rain.

Correct: The game was postponed because of rain.

Correct: The game's postponement was due to rain.

22. Neither ... Nor

Neither the prosecutor's eloquent closing argument **nor** the **mountains** of incriminating evidence **were** able to convince the jury to find the defendant guilty.

In **neither ... nor** sentences, the verb has to agree with the subject following **nor** - in this case **mountains**, which is plural.

Likewise in **either .. or** sentences, the verb must agree with the subject following **or**.

When you see .. **neither .. or .. nor** in a sentence, see if it fits this sequence

Neither (A or B), nor C !!! also, not (A or B), nor C is fine too.

23. So [adjective] as to [verb]

Correct: Her debts are **so** extreme **as to** threaten the future of the company

"So as" is never correct on the GMAT

Incorrect: He exercises everyday **so as to** build his stamina

Correct: He exercises everyday **in an effort to** build his stamina

Not To Use:

1) Any Sentence construction with '**preposition + noun + participle**'

e.g. With child-care facilities included (with – preposition, child-care – noun, included – participle)

Infinitives like 'to include', 'to implement' etc. are wrong on GMAT. Instead use, 'implementing', 'including' (Which are known as Gerunds) etc.

A Gerund is a noun formed from a verb i.e. **Overcoming** the GMAT is a great achievement. infinitives are usually formed to retain the integrity of the idiom which is used or to keep a sentence in parallel

2) Hopefully, is almost always wrong.

Charlotte Perkins Gilman, a late nineteenth-century feminist, called for urban apartment houses including child-care facilities and clustered suburban houses including communal eating and social facilities.

A) including child-care facilities and clustered suburban houses including communal eating and social facilities

B) that included child-care facilities, and for clustered suburban houses to include communal eating and social facilities

C) with child-care facilities included and for clustered suburban houses to include communal eating and social facilities

D) that included child-care facilities and for clustered suburban houses with communal eating and social facilities

E) to include child-care facilities and for clustered suburban houses with communal eating and social facilities included

First, we can eliminate all the answer choices that use with communal eating and social facilities included or any other structure that follows this pattern:

preposition + noun + participle

This pattern is almost always wrong on the GMAT, and is certainly wrong in this question. This eliminates C) and E).

A) is ambiguous--is clustered suburban houses parallel with child-care facilities or with urban apartment houses? We need to repeat for to be sure that clustered suburban houses is parallel with urban apartment houses.

Now we're left with B) and D).

Now, the only difference between B and D is the infinitive to include, which GMAT considers unidiomatic.

That leaves us with D).

1. Watch for the prepositions (*to, the, of, at, for, on, in, about, etc.*) changing among the answer choices. This usually implies an Idiomatic problem, if not a Parallel Construction problem.
2. Note that Idiomatic problems are often shorter than many of the other types of questions. Not in all cases, but as a general rule, if the problem seems much shorter than other problems, it is probably Idiomatic.
3. Check out the verb immediately before the changing preposition. Which verb-preposition combination sounds worst? Eliminate answer choices that sound just awful, ex. *He forbids me of going*. The correct answer would be *He forbids me to go*.
4. Which verb-preposition combination sounds best? Choose that as your answer.

Few Important Points to remember:

- 1) (less preferred) being < since < because
- 2) **As Such**
such = nominal equivalent to the foregoing clause.

Clause1 and as such, Clause2 = clause1, and as clause1, clause2.
Caesarea was Herod's city, founded as a Romanized counterweight to Hebraic Jerusalem, and as **such** it was regarded with loathing by the devout.

The meaning of the above sentence is similar to the following:

Because Caesarea was Herod's city, founded as a Romanized counterweight to Hebraic Jerusalem, it was regarded with loathing by the devout.

- 3) Reduced Costs = **Reduction IN costs (result of reduction)**
"**Reduction of**" is used when reducing by a certain amount. e.g. reduction of 20%.

Second, *for all* means *despite*, and *along with* means *in addition to*. I'm sure you'll agree that the meanings are different, right?

For example:

I haven't visited Bora Bora, and neither has Kerry [visited Bora Bora].
In this case, I can omit *visited Bora Bora* because it already appears in the sentence.
Let's look at another example:

I haven't visited Bora Bora, and I probably never will visit Bora Bora .
This is wrong, at least on the GMAT, since *visited* and *visit* are different.

- 4) It
quote:
Hi, can someone explain the following questions to me? Thanks.
1) Why the answer is E? I chose A
Schliemann determined at the age of seven to find the site of ancient Troy and devoted his subsequent career to do it.
a)...
b) has devoted his subsequent career to do that
c) devoted his subsequent career to such an end
d) has devoted his subsequent career for that
e) devoted his subsequent career to that end

Option E here is wrong since it uses the pronoun 'it' replaces 'find the site of ancient'

First off, and you'll get used to this pretty quickly, **every single time you see a pronoun, especially the word "it," you MUST CHECK THE ANTECEDENT.**

This question is a favorite one--using "it" to replace a sentence. **In GMATland, "it" must always replace a noun.**

For example, this sentence would be wrong in GMATland:

My little brother said I took his cookies, but I didn't do it.

"it" doesn't replace any noun; it "tries" to replace a sentence: "I took his cookies."

The correct phrase is "helpful in demonstrating" **and not** "help to demonstrate".

- 5) "**until**" is used to express a point of time in the future. So, (A) would mean that the sale will continue until a certain point in time, and that point in time is when the sale "**lasts**." That doesn't make sense; if we wanted to use "**until**" in that sentence, we should say something like "the sale will continue until customers stop coming in."
- 6) "as long as" **implies that one thing will occur while another thing is still true;** for example, "we will stay outside as long as it's light out."
- 7) **Semicolon:** Any sentence after a semicolon (;), should be an independent clause.
- 8) **One of the:** The pattern to remember is 'one of the NOUN (this noun will always be plural) + that/who + PLURAL VERB
Example : He is one of the **persons** who **make** money.
This is one of the **cars** that **run** on hydrogen.

A number of people **are** waiting for the bus.

The number of cars in the city **is** decreasing.

Any of the stockholders who disapprove – is the right use

Three cats, each eat

Three cats, each of which eats

9) Resumptive modifiers

Since the 1930's aircraft manufacturers have tried to build airplanes with frictionless wings, shaped so smoothly and perfectly that the air passing over them would not become turbulent.

- wings, shaped so smoothly and perfectly
- **wings, wings so smooth and so perfectly shaped**
- wings that are shaped so smooth and perfect
- wings, shaped in such a smooth and perfect manner
- wings, wings having been shaped smoothly and perfectly so

B is the correct answer.

