

POINTS TO REMEMBER

1. **'Just as X, so does Y' – E.g.** Just as Divine creation culminates in the Sabbath, so does human creation.
2. **The same to X as to Y**
3. **Not v/s no:** 'He is not a ...' and 'He is no ...' have different meanings. '*He is not an English teacher,*' means just what it says: The man is something other than an English teacher. But '*He is no English teacher*' means the man seems to think he is, but the speaker or writer doesn't believe he's worthy of the description.
Also '*He is no happier than he was 2 years ago*' is better than '*He is not any happier than he was 2 years ago.*'
4. **More quickly v/s quicker:** 'Quicker' preferably modifies nouns, and 'more quickly' modifies verbs. Consider '*My favorite newspeople have quicker minds than some others I might name.*' Here 'quicker' modifies the noun 'minds,' and 'more quick' would sound goofy. But '*Some newspeople talk more quickly than others.*' Here 'more quickly' is modifying the verb 'talk' -- and this time, wouldn't 'quicker' sound goofy?
What this means grammatically is that it's fine to 'inflect' the adjective 'quick': 'quick,' 'quicker,' 'quickest.' But it's usually best to use 'more' and 'most' to create the comparative forms of the adverb. 'Quick' can be an adverb (as in 'Tell me quick!'), but the more usual form is 'quickly': 'quickly,' '**more quickly,**' '**most quickly.**'
5. **'Very unique' is a cliché based on an absurdity and is INCORRECT.** Unique is one of a kind; it cannot be 'intensified' with most or very.
6. **So much as – 1) But rather. E.g. I'm not looking at her so much as I am studying her hat. 2) Even. E.g. From outside, no one could see so much as a light on in the house.**
7. **So + adjective.....as – E.g.** Climatic shifts are so gradual as to be indistinguishable at first from ordinary fluctuations in the weather.
8. 'So as to' means 'in order to'. Though it is not preferred in GMAT when 'so that' (with proper usage) is present, it is not a wrong conjunction per se. But note that split forms of 'so as to' & 'so as not to' are **always** wrong in GMAT.
9. The airplane flights differed as to their arrival times. – **INCORRECT.** 'As to' always wrong in GMAT
The airplane flights differed as regards their arrival times. – **INCORRECT.**
10. **Necessity of X (not necessity for X)**
11. **'Should....be' = 'If....is'. E.g. (Should she win the lottery) / (If she wins the lottery), she will buy herself a house. (see this) & (this)**
12. **Usual v/s Is Usual:** 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. 1) *He is faster than is usual for any human being* – **CORRECT.**
E.g. 2) *He is faster than usual today* – **CORRECT**
E.g. 3) *A Mercedes is more expensive than usual for a car* – **INCORRECT**
E.g. 4) *A Mercedes is more expensive than is usual for a car* – **CORRECT**
13. **Neither A or B, nor C.**
14. **Not A or B, nor C. E.g. Contrary to popular opinion, the movement toward a service economy is *not* leading to lower standards of living *or* to a more unequal distribution of income, *nor* is it displacing the physical production of goods.**
15. **Use of 'nor' without 'neither' is correct too. E.g. 1) No one has volunteered for the job, *nor* do we expect anyone to volunteer in the future. E.g. 2) Hok-ming cannot speak Portuguese, *nor* can José speak Cantonese.**
16. **'Situation in which' is better than 'situation where'. 'Phenomenon in which' - CORRECT, whereas 'Phenomenon where/when' – INCORRECT.**
17. **'Twice/thrice as many' but 'half/quarter of'**
18. Adverb **twice** cannot be an object of preposition 'by'. 'Increase by twice' is incorrect; 'doubled' is correct
19. 'Award' does not need a preposition. Thus **'to award with' – INCORRECT. But 'rewarded with' – CORRECT. E.g. 1) He was awarded the 'Paramveer Chakra.' E.g. 2) His bravery was rewarded with the 'Paramveer Chakra.'**
Also 'To give an award for' – **CORRECT.**
20. **'Due to' v/s 'because of':** '**Due to**' modifies nouns and often follows 'to be' verbs (is, was, were, am, etc.). **E.g. My loss of appetite was due to a stomachache.** In this case, 'due to' modifies 'stomachache' and follows the 'to be' verb, 'was.' Also 'due to' is not same as 'because', though it can be used in place of 'caused by'.
'Because of,' on the other hand, modifies verbs. **E.g. I lost my appetite because of a stomachache.** In this case, 'because of' modifies the verb, 'lost.'
A good rule of thumb: Use 'because of' if you can answer the question, 'Why?' without a complete sentence. Why did you lose your appetite? You'd answer, 'Because of a stomachache.'
21. **'In that' v/s 'because':** 'In that' is used to talk about some aspects, and 'because' is used to talk about all aspects. 'In that' qualifies the previous sentence, while 'because' is just used to show a simple causal relationship.