Wings is required to unambiguously convey the meaning of the sentence.

A **resumptive modifier** picks up a word or phrase from a sentence that seems to be finished and then adds information and takes the reader into new territory of thought.

In a crowded, acquisitive world, the disappearance of lifestyles such as those once followed by southern Africa's Bushmen and Australia's aborigines, requiring vast wild spaces and permitting little accumulation of goods, seem inevitably doomed.

- requiring vast wild spaces and permitting little accumulation of goods, seem inevitably doomed
- requiring vast wild spaces and permitting little accumulation of goods, seems to be inevitably doomed
- which require vast wild spaces and permit little accumulation of goods, seems to be inevitably doomed
- life-styles that require vast wild spaces and permit little accumulation of goods, seem inevitable
- life-stlyes requiring vast wild spaces and permitting little accumulation of goods, seems inevitable

E is the correct answer.

- The Swiss watchmakers' failure to capitalize on the invention of the digital timepiece was both **astonishing** and **alarming** — **astonishing** in that the Swiss had, since the beginnings of the industrial revolution in Europe, been among the first to capitalize on technical innovations, **alarming** in that a tremendous industrial potential had been lost to their chief competitors, the watchmakers of Japan.
- The defensive coaches taught risk-taking, ball-hawking, and perpetual movement — **three strategies** that bewildered the opposition and resulted in many bad passes, steals, and easy fastbreak baskets.

Another example in the same league...

Proponents of artificial intelligence say they will be able to make computers that can understand English and other human languages, recognize objects, and reason as an expert does—computers that will be used to diagnose equipment breakdowns, deciding whether to authorize a loan, or other purposes such as these.

- (A) as an expert does—computers that will be used to diagnose equipment breakdowns, deciding whether to authorize a loan, or other purposes such as these
- (B) as an expert does, which may be used for purposes such as diagnosing equipment breakdowns or deciding whether to authorize a loan
- (C) **like an expert—computers that will be used for such purposes as diagnosing equipment breakdowns or deciding whether to authorize a loan**

- (D) like an expert, the use of which would be for purposes like the diagnosis of equipment breakdowns or the decision whether or not a loan should be authorized
- (E) like an expert, to be used to diagnose equipment breakdowns, deciding whether to authorize a loan or not, or the like

C is the answer.

e.g. 1) His father demanded that he return home by 9 PM.

Return – Simple present tense

Demanded- precedes 'that' in the sentence.

- i. The manager demanded that the staff stay late to finish the work.
- ii. Jack suggested that Sylvia **should** buy a new watch – Incorrect (Should must be removed)
Jack suggested that Sylvia buy a new watch.

List of verbs normally followed by Infinitives

afford | agree | appear | arrange | ask | attempt | care | choose | claim | come | consent
dare | decide | demand | deserve | determine | elect | endeavour | expect | fail | get | guarantee
hate | help | hesitate | hope | hurry | incline | intend | learn | long | manage | mean | need
offer | plan | prepare | pretend | promise | refuse | resolve | say | seem | tend | threaten | want |
wish

List of verbs that can only have gerunds after them

acknowledge | admit | adore | anticipate | appreciate | avoid | celebrate | confess | contemplate
delay | deny | describe | detest | discuss | dislike | dread | endure | enjoy
fancy | finish | imagine | involve | keep | justify | mention | mind | miss | omit | postpone | practise
quit | recall | recommend | regret | report | resent | resume | risk | suggest | tolerate | understand

e.g. anticipate implementing is correct (Anticipate to implement is wrong).

Even though she didn't anticipate <to implement it, the advertising manager agreed with the personal> manager's proposal to strengthen her department.

A) to implement it, the advertising manager agreed with the personal

B) implementing it, the advertising manager agreed with the personal

- C) implementing it, the advertising manager agreed with the personnel
- D) to implement it, the advertising manager agreed with the personnel
- E) implementing it, the advertising manager agreed to the personnel

(E) NOTE: all answer choices are indeed different here. 'Personal' deals with a person's own special things; 'Personnel' deals with a lot of people. Verbs like 'anticipate' must be followed by a gerund, the verb form in '-ing'. The correct idiom usage should read: a person 'agrees with' another person, not with an inanimate thing such as a proposal. Therefore, she agrees 'to the proposal.' (E) is correct.

10) THE EXPLETIVE 'IT' and 2 questions, testing the same fundamentals:

1) For many travelers, charter vacations often turn out to cost considerably more than they originally seemed.

- a. they originally seemed
- b. they originally seem to
- c. they seemingly would cost originally
- d. it seemed originally
- e. **it originally seemed they would.**

2) Researchers are finding out that plastics are taking more time to deteriorate than they originally seemed.

- A) They originally seemed.
- B) they seemed originally
- C) it seemed that they would originally
- D) it originally seemed
- E) it originally seemed they would

From Kaplan: The Kaplan thing says about this. (About plastics)

'The tricky part is to choose between it and they. 'They' would imply that the plastics themselves first seemed to do one thing and then ended up doing another. **The expletive 'it'**, the pronoun with no clear antecedent - makes more sense, it simply suggests that initial indications were misleading. Using 'it', it is necessary to include the phrase 'they would' to make it clear what seemed to be the case. So E is the best answer.

Erin says: (About charter vacations)

B would need to be in past tense, *seemed*. In fact, I often teach GMAT and TOEFL students that the words *original* (and its derivations) and *first* usually require past tense.

Furthermore, the "past future" of *would* in E is more precise than the simple past in A (or that B is lacking, in case you're going to ask if B would be correct if we changed *seem* to *seemed*). Since we're talking about something we'd learn after a certain point in the past, *would* is better.

For example:

- This Acura is a lot better than I thought it would be.

is better than

- This Acura is a lot better than I thought it was.

In the first example, we are saying that something turned out to be true. In the second example, we are saying that we were not aware of a fact that was true at that time.

And in the charter vacations question, there is no fact that the travelers were unaware of when they purchased the charter vacation--after the original purchase of the charter vacation (and probably toward the end of the vacation), the charter vacation turned out to be more costly than they had at first believed it would be.

It is as difficult to prevent crimes against property as those that are against a person.

- (A) those that are against a
- (B) those against a
- (C) it is against a
- (D) preventing those against a
- (E) it is to prevent those against a

Answer is E, for the expletive it.

11) During

"during" + time period is WRONG.

For example:

During two hours, I felt sleepy.

but

During the last two hours, I have felt sleepy.

To make our sentence correct with "during," we'd need to add some information that would identify which two decade-period we are talking about.