E.g. *Going to Ivy league college is very stressful because it includes huge expenses.*

This would mean going to Ivy league college is very stressful in all aspects.

E.g. *Going to Ivy league college is very stressful in that it includes huge expenses.*

This would mean going to Ivy league college is very stressful from economic point of view.

In GMAT, 'in that' generally beats 'because.'

22. 'On account of' v/s 'because of' v/s 'because':

1) The National Museum of American History owns Harley-Davidsons of various vintages on account of having evolved into an American touchstone.

- A. on account of having
- B. on account of their having
- C. because they have
- D. because of having
- E. because it has

SOL: C

2) In an interview with the Financial Times last week, Solomon Maah accused the government of a campaign against his family business interests because it wanted to discredit his brother Timothy.

- A. on account of wanting to discredit his brother Timothy
- B. on account of its wanting to discredit his brother Timothy
- C. because it wanted to discredit his brother Timothy
- D. because of wanting to discredit his brother Timothy
- E. being it wanted to discredit his brother Timothy

SOL: C

3) This pattern of genetic inheritance has not been studied, primarily on account of the late onset and relatively benign course of the trait.

- A. on account of the late onset
- B. on account of their having a late onset
- C. because of the late onset
- D. it is because of the late onset
- E. it is because they have a late onset

SOL: C

because of / on account of

The noun phrases which these prepositions introduce are often rather formal and it may be more natural to use because in informal, conversational English. But remember that ***because is a conjunction and must therefore be used to introduce a subordinate clause of reason.***

We had to give up the idea of a boat trip *because* it started to pour heavily.
***On account of* the heavy rain, we had to give up the idea of a boat trip.**

In this final example, there is a mismatch of formal and colloquial styles and it does not sound quite right. In the following examples, however, the prepositional phrase might be preferred as it is more succinct:

Why are you so late? On account of the traffic. Incredibly heavy!

Why are you so late? Because the traffic was so incredibly heavy on the road into London.

The correct choices: In 1 and 2, a subordinate clause starts with a pronoun of its own...

because they...; because it...

primarily, adv. to verb ***not been studied....*** because of [IDIOM; ***by the reason of...***] [and the reason is - noun clause]. In 3 we have a noun clause following ***because of***.

Thus 'because of' and 'on account of' should be followed by a noun or a pronoun, while 'because' is followed by a clause. When the structure of the clause is complicated, we should use 'because' instead of 'because of' or 'on account of.'

SOURCE 2:

'Because of' and 'on account of' should be followed by a noun or a pronoun and preceded by a verb as these two are a kind of preposition, while 'because' is followed by a clause as it is a conjunction.

So for 1 & 2 it's C, C

For 3, it's C again as 'because of' is more appropriate than 'on account of' as per usage is concerned in this particular sentence.

'On account of' = owing to, because of the fact that, as in.

We canceled the beach picnic on account of the bad weather forecast.

Primarily both are same still we will prefer 'because of' over 'on account of' as the former is adequate and more concise.