For example:

Even though its per capita food supply hardly increased during the two decades between 1940 and 1960...

Think of x as y ----- correct idiom (not 'to be')

'So' is used to replace a Verb in a Sentence whereas 'It' is used to replace a Noun.

First, memorize the pattern:

no sooner + inversion + than + sentence

Quote:

This was a question that was posted a little while ago. The answer was said to be D, but it seems that it should be E.

The domesticated camel, which some scholars date around the twelfth century B.C., was the key to the development of the spice trade in the ancient world.

- a. The domesticated camel, which some scholars date
- b. The domesticated camel, which some scholars have thought to occur
- c. Domesticating the camel, dated by some scholars at
- d. The domestication of the camel, thought by some scholars to have occurred
- e. The camel's domestication, dated by some scholars to have been

In D, it seems that "thought by some scholars..." modifies camel, rather than domestication. Okay, I checked out the other topic, and there was no explanation of the answer. Okay, to be honest, I didn't catch the mistake in E the very first time I read the question, either. I picked D, because somehow it sounded better, but I wasn't sure why.

Later, when a student asked me specifically what was wrong with E, I looked at the question a little more carefully. E has a classic mistake, albeit a well disguised one!

I teach this mistake frequently in my SAT II classes for high school students. Let me show you an example of what my high school students might write:

The greatest change in my life was when I immigrated to the US.

Can you see the mistake in this sentence?

Let me try again, with a little hint:

The greatest change in my life was when I immigrated to the US.

Can you see it now?

Okay, just in case, let me give you one more sentence (I'm pretty much doing now what I do in class to explain this grammar point.)

This pen is a bargain because it's only ten cents.

Hint again:

This pen is a bargain because it is only ten cents.

Okay, got it yet?

Let's work backward. The last sentence is incorrect because it is incorrectly saying that the pen and the ten cents are the same thing; a pen cannot be ten cents; it can be a writing instrument, it can be a bargain, it can even be a weapon in some cases, but it cannot be ten cents. One-tenth of a dollar is ten cents, a dime is ten cents, but a pen is not.

Are you getting it? Probably, but since I've already started, please let me finish...

Okay, now let's look at the immigration sentence:

The greatest change in my life **was when** I immigrated to the US.

This sentence means that "change" and "when I immigrated..." are the same thing; they in fact are not.

Like I said, this is a classic mistake, and the classic correction is:

The greatest change in my life occurred/happened when I immigrated to the US.

(Do you see where I'm heading now???) So, in our original question, E says:

The camel's domestication was around the twelfth century B.C....

GMAT cleverly hides this mistake by using "to have been" instead of a simple be verb, but "to have been" is one of the many variants of was, were, is, are, am, etc.
The funny thing is that GMAT uses the classic correction as well:
domestication... occurred... when...

Finally, I just have to comment: I imagine that if GMAT had to explain this grammar point, they would say in their typical, cryptic fashion something like this:

E incorrectly uses an adverb clause as the noun complement of the subject "domestication."

Okay, what have we learned???

This:

NOUN + BE-VERB + NOUN/ADJECTIVE

For example:

The **change was good** for me.

The **change was a good one** for me.

The **change was an important step** for me in my life.

BUT NEVER

The change was when I came to the US.

In other words, noun complements (the words that come after a be-verb and modify nouns) should only be nouns or adjectives (although we often use adverbs when we want to describe location, but more on that later, if you like; this explanation is getting pretty long!!).

Quote:

6. Why the answer is A? I picked E

The central issue before the court was how far the regulatory agencies should go in requiring better working conditions in factories.

- a. in requiring better working conditions in factories
- b. as far as requiring better working conditions in factories
- c. in their requirement that factories should have better working conditions
- d. as far as requiring that factories should have better working conditions
- e. to require factories to have better working conditons

Thanks

Whew! What a tricky question! Both A and E are grammatically correct, but they have a very slight difference in meaning. For this question, we most likely want the meaning in A, not the meaning in E. And, **whenever** we have two options that are both grammatically correct, and the only difference is one of meaning, we **MUST** go with the original meaning. In other words, if A is grammatically correct, not wordy, redundant, awkward, etc., and another answer choice is also grammatically correct, not wordy, redundant, awkward, etc., we must go with A.

But I'm sure you want to know the meaning difference and the rule, right? Okay, here you go:

I know you won't like this, but with this meaning, we use "in." For example:

I want to know how far you will go in helping me.

I think you remember from class that we talked about "helpful" + "in," right? Well, this is very similar--"helping me" is a process. In this sentence, I am wondering how long you would stay with me while you are helping me, how many different things you would do to help me. For example, would you break the law while you are helping me if you thought I would benefit? Would you ignore your friends and family while you are helping me? Again: During the process, how much would you do?

(A) has a similar meaning in this sentence. Let's now look at the meaning of E.

I want to know how far you will go to help me.

In this sentence, we are using the infinitive of purpose, which we use to express a goal. If I use this structure, I am wondering how much effort you would expend to help me. In other words, would you come to me at midnight? Would you travel 50 miles, 100 miles, 1,000 miles to help me? Would you spend all your time and money to come to help me? Would you give up your job, health, and family to help me? Again: How much would you do to be able to be in a situation to help me?? I know that these two are very, very close in meaning, but read what I've written very carefully, and be sure to post back with any further questions!

quote:

3. Why A is correct? I chose C

Although about 99 percent of the more than 50 million Turks are Muslims, the republic founded by Mustafa Kemal Ataturk in 1923 is resolutely secular.

a...

b. Although about 99 percent of over 50 million of the

c. Although about 99 percent of more than 50 million

d. Despite the fact that about 99 percent of more than 50 million

e. Despite the fact that about 99 percent of over 50 million

Whew! This is one of the most commonly asked questions... I think it's going to take a while to explain, and I don't think I can do it tonight since I've got class in the morning.

Here's the short answer: if we use "the," we are saying that there are only 50 million Turks in the whole world; if we don't use "the," we are saying that there are possibly more than 50 million Turks in the world.

This one's similar to the one in the Official Guide, the one about the "Thomas Jefferson... setting free the more than 500 slaves..."

All things being equal, I'd have to say that "invest in" is slightly preferable to "invest into." I think there's also a very slight difference in meaning--"invest in" would be the better choice for such traditional investments as stocks and bonds, while "invest into" *could* be used in more metaphorical investments, such as the time, energy, and love you might shower upon your children.

quote:

The visiting doctors concluded that the present amalgam is probably as good as or better than, any other system that might be devised for the patients.

This is correct. One of the answer choices used 'might' instead of 'may'... what's the difference between *may* and *might*?

Whew, hard question. In general, *may* has more of a concrete meaning, so should therefore be used more in statements of fact, whereas *might* is a bit less tangible, and tends to be used more in expressions of things that don't yet exist (hypothetical situations). Also, a bit more simply, since *might* is the past tense form of *may*, we use *might* more in the past tense.

All that said, we often use them interchangeably in many constructions--there is a lot of overlap between *may* and *might*.

- **credit SB with STH** (verb): give responsibility for. *Thomas Edison is credited with inventing the light bulb.*
- **credit X to Y** (verb): give money or credit to. *The bank credited \$1 million to trebla's account.*
- **credit for** (noun): money received for or in exchange for something. *The customer received a \$20 credit for the interruption in service.*

So there are a few things you need to know here for GMAT Sentence Correction. First is this--you should know that GMAT likes to test you on "thinking words." These are words that indicate some sort of mental process, such as *believe, belief, idea, theory, notion, concept*, etc. Please note that both verbs and nouns can be considered "thinking words."

GMAT typically likes to follow these words with *that* and a sentence. For example, on the GMAT it's better to say:

- Lucise's belief that the Earth is flat was easily accepted.
- than to say:
- Lucise's belief of the Earth being flat was easily accepted.

It is okay to use 'of' if we want to indicate only a noun. That's why, for example, we say *theory of relativity*. In this case, if we choose answer choices that use *of* instead of *that*, we seem to be talking more about theories of land mammals; we are not identifying the action of those land mammals. In other words, with the '*that*', we are leaving out what it is that the theory purports the **mammals** did.

Crises is the plural of crisis

Data is plural of datum

In SAE, we generally use *do* to replace "regular" verbs, i.e., verbs that are not linking verbs, verbs that use modals, etc.

For example:

Megumi speaks Japanese better than I do.

But you already knew that, I'm sure.

Look at the following examples for something (perhaps) new:

Megumi has visited more countries than I have.

We can use *have* again because *have* is an auxiliary verb here.

Megumi has more skirts than I do.

Here, *has* is NOT an auxiliary verb, and in SAE, we cannot use the verb *have* in the second bit.

Here's what you need to know:

having + past participle

is used to express actions that are **finished** and to show that one thing comes **after** another.

Furthermore, there is usually a "because relationship between the two.

For example:

Having eaten already, I turned down Megumi's invitation to dinner.

This sentence is okay.

But this next sentence is NOT okay, because the two things should be happening at the same time (basically the same grammar point found in this question):

Having been sick and having felt tired, Alan did not want to go to work.

All the things in this sentence are happening at the same time, so we should NOT use the "having + past participle" construction here.

And this sentence is incorrect because there's no "because relationship" between the two parts of the sentence:

Having set, the Sun rose some hours later.

The Sun will set and rise no matter what; setting doesn't cause rising, so we shouldn't use the "having + past participle" construction here.

"Modeled After" is the correct idiom

Hopefully is almost always wrong on GMAT

Usage Note: Writers who use *hopefully* as a sentence adverb, as in *Hopefully the measures will be adopted*, should be aware that the usage is unacceptable to many critics, including a large majority of the Usage Panel. It is not easy to explain why critics dislike this use of *hopefully*. The use is justified by analogy to similar uses of many other adverbs, as in *Mercifully, the play was brief* or *Frankly, I have no use for your friend*. And though this use of *hopefully* may have been a vogue word when it first gained currency back in the early 1960s, it has long since lost any hint of jargon or pretentiousness for the general reader. The wide acceptance of the usage reflects popular recognition of its usefulness; there is no precise substitute. Someone who says *Hopefully, the treaty will be ratified* makes a hopeful prediction about the fate of the treaty, whereas someone who says *I hope (or We hope or It is hoped) the treaty will be ratified* expresses a bald statement about what is desired. Only the latter could be continued with a clause such as *but it isn't likely*. It might have been expected, then, that the initial flurry of objections to *hopefully* would have subsided once the usage became well established. Instead, critics appear to have become more adamant in their opposition. In the 1969 Usage Panel survey, 44 percent of the Panel approved the usage, but this dropped to 27 percent in our 1986 survey. (By contrast, 60 percent in the latter survey accepted the comparable use of *mercifully* in the sentence *Mercifully, the game ended before the opponents could add another touchdown to the lopsided score*.) It is not the use of sentence adverbs per se that bothers the Panel; rather, the specific use of *hopefully* in this way has become a shibboleth. None is one of the indefinite pronouns that is singular or plural. There used to be a old rule that defined that none is less than zero so it inherits a singular verb. However it is used in different context many times, and I would agree with you that since 'pregnancies' is plural, it should take a plural verb, but with the choices given...D is definitely the best answer, and that is what ETS will look for.

Example: In this question I think **none** of the answers **are** correct.

Jojo had so little money when she was in college that she couldn't even afford to buy new clothes, much less take a vacation.

quote:

10. However much United States voters may agree that there is waste in government and that the government as a whole spends beyond its means, it is difficult to find broad support for a movement toward a minimal state.

- (A) However much United States voters may agree that
- (B) Despite the agreement among United States voters to the fact
- (C) Although United States voters agree
- (D) Even though United States voters may agree
- (E) There is agreement among United States voters that

This is a very commonly asked question. The reason C is not the answer is that C changes the meaning.

Look at these simplified sentences:

- However much you complain, I will not change my mind.

This sentence means *no matter how much you complain, I will not change my mind.*

Or, to put it in a more precise way, *my resolve to stick to my decision will not wane even if the degree of your complaining increases.*

This meaning is quite specific. Now compare it to this sentence:

- Although you complain, I will not change my mind.

This sentence means even though you complain, I will not change my mind. This meaning is pretty simple, and doesn't need any more explanation, I think. So, even though the two meanings are quite close, they are in fact different, and between two grammatically correct and plausible sentences, we must go with the one that doesn't change the meaning of A.

4. What does "that which" refer to in this sentence. (correct answer is D)

The inhabitants of Somalia greeted the measures outlawing polygamy with a similar defiance that welcomed the prohibition of alcohol in the United States in the nineteen-twenties.

a...

- b. a similar defiance which welcomed
- c. a similar defiance to what welcomed
- d. a defiance similar to that which welcomed
- e. the same defiance welcoming

In English, instead of saying something like "that that" we say "that which."

For example:

The number we recorded this week is greater than that which we recorded last week.

is preferable to

The number we recorded this week is greater than that that we recorded last week.