23. **Correct:** *Degler does more than merely summarize existing research; he constructs a coherent picture of two centuries of studies dealing with the changing roles of women.*
Incorrect: *Degler does more than merely summarizing existing research; he constructs a coherent picture of two centuries of studies dealing with the changing roles of women.*
24. **During and immediately after the California gold rush..... - CORRECT**
25. **From the time of its defeat by the Germans in 1940 until its liberation in 1944...**
26. a) For over...XXX years.
b) **64 years ago this month**, Nagasaki was the site of unprecedented attack on humanity in the history of mankind. – **CORRECT**. **64 years ago in this month - INCORRECT**
27. 'While' is used in two senses: 'At the same time' or 'whereas.' 'While' can be used only to compare two facts/clauses/senses that occur at the same time and not to compare those occurring in different timeframes. **E.g. 1) My father taught Jim while I ate. – CORRECT. E.g. 2) While they never forgave the Crusaders who overran their homeland, the Syrians have never absolved the French for taking territory from them. – INCORRECT.**
28. **'As' or 'even as' v/s 'while':** Used for actions occurred over a period of time. **E.g. As people age their thinking power generally comes down. 'While' would be unfit in this context.**
29. **'Had better (do)':** 'Had better' is most commonly used to make recommendations. It can also be used to express desperate hope as well as warn people.
E.g. 1) You *had better* take your umbrella with you today. - Recommendation
E.g. 2) That bus *had better* get here soon! - Desperate hope
E.g. 3) You *had better* clean up your room! – Warning
When speaking, people have a tendency to leave out *had*: *You better clean up your room!* But in writing, you had better keep *had*, either in full or as a contraction: *You had better not do that* or *You'd better not do that*.
30. May be (This is a word) is idiomatic, maybe (This means perhaps) is not idiomatic.
31. That X is called for is indicated both by Y and by Z.
32. 'To try to do something' - **CORRECT**. 'To try and do something' – **INCORRECT**
33. X ordered that Y be Z'ed, X ordered Y to be Z'ed, X ordered Y to do Z.
34. It's not correct to use 'can' after 'if'. **E.g. If the temperature drops below 0 degrees celsius, distilled water *can*/will freeze. Can – INCORRECT, Will – CORRECT.**
35. Would rather ← present tense if referring to myself and past tense if someone other than the subject is doing the action.
E.g. Would rather I speak ← present tense.
E.g. Would rather you spoke ← past tense
36. **Use of 'majority': 'Majority' should be used with count nouns only.**
'The majority of the water is dirty' is unidiomatic, because 'water' is a non-count noun. Thus,
Q) The majority of the talk was devoted to an account of the experimental methods used by investigators in the field.
a. The majority of the talk was
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
SOL: Choice B is correct.

Also 'majority', like the SANAM pronouns, takes plural as well as singular verbs.

Singular: When 'the totality itself' is meant. E.g. The student majority is opposed to the death penalty.

Plural: When the 'many individual parts of the totality' is meant. E.g. The majority of the students in this class are hard-workers.

If you mean the word to describe a collection of individuals, then the word should be treated as plural: 'The majority of e-mail users **are** upset about the increase in spam.' If the word is used to describe a collective group, then consider it singular: 'A 90% majority is opposed to scheduling the next meeting at 6:00 A.M.'

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

37. To X is to Y: According to the teachings of the Buddhist and Hindu religions, **to attain nirvana is to enter** a state of supreme liberation, leaving behind the desires that perpetuate the cycle of death and rebirth.

38. 'For all' or 'for all that' = despite, in spite of. 'Along with' = in addition to.

39. 'All in all' = all things considered, nevertheless. (not 'all and all')

40. 'As it is' = The way things are at the moment. E.g. I think you've drunk enough as it is.

41. 'As it were' = In a way, to some extent, so to say, so to speak, in a way.

42. 'In the main' = For the most part; Without distinction of one from others

43. In so far as = to the extent or degree that. E.g. In so far/insofar as it can be ascertained, the horse lung is comparable to that of man.

44. For = because

45. In as much as = in so much as = To such an extent that.

46. In that = For the reason that

47. Inverted verb-subject order is especially common in constructions that begin with 'There is' and 'There are.' Thus such constructions become candidates for subject-verb disagreement. **E.g. There are a young man and an old lady at the bus stop.**

48. a) Spacecraft, Aircraft – PLURAL

b) Business ethics - SINGULAR. Sales – PLURAL

c) Data, opera & agenda are plural forms of datum, operum & agendum. But in contemporary usage all the three are used as singular nouns.

d) Ensemble - SINGULAR

49. 'One of the X is' but 'One of the X that/who are': E.g. 1) One of the players is guilty of the crime. E.g. 2) One of the players who speak french is guilty of the crime.

E.g. 3) A series of unfortunate events is misunderstood. E.g. 4) A series of unfortunate events that are misunderstood.

50. Quantifiers like each, one, every, etc. always take singular verbs. E.g. 1) One of the people is E.g. 2) Each of the students is ...

But some others like SANAM pronouns, half, 10%, etc. may or may not refer to more than one thing. In cases of such quantifiers it depends upon the noun they are quantifying, i.e. whether the noun is a count noun or a non-count noun. If the noun is a non-count noun, then the quantifier will take a singular verb, whereas in case of a count noun it will take a plural verb. **E.g. 1) Most of the people are, 10% of the people are. E.g. 2) Most of the water is, 10% of the water is.**

51. 'Which' must replace a noun, and not a sentence or an idea. 'Where' must refer to an actual location. 'When' must refer to a time reference.

52. 'So' is used to replace a verb in a sentence whereas 'it' is used to replace a noun.

53. Where / While (Erin's explanation): 'Where' can be used in the sense of 'whereas', as can 'while'. However, if you have to choose between 'while' and 'whereas', you should go with 'whereas' (or 'where' in this case) if 'while' can be ambiguous in the sentence, since it can mean 'whereas' or 'at the same time that.' Here's an example of a sentence in which while can have an ambiguous meaning:

*Diana prefers to eat at McDonald's **while** Tom eats at Burger King.*

If 'while' means 'although' here, then we have the simple meaning of contrast--one prefers X, but the other prefers Y.

If 'while' means 'at the same time that' here, then we have a somewhat strange sentence that says that Diana enjoys eating at McDonald's when Tom goes to Burger King. In other words, something like Diana will enjoy it only when Tom is doing something else, kind of an illogical sentence.

54. Equivalent v/s equal v/s 'as much as' v/s 'as many as': 'Equivalent to', 'equivalent of', 'equal to' & 'as much as' are used for uncountable things. **E.g. Equivalent amount of resistance, a volume of water equal to Lake Michigan.** For countable things we can use 'as many as' or even 'equal in number'. **E.g. as many as 8 million voters turned up.**

Also equivalent is used in cases where we want to say that the two things are not entirely identical, but are almost equal.

55. Barely....when / before: E.g. 1) JaMarcus Russell barely had to wait before taking the stage. E.g. 2) Barely had the Asian countries recovered from the financial crisis when they were hit by the global slowdown.

Hardly ... when / before
Scarcely ... when / before
No sooner ... than

56. Rarely ever / seldom ever – **INCORRECT** (ever is redundant in both cases).

Rarely/seldom – **CORRECT**.

57. As good as...or better than X.

58. It is better to use 'each' than it is to use 'all' if you want to stress upon the independent nature of the concerned subjects. 'All' would be better if the subjects are working together.

59. 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 CORRECT**

I like to swim, run, and to dance.

I like to swim, to run, and dance. – **ARE INCORRECT**

60. '**Another**' v/s '**other**': When we're talking about two things (hands, for example), use 'the other':

- What do you have in that hand? What about the other hand?

More than two, use 'another':

- Do you want to see this movie? No, not really. How about another one?

Notice that 'another' doesn't mean any specific movie--just pick a movie that's not the one that I just declined.

61. **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.

a) each time, he has had to be sent to his

b) every time, it has had to be sent to his

c) each time, it has had to be sent to its

d) every time, it has had to be sent to its

e) 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).

62. '**A number of**' – **always takes a plural verb**. E.g. *A number of bowlers have tried it.*

'**The number of**' – **always takes a singular verb**. E.g. *The number of ants has increased.*

The usage 'to do something in **great/greater numbers**' is correct. E.g. *People are leaving California in greater numbers.*

63. **Hopefully** or **I Hope**?

Hopefully is an adverb which means what it ought to--'full of hope' or 'characterized by hope.' It normally modifies verbs.

Nonstandard English sometimes substitutes the word **hopefully** for **I hope** (or some other subject with the verb **hope**).

Correct: They listened hopefully for the sound of the rescue party.

(They listened with hope)

Incorrect: Hopefully, they will come in time.

Correct: I hope they will come in time.

So 'hopefully' is not almost always wrong, but its almost always used wrongly!

64. '**ing**' OR '**ed**':

Q1) The growth of the railroads led to the abolition of local times, which was determined by when the sun reached the observers meridian and differing from city to city, and to the establishment of regional times.

A. which was determined by when the sun reached the observers meridian and differing

B. which was determined by when the sun reached the observers meridian and which differed

C. which were determined by when the sun reached the observers meridian and differing

D. determined by when the sun reached the observers meridian and differed

E. determined by when the sun reached the observers meridian and differing

SOL:

E is correct.