In this sentence

The number we recorded this week is greater than that which we recorded last week.

that = number

and

which = number

Notice that this sentence equals

The number we recorded this week is greater than the number that we recorded last week.

So in our sentence here, we want to say:

The inhabitants of Somalia greeted the measures outlawing polygamy with **a defiance that was similar to the defiance** that welcomed the prohibition of alcohol in the United States in the nineteen-twenties.

This is a great SC trick!

Adjectives modify nouns; adverbs modify verbs, adjectives, and other adverbs.

Sometimes in SC we must choose which to use according to the meaning.

- supposed Mediterranean **predecessors**.

This sentence means that we are not sure whether these things are actually **predecessors**.

- supposedly **Mediterranean** predecessors.

This sentence means that we are not sure whether these things are actually **Mediterranean**.
The answer is B, not D.

Test Taking Strategy

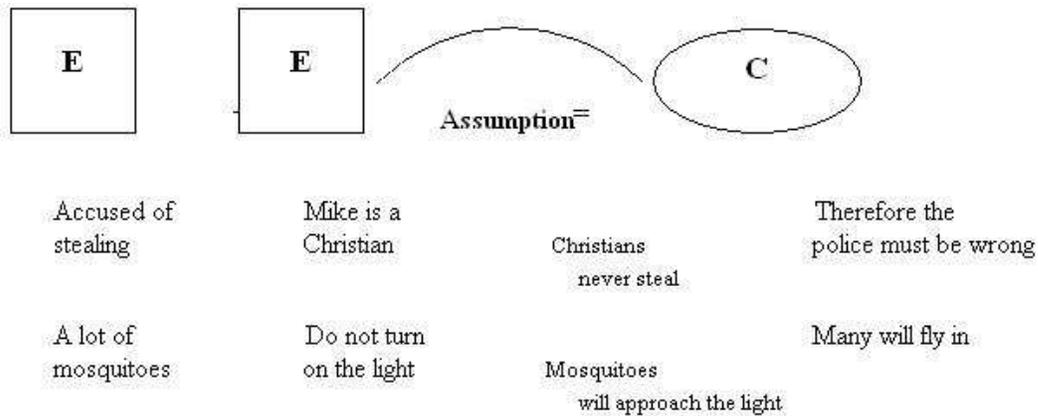
Critical Reasoning

On verbal part of the GMAT, you will encounter about 14 Critical Reasoning questions of various lengths (sometimes you will even need to scroll to read all the answer choices). In 99 per cent of cases, you will have a short passage with one question right under it. The argument you meet can be anything from a classical argument to an advertisement or a dialog. The questions will ask you to manipulate the argument to weaken/strengthen it, find the conclusion, assumption, explanation, do an inference, supplement a statement, or even tell how its parts are related to each other. On average, you will have 1:50 for each question, but it is recommended that you try to stay within 1:30 on CR (Critical Reasoning) questions since you will need to save some time for Reading Comprehension.

It is recommended that you read through Kaplan's Verbal workbook or the Section of CR in the Kaplan GMAT book with CD, 5th edition. Both of the books are good for building a solid background; in our sessions, we will develop further the techniques described in these books, yet will not rely on them for exercises or anything else.

First of all, Critical Reasoning is ability to reason clearly to evaluate and judge arguments. You are using this skill a lot during you everyday life while reading newspapers or watching movies. When you think that the movie is pushing the limit of the Reasonable or the news sounds less reasonable than the movie that was pushing the limit, you are using your CR skills to produce these conclusions. Besides the Verbal part on the GMAT, you will also need good argumentative skills to beat the essays since one of them is to construct an argument, and the other is to evaluate one. As a rule, GMAT CR questions will ask you to manipulate the argument to weaken/strengthen it, find the conclusion, assumption, explanation, do an inference or supplement a statement, etc. Whatever it is that you have to do, you will need 2 things to succeed: know the basic structure of arguments and clearly understand the argument.

In general, about 80% of GMAT arguments consist of evidence, usually 2 pieces, a conclusion - the main point of an argument, and an assumption - the bridge between the evidence and conclusion. The majority of the arguments you encounter on the test will be 3 step arguments: **Evidence1 + Evidence2 = Conclusion.**



Example 1. Last week Mike was detained for shoplifting at a groceries store near his house, but he has been a Christian for 10 years, therefore, the police must have been wrong accusing him in stealing.

We have here two pieces of evidence: Mike was accused of stealing and that his is a Christian. The conclusion is that the police are wrong. Therefore, our huge assumption here is that a Christian could not have stolen anything.

Example 2. There are a lot of mosquitoes outside today, please do not turn on the light in the room because a lot of them will fly in.

There is no set scheme for structure in GMAT CR, but since the majority of the arguments are only a few sentences long, the conclusion usually comes in the first or the last sentence.

However, some of the arguments you encounter will not have a conclusion at all or will have just an implied one.

Let's go through the strategy to approach CR questions; we will cover it today in general and then will practice some of the crucial steps one by one and then in the third session will consolidate the approach.

Critical Reasoning Strategy

[We want to warn you immediately that this strategy is not the easiest way to do CR (the easiest would be read-and-answer), but it lets you get the most questions right spending less time per correct answer. The bottom line is that it won't be easy to follow this strategy but if you do, it will reward you]

1. Read the question (this needed so that you would know what to look for and what to do: find an assumption, weaken, infer something or else; do not worry about the details in the question, read for keywords, such as strengthen, deny, or explain. Sometimes at the end of the Verbal section on the test, your brain won't even hold a keyword, so you may want to write it down symbolically; e.g. + for strengthen or - for weaken).
2. Read the passage (Read it very attentively because in contrast to Reading Comprehension, there is very little text here and mostly everything is important; try to read only once. Reread only hard texts).
3. As you read, look for the problem in the passage (evaluate how convincing it is)

4. Paraphrase the passage (this a very important step because when you do a paraphrase, you check whether you understood the passage and at the same time you extract the skeleton of the argument, making it easier to identify the conclusion and the assumption. Very often, the paraphrase of the passage will be pretty close to the conclusion. It is not surprising, since the conclusion is the main point and evidence just supports it.) Your paraphrase should be as close to the text and as simple as possible so that you would understand it easily and at the same time could fully trust it. Do not make it too general nor too detail oriented. When you do a paraphrase, do it in three steps: Evidence1, Evidence2, and Conclusion; put "therefore" word before you start your conclusion, this will help you to set it off.
5. Read the question again (now with more understanding of what is being asked; reading the question 2 times, will also help you to make sure you answer exactly what is stated and that you understand the question.)
6. Answer before reading the answer choices (Why do this? Two reasons: one, if you can think of the correct answer or at least the general direction that the answer choice needs to be, you will identify it among the wrong choices much faster, thus spend less time reading the answers, which usually take 30 seconds to cover. The second reason is that often test takers are seduced by the author's wording. One reads a few words that were used in the passage and the brain identifies this choice with the passage, thus making it seem more right that it needs to be. The more problems you practice with, the more chance is you will guess the right answer even before reading it. And there is nothing more pleasant than seeing YOUR answer choices among the listed.)
7. Go through the answers, first time scan them for YOUR answer choice (usually you will guess correctly in 60-70% of cases), if you did not find it, reread them more attentively.
8. Draw a grid to eliminate the wrong answers easier. Use "+" for a sure answer, "-" for a definitely wrong answer choice, and "~" or "?" for an answer that may be right or questionable. This will help to concentrate only on a few answer choices and will prevent you from reading same answers several times if you get confused or keep having troubles locating the right answer.