In GMAT if the term (noun) before the which/ that clause is not being modified then GMAT wants us to use a phrase.

- Here, 'the abolition of local times' if followed by which/ that would modify the noun before the 'of' preposition structure (of + preposition object) therefore GMAT would like us to use a phrase. Therefore, we let the A, B and C go.

Now let us consider the noun 'local times' along with its modifier in isolation. To understand which option is correct, let us first try to construct how the clauses would have modified 'local time'

'local times, which were determined by when the sun reached the observer's meridian and which differed'

When we reduce an adjective clause to a phrase the rule is:

- 1. If there is a 'be' verb after the 'relative pronoun' (which/ that), then we simply remove the pronoun and the 'be' verb.
- 2. If 'be' verb is absent, then we remove the 'pronoun' (which/ that) and change the verb to verb-ing (participle)

Using the rules the sentence becomes:

'local times, determined by when the sun reached the observer's meridian and differing'

and this is the choice E.

Q2) The increased popularity and availability of televisions has led to the decline of regional dialects, language variations which originate from diverse ethnic and cultural heritages and perpetuated by geographic isolation.

- A. which originate from diverse ethnic and cultural heritages and perpetuated
- B. that originated from diverse ethnic and cultural heritages and perpetuated
- C. originated from diverse ethnic and cultural heritages and perpetuated
- D. originating from diverse ethnic and cultural heritages and perpetuated
- E. originating from diverse ethnic and cultural heritages and perpetuating

SOL: OA given is D.

Originating, a participle, is paralleled with perpetuated, a participle.

D maintains the parallel structure.

Choices A and B are wrong because 'which' and 'that' stand for 'language variations' and so neither can be the subject of 'perpetuated by..' (the second part of the sentence). Also usage of restrictive clause (which) in choice A and past tense form (originated) in choice B are inappropriate.

So A and B are out.

C) originated from diverse ethnic and cultural heritages and perpetuated - without a relative pronoun to introduce the terminal clause, we have a run-on sentence on our hands.

The verb must be in '-ing' form because it says more about language variations.

Down to D and E.

2 simultaneous actions

1st action -ing form and participle form(ed) (//const'n)

'When we reduce a verb to its -ing or -ed form, we must look at one and only one thing: whether the noun that it will modify is the subject or object of that verb.'

The -ing form is used for DOING the action, which means SUBJECT, which means ACTIVE voice.

The -ed form is used for RECEIVING the action, which means OBJECT, which means PASSIVE voice.'

This eliminates E.

D remains.

65. Present participial clauses are very interesting. They perform various functions in sentences. This particular sentence illustrates one of their uses.

USE 1: To express the consequences of an event. **E.g.** 'Keegan's point was valid', the grammarians said, forcing ETS to throw out the question and bump up the test scores of nearly 500,000 students, of the 1.8 million who took the test that day.

If we break down the sentence we can see its structure: The grammarians said 'Keegan's point was valid.' This forced ETS to throw out the question and bump up the test scores of nearly 500,000 students....

USE 2: The present participle allows the writer to combine two sentences into one while conveying the cause-effect nature of the relationship between the two ideas. **E.g.** *She said 'Yes,' making me the happiest man in the world.*

It was the action of saying 'yes,' not the 'yes' itself, that caused the speaker/writer to become the happiest man in the world.

66. CONTRAST CONJUNCTIONS - ALTHOUGH, INSPITE OF, DESPITE, BUT

'BUT' is used in order to express a contrasting situation and tells us that the normal expectation was belied in the situation described. **E.g.** *I took the GMAT BUT I did not apply to a Graduate School of Business.*

'ALTHOUGH' is a conjunction used to express a positive outcome in the face of a negative quality. **E.g.** *Although it was raining, we went to the movies.*

'EVEN THOUGH' is an extreme although. **E.g.** *Even though it was snowing heavily and the roads were treacherous, we went to the movies.*

Do you see the extreme situation presented in the sentence using even though?

'DESPITE' or 'INSPITE OF' is used to express a negative outcome in the face of a positive quality. **E.g.** *Despite its enormous resources, the United States lags the third world countries in grade school education.* **CAVEAT: GMAT answer choices do not normally use 'Despite' correctly. Before you are tempted to pick an answer choice using 'Despite' or 'Despite having' forms, check to see whether these expressions are indeed used to express a negative outcome in the face of a positive quality.**

67. Even though 'despite' is a preposition, it can be used in the form 'despite having' i.e. in the form 'despite + verb + ing'. Other forms are 'despite + noun' & 'despite the fact that' (the last one is not the best form, though – its too wordy!)

68. **Sensuous v/s Sensual:** 'Sensuous' means to appeal to the senses or to have strong sensory appeal. **E.g.** *The experience of reading an actual book is sensuous in a way that reading from a screen is not. The sauce is sensuous in its richness.*

'Sensual' is altogether more carnal in meaning. It basically pertains to fleshly or sexual appeal. **E.g.** *They think the movie is too sensual for young viewers.*

Hint: 'Sensual' and 'sexual' both end in 'ual.'

69. **Disinterested v/s Uninterested:** The words are often used interchangeably, but traditionalists prefer to keep them separate. Both mean 'without interest,' but 'interest' has several meanings. Disinterested means 'without a stake in' — without a bias, impartial. Uninterested means 'indifferent' or 'without a care about' — you just don't give a damn. You can be disinterested in something but not uninterested, and vice versa. For instance, because I'm not a betting man, I don't stand to gain or lose anything in the outcome of most sporting events; I might still enjoy watching a game: I'm disinterested but not uninterested. Conversely, I might not care about the intricacies of tax policies, but I certainly have a stake in the outcome: I'm uninterested but not disinterested.

70. **Toward v/s Towards:** They're interchangeable. Toward is a little more common in America, and towards a little more common in Britain; but both forms are perfectly acceptable in either place.

71. **Every Day v/s Everyday:** Keep 'em straight: everyday (one word) is an adjective, and means 'normal, quotidian, occurring every day, not out of the ordinary.' Other senses should be two words. **So: an everyday event happens every day.**

72. **Fictional v/s Fictitious:** The two words are very closely related in definition. It's their general use that differentiates them. Fictional pertains to persons, places, and events that appear in works of fiction. The Wizard of Oz is a fictional character.

Fictitious represents something that is created, taken, or assumed for the sake of concealment, such as a fictitious name.

73. **Childish v/s Childlike:** If you're a grownup, you wouldn't want to be thought of as 'childish,' but you might not mind being regarded as 'childlike.' Why? Basically, it's kind of bad to be childish, but it's kind of good to be childlike. Applied to an adult, 'childish' means inappropriately acting like or being like a child. **E.g.** *His behavior was so childish it was embarrassing. The two adults had a childish disagreement.*

On the other hand, 'childlike' means to retain some of the positive attributes of childhood into adulthood. **E.g.** *He had a refreshing, childlike innocence. We should all try to keep a childlike sense of wonder.*

74. **Currently v/s presently:** 'Currently' means 'right now' or 'at present' (what we assume both words mean). **E.g.** *Our waiter is currently adding up the bill for our meal.*

'Presently,' all appearances to the contrary, really means 'in a little while' or 'soon.' **E.g.** *Presently, our waiter will give us the bill for our meal.*

75. **Continual v/s Continuous:** 'Continual' means 'happening over and over again'; 'continuous' means 'happening constantly without stopping.' If you're continually on the Internet, it means you keep going on and off; if you're continuously on the Internet, it means you haven't gone off at all.

76. **Comprise:** Comprise traditionally means comprehend or contain, not constitute. In other words, a zoo comprises animals — it's not comprised of them (though it is composed of them). Avoid the phrase 'is comprised of.' It's wrong.

77. Remember that 'less' than is also a comparative.

78. Colon: A colon marks a pause for explanation, expansion, enumeration, or elaboration. Use a colon to introduce a list: thing one, thing two, and thing three. Use it to pause and explain: this sentence makes the point. Use it to give an example: this, for instance. There are other uses: the entry on Citation includes some tips on colons in bibliographies. Americans use it after the salutation in a formal letter: 'Dear Sir:' (the British use a comma, which we Americans restrict to less formal letters). ([Back](#))

79. Semicolon: Semicolons probably produce more confusion and misery than all the other punctuation marks combined. But they're really not very difficult to master. The semicolon has only two common uses. The first is to separate the items in a list, often after a colon, especially when the listed items contain commas: *'The following books will be covered on the midterm: the Odyssey, through book 12; Ovid's Metamorphoses, except for the passages on last week's quiz; and the selections from Chaucer.'* The semicolon makes it clear that there are three items, whereas using commas to separate them could produce confusion. ([Back](#))