A	-	+
B	?	-
C	-	-
D	-	-
E	-	+

9. Always remember to think how the answer choice relates EXACTLY to this situation; it may be out of scope by being too general. E.g. Advertisement:

For sinus pain, three out of four hospitals give their patients Novex. So when you want the most effective painkiller for sinus pain, Novex is the one to choose.

Which of the following, if true, most seriously undermines the advertisement's argument?

- (A) --
- (B) --
- (C) Many drug manufacturers increase sales of their products to hospitals by selling these products to the hospitals at the lowest price the manufacturers can afford.
- (D) Unlike some competing brands of painkillers, Novex is available from pharmacies without a doctor's prescription.
- (E) --

As about this session we will be mostly concerned with one of the most important parts of a gmat argument, Assumption. Many CR questions directly ask for an assumption or are based

on them, such as weaken and strengthen questions. Also, assumption of an argument is one of the only parts that we can influence to destroy or solidify an argument; thus if we can disprove an assumption, we can negate the whole argument because the conclusion will not make sense. On the other hand, if we can strengthen our assumption, thus patch a possible hole, we will create a stronger argument and our conclusion will be more credible.

(Sometimes some of the evidence is doubted or is amended to add new meaning and change the argument, but generally, it is the assumption that is attacked to destroy an argument. In a case when evidence is completed with more info, we can still say that it is the assumption that the evidence we had was valid is being destroyed). Thus, to succeed in CR, it is crucial that you are able to extract an assumption fast; it will save you time on many questions. Practicing with assumptions does not take too long; 2-4 hours and your skills will be on top. Also, you will be a better speaker and a more critical writer if you are able to see assumptions of the writer who argues against you because as we have said, if you can kill an assumption, you will damage the argument. For example, if we play with Example 1 and add a piece of evidence that says that Christians sometimes steal, we will not be able to say with confidence that the police are wrong about Mike being a thief, since evidence proves that Christians do steal.

We will also cover one of the most important steps of the CR approach, paraphrase.

Paraphrase allows you to check how well you understood the passage as well as to see the structure stripped. Paraphrase should not take you more than 5-10 seconds after you have read the passage. Sometimes it is useful to write down some complicated relationship or something that will help you to understand the passage better, such as a diagram, for example. Other than that, don't write down anything else, the passage that you read will be so short that you should be able to remember all the details without writing down anything.

Today we were supposed to learn that **the assumption** of an argument is

- a bridge (link) between the evidence and the conclusion of an argument
- never stated in the text
- is the most vulnerable element of an argument
- is the only element in the argument that can be influenced
- should be easy for you to find by now

Paraphrase

- Should be brief and take 5-10 seconds
- Will state the main idea of the passage and be close to the conclusion
- Will help you to understand the passage better
- Will reveal the conclusion, evidence, and eventually, the assumption
- Start your conclusion with Therefore

*For more material and information, please visit Tai Lieu Du Hoc at
www.tailieuduhoc.org*

APPENDIX A. Absolute Phrases: Introduction

An absolute phrase is a modifier (quite often a participle), or a modifier and a few other words, that attaches to a sentence or a noun, with **no conjunction**. An absolute phrase **cannot** contain a finite verb.

Absolute phrases usually consist of a noun and a modifier that modifies this noun, NOT another noun in the sentence. **Absolute phrases are optional in sentences, i.e., they can be removed without damaging the grammatical integrity of the sentence.** Since absolute phrases are optional in the sentence, they are often set off from the sentence with commas or, less often, with dashes. We normally explain absolute phrases by saying that they modify entire sentences, rather than one word. This is an important concept, since many similar phrases that we work with modify other words. For example, adjectives modify nouns, and adverbs can modify verbs, adjectives, and other adverbs. That said, however, in some cases, it seems to make more sense to say that absolute phrases modify nouns. We will look at some of these examples a bit later.

First, let's look at some examples of absolute phrases:

- **Her determination stronger than ever**, Nexisa resolved not to give up until she had achieved her dreams.
- **The sun shining bright and the pale blue sky forming a backdrop of the Sacre Coeur**, Carl stepped into his future as a traveler and observer.
- **Still young boys**, Matt and Erin Billy awoke early one Christmas morning with sleepy eyes, completely unaware that they were sleeping not in the beds they had gone to sleep in, but in one of their presents that year -- a new set of bunk beds.
- We finished the hearty meal quickly, **our appetites satisfied, our minds at peace.**
- **All things being equal**, the active voice tends to be correct more often than the passive on standardized tests.

Please notice that in every case the absolute phrase provides some sort of information that works to put the whole sentence or idea in context. **Please also notice that the absolute phrases themselves do NOT contain verbs, nor are they connected to the main sentence with a conjunction.** Finally, please notice that the primary components of most (but not all) of these absolute phrases are a noun + a modifier, although it is possible to use only a modifier.

Here is the next pattern we should know:

a. noun + participle phrases

This is one of the most common ways to form an absolute phrase. It might be helpful for some people to imagine this pattern with a verb between the noun and the participle. For example, if you say "*The question was still unanswered*", you have a complete sentence; if, on the other hand, you say "*The question unanswered*" and you then attach that phrase to a main sentence, then you have an absolute phrase.

Here are some examples. The absolute phrases look like this.

- The question still unanswered, the teacher decided to address the confusion of her students more closely.
- The train running late, we decided to get off at the next stop and take a taxi home.
- There are many industries in California vital to its economy, with technology being one of the most important.

Compare these sentences with the verbs and conjunctions in them:

- The question was still unanswered, and the teacher decided to address the confusion of her students more closely.
- The train was running late, so we decided to get off at the next stop and take a taxi home.
- There are many industries in California vital to its economy, and technology is one of the most important.

Important! Although many of these absolute phrases could be written with the word *being* in them, **more formal English and ETS! tend not to use *being* when *being* is optional**. If you've studied GMAT Sentence Correction for a while, then you know that the word *being* raises a big red flag on the test!

Here are some examples:

- The movie being over, we left the theater.

This sentence could be rewritten like this:

- The movie over, we left the theater.

Similarly, *having* + past participle is often so semantically similar to the sentence without it that many sentences are written without *having* + past participle.

An example would be very good here:

- Having been chosen to head the committee, Angus Ng thought about how he could help raise money for his chess club at Harvard.

This sentence could look like this:

- Chosen to head the committee, Angus Ng thought about how he could help raise money for his chess club at Harvard.

This concept is important for the Sentence Correction section of the GMAT, so if you're preparing for that test, pay attention to this!

b. noun + adjective

Another pattern is to use an adjective after the noun it modifies.

Look at these examples:

- Their **meal** still not ready after 45 minutes, the hungry and angry customers left the restaurant.
- His hat in hand and pride in check, Horace asked his former boss for his job back.
- The previews still showing, Kelly and Chris decided to leave the theater and enjoy the sunny day.

APPENDIX B. Subject/Verb Inversion

So you already know that the GMAT test is an adaptive test, meaning that your score goes up or down depending on the difficulty of the questions that you answer correctly or incorrectly. On the sentence correction section of the GMAT, the questions that test you on subject/verb inversion tend to be the harder questions, and are therefore worth more points.

So, to raise your GMAT score, you should be very familiar with most or all of the items on this list.

There are at least eighteen types of inversion as listed in the e below:

Type	Examples	Notes
1. neg intro	Never do I sleep . Only at night can I study . In no way could I help you with your Japanese grammar question. I believe that only rarely will I need your help . Not until I got home did I realize that my shoes were untied .	Question form is obligatory. Used with all verbs. This one is very common on the TOEFL and somewhat common on the GMAT and GRE. We need to learn the various types of words and phrases that require this type of inversion. Notice that sometimes the inversion occurs right after the neg intro form and sometimes it occurs in the next subject and verb. See Neg Intro for more info.
2. intro adverbial	Into the room ran the lady . First comes love , then comes marriage . After A comes B , then comes C , next comes D . Down came the rain and washed the spider out.	Inversion is optional. Used with be-verbs, linking verbs, and verbs of direction. This one is less common on the TOEFL, but more common on the GMAT and GRE. Notice that sometimes we have an adverb, like first and down and sometimes we have an adverb phrase like into the room or after A. These adverbs and adverb phrases usually show location or direction. This type of inversion usually only occurs with be-verbs, linking verbs and verbs that show direction or movement, like come, go, run, etc.
3. intro -ed	Found in San Francisco is Lombard Street , the so-called crookedest street in the world.	Inversion is obligatory. Used with be-verbs. This one is very common on the

Type	Examples	Notes
	<p>Lost among the old tables and chairs was the priceless Victorian desk. Located between San Francisco and Marin County is the Golden Gate Bridge.</p>	<p>TOEFL, GMAT, and GRE. This type of inversion usually occurs with be-verbs, but sometimes with linking verbs. Notice that the phrase is the complement of the be-verb.</p>
4. comparatives	<p>Cheetahs run faster than do antelopes. You speak Chinese better than do I. Jessica is more interested in Computer Science than is Benjamin.</p>	<p>Inversion is optional. Used with all verbs. This form of inversion is common on the TOEFL, GMAT, and GRE. We normally only have inversion here if we are comparing subjects of the verb, not objects. For example, in the following two sentences, we are comparing objects, carrots and potatoes, not the subject I: I like carrots more than I do potatoes. I like carrots more than do I like potatoes. Now, in this sentence, we are comparing subjects, I and my friend Carl: I like carrots more than does my friend Carl.</p>
5. intro comparative	<p>Bigger than an apatosaur is the blue whale. More important than your personal statement is your GPA. No less impressive than the invention of the laser was the development of the wheel.</p>	<p>Inversion is obligatory. Used with be-verbs. This form is more common on the GMAT and GRE than it is on the TOEFL. Notice that we can only use this form of inversion when the verb is a be-verb since in every case, the comparative is the complement of the be-verb. Remember that less than is also a comparative.</p>
6. as	<p>Megumi is from Japan, as is Sato. So-eun wants to leave early today, as does Oi. If thrown into the water, camels can swim, as can cats.</p>	<p>Inversion is obligatory. Used with all verbs. We can only use inversion if we are using as for comparisons. as is one of the trickiest words in English; it can have many different meanings.</p>
7. so... that...	<p>So happy was I that I bought</p>	<p>Question form is obligatory.</p>

Type	Examples	Notes
	flowers for everybody in class. So quickly did she leave that we did not even realize was gone. So rarely does a comet appear visible to the naked eye that when one does, it is considered a major event.	Used with all verbs. This is not so common on the TOEFL, but is fairly common on the GMAT and GRE. The so... that... clause must be before the verb in for this type of inversion.
8. <i>had, should, were</i> for <i>if</i> -clauses	Had I remembered Tomomi's birthday, she wouldn't be mad at me now. Should you need a hand , I will be more than happy to help you. Were I you , I think I would study more for your exam tomorrow.	Inversion is obligatory. Used with all verbs. This is somewhat common on the TOEFL and more common on the GMAT and GRE. This type of inversion is kind of special. Notice that we can only use this type of inversion when we are using an if-clause. In other words, if is omitted: even though the word if does not appear in the clause, we still have the meaning of an if-clause. For more information, see had, should, were.
9. there is, there are, there exists, there comes, etc.	There is a good restaurant nearby. There comes a time in every person's life when she realizes that she is responsible for her own happiness, not other people. Scientists hypothesize that there exists a certain type of particle that can travel faster than the speed of light.	Inversion is obligatory. Usually used only with these verbs. This form of inversion is common on the TOEFL, GMAT, and GRE, as well as in spoken and written English. Most people remember there is and there are. BUT we must also remember that there are other verbs that we can use instead of is and are. The most common ones are exist, come, and go.
10. here is, here are, here comes, here come	Here is some good food for you to try. Here are the books that I don't need anymore. Here comes the bus !	Inversion is obligatory. Usually used only with these verbs. You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE. It could, however, appear on the Listening Comprehension Section of the TOEFL. We use this form mostly in spoken English.
11. intro -ing	Burning out of control was the forest located in the foothills of the Sierra Nevada mountains.	Inversion is obligatory. Used only with be-verbs. This form is not common on the

Type	Examples	Notes
	Coming in last in the race was Joe "Elephant Legs" Blow. Not helping the situation was little Susie, who was throwing newspaper on the spreading fire.	TOEFL, but might show up on the GMAT or GRE. Notice the intro -ing phrase is the complement of the be-verb.
12. emphasis	Boy am I hungry. Is it ever hot in here! Do you know how to cook!	Inversion is optional. Used with all verbs. You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE. It could, however, appear on the Listening Comprehension Section of the TOEFL. We use this form mostly in spoken English.
13. the bigger, the better	The closer an object is to another object, the greater is the gravity between the two objects.	Question form is optional. Used with all verbs.
14. questions	Is this the last example? Do you enjoy reading these lists? Are we finished yet?	Inversion is obligatory. Used with all verbs. You will probably not see this on the grammar section of the TOEFL (TOEFL doesn't test questions anymore) or on the GMAT or GRE. It would, however, appear on the Listening Comprehension Section of the TOEFL.
15. "story speech"	"I think it's time to go," said Susan. "It's time for you, but not for me," replied Gary. "Maybe we should collect our thoughts for a moment," commented Lany.	Inversion is optional. Used with verbs that report speech. You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE.
16. nor	No one has volunteered for the job, nor do we expect anyone to volunteer in the future. Hok-ming cannot speak Portuguese, nor can José speak Cantonese. The zoo regulations will not permit you to touch the animals, nor would most people advise	Inversion is obligatory. Used with all verbs. You might see this on the adaptive TOEFL if you are scoring high and it could appear on the GMAT or GRE. Remember that nor is considered a conjunction, but we use it between two sentences (not between any

Type	Examples	Notes
	you to do so.	two elements like the other conjunctions).
17. "so do I"/ "neither do I."	"So do I." "So can Terry." "Neither do most people I know."	Inversion is obligatory. Used with all verbs. You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE.
18. intro adjective	Beautiful beyond belief was my baby daughter. Happy about their acceptance into their dream schools were Lany and Tomo. Quick and painless will be your medical procedure.	Inversion is obligatory in most cases. Used with be-verbs. This one is fairly rare and probably would not appear on the TOEFL, but you might see it on the GMAT or GRE. Inversion is sometimes not used in poetic language.

What does *Question form is obligatory* mean?

This simply means that you MUST invert the subject and the verb in this construction.

In other constructions, inversion is optional, but in these constructions, it is required.

For example, you may say:

- She runs faster than **do** most of her classmates.
(**verb** comes before the subject)

or

- She runs faster than most of her classmates **do**.
(subject comes before the **verb**)

BUT

- Never **have I heard** such a thing!

CANNOT become

- XX Never **I have heard** such a thing! XX

APPENDIX C. Prepositions

Rule

the most important rule for prepositions is:

preposition + noun

This is the TestMagic list of most of the prepositions you will ever see on the TOEFL.

There are a few more prepositions in English that are not listed here, but you will probably not see them on the TOEFL since they are fairly uncommon. This list is very important-you should know at least 90% of this list. And don't forget, **after every preposition, we must have a noun, and only a noun; NEVER can we have a verb after a preposition.**

Be careful!!

Six (6) of these prepositions can also be subordinating conjunctions. In other words, they can be followed by a noun or by a sentence, depending on the meaning.

Huh? Can you show me some examples??

Sure, no problem. Look:

• **After** lunch, I felt sleepy.

o In this sentence, **After** is a preposition and is therefore followed by only one noun, **lunch** (no verb here!!).

• **After** I worked twelve hours, I felt tired.

o In this sentence, **After** is a **subordinating conjunction** and is followed by a sentence, **I worked twelve hours.**

• I worked **until** midnight.

o Here, **until** is a preposition and is followed by a noun, **midnight**. No verbs, please!!!

• I worked **until** I felt tired.

o In this sentence, **until** is a **subordinating conjunction** and is followed by a sentence, **I felt tired.**

List

1. aboard

2. about

3. above

4. absent

5. according to

6. across

7. after (This one can also be a subordinating conjunction . In other words, it can be followed by a noun or a sentence, depending on the meaning).

8. against

9. ahead of

10. all over

11. along

12. alongside

13. amid or amidst

14. among

15. around

16. as (This one can also be a subordinating conjunction . In other words, it can be followed by a noun or a sentence, depending on the meaning).

17. as of

18. as to

19. as + ADVERB OF TIME + as

20. as early as

21. as late as
22. as often as
23. as much as
24. as many as, etc.
25. aside
26. astride
27. at
28. away from
29. bar
30. barring
31. because of
- 32. before (This one can also be a subordinating conjunction . In other words, it can be followed by a noun or a sentence, depending on the meaning).**
33. behind
34. below
35. beneath
36. beside
37. besides
38. between
39. beyond
40. but
41. by
42. by the time of
43. circa
44. close by
45. close to
46. concerning
47. considering
48. despite
49. down
50. due to
51. during
52. except
53. except for
54. excepting
55. excluding
56. failing
- 57. for (This one can also be a subordinating conjunction . In other words, it can be followed by a noun or a sentence, depending on the meaning).**
58. for all (this means *despite*)
59. from
60. given
61. in
62. in between
63. in front of
64. in keeping with
65. in place of
66. in spite of
67. in view of
68. including
69. inside
70. instead of
71. into
72. less

- 73. like
- 74. minus
- 75. near
- 76. near to
- 77. next to
- 78. notwithstanding
- 79. of
- 80. off
- 81. on
- 82. on top of
- 83. onto
- 84. opposite
- 85. other than
- 86. out
- 87. out of
- 88. outside
- 89. over
- 90. past
- 91. pending
- 92. per
- 93. plus
- 94. regarding
- 95. respecting
- 96. round
- 97. save
- 98. saving
- 99. similar to
- 100. since (This one can also be a subordinating conjunction . In other words, it can be followed by a noun or a sentence, depending on the meaning).**
- 101. than
- 102. thanks to (this means *because of*)
- 103. through
- 104. throughout
- 105. till
- 106. to
- 107. toward or towards (both forms are correct, but *toward* is considered slightly more formal)
- 108. under
- 109. underneath
- 110. unlike
- 111. until (This one can also be a subordinating conjunction . In other words, it can be followed by a noun or a sentence, depending on the meaning).**
- 112. unto
- 113. up
- 114. upon
- 115. up to
- 116. versus
- 117. via
- 118. wanting
- 119. with
- 120. within
- 121. without