The other legitimate use of a semicolon is to separate two independent clauses in one sentence: *'Shakespeare's comedies seem natural; his tragedies seem forced.'* Here's how to tell whether this one is appropriate: if you can use a period and begin a new sentence, you can use a semicolon. In other words, this kind of semicolon can always be replaced by a period and a capital letter. In the example, 'Shakespeare's comedies seem natural. His tragedies seem forced' is correct, so a semicolon can be used. (If you used a comma here — 'Shakespeare's comedies seem natural, his tragedies seem forced' — you'd be committing the sin of comma splice.)

It's risky to use semicolons anywhere else. There's no need for them after, for instance, 'Dear Sir' in a letter (where a comma or a colon is preferred). Don't use them before a relative pronoun ('She sold more than 400 CDs; which was better than she hoped') — it should be a comma, since the bit after the semicolon can't stand on its own. ([Back](#))

80. Among v/s Between: The simple rule will rarely fail you: use 'between' for two things, among for more than two, but that generalization does not describe the way English has long used these prepositions. 'Between' can be used of as many items as you like if the relationship is one-to-one, however much it may be repeated with different partners: *Economic relations between Great Britain, France, and Italy [or between some members of the EEC] are tense at present.*

'Among' works with any plural number above two. When we're talking about a one-to-one relationship between two groups, 'between' is correct. Now imagine we still have those relationships, but multiplied. For example, diplomatic relations between countries or friendships between people.

Notice how the meaning would change for these:

- Friendships among people. (Sounds like it could be a three-way friendship.)
- Friendships between people.
- Relations between countries.
- Relations among countries. (Three-way (or more) again.)

81. Balance between - for two things. E.g. A balance between X & Y is necessary for..
Balance of/among - more than two things. E.g. A balance of X, Y & Z is necessary for...

82. Reflexive Pronouns: Use a reflexive pronoun (myself, yourself etc.) only when the antecedent of that pronoun is right there in the sentence. **E.g.** *Chris hurt himself while running.*

83. Between You and I: Between you and I? — Between you and I? — You should be ashamed of yourself. First, the technical explanation: between is a preposition; it should govern the 'objective case.' (In English, that's a concern only with the pronouns.)

A preposition can't govern a pronoun in the subjective (or nominative) case, even when there are multiple pronouns after the preposition. That explanation should be enough for the serious grammar nerds. For the rest of you, think of it this way: when you have two pronouns after a preposition, **try mentally placing each one directly after the preposition.** 'Between you' should sound right to your ear, but 'between I' jars: 'between me' sounds much more natural. Since it's 'between you' and it's 'between me,' it should be 'between you and me.'

Ditto other prepositions, like for, to, from, with, by, and so on. If something is for her and for me, it's 'for her and me,' not 'for she and I'; if Akhbar gave something to him and to them, he gave it 'to him and them,' not 'to he and they.' Try putting the preposition directly before all the following pronouns, and then use the form that sounds right in each case. The problem probably arises from hypercorrection: it sometimes seems that you and I is 'more correct' than you and me. It's not — at least, it's not always. Be careful.

84. Who v/s That or Which: You should usually use who (and its related forms, whose and whom) only to refer to people, with that or which only for non-human things: 'a woman who lived nearby' (not that or which); 'a concert that set attendance records' (not who).

The only time it's advisable to use who-forms with non-human things is in the 'whose' construction: 'the cars that were built by Ford,' but **'the cars whose tires were made by Firestone.'** That saves you from the very inelegant construction 'the cars, the tires of which were made by Firestone.' Even there, though, it's still a little clumsy; if you can reword it to avoid referring to a thing as who, consider doing it.

When used to introduce a relative clause, these three options work in the following manner:

That: the clause is usually restrictive, that is, essential to the complete meaning of the sentence, and can be used to refer to **animate or inanimate nouns**.

Who: used in the same manner as that, but can only be used to refer to **a person**.

Which: the clause it introduces can be either restrictive or nonrestrictive; and can be used to refer to **inanimate things and to animals**. ([Back](#))

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. Thus 'who' and 'which' require comma while 'that' does not.

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., all the answer choices used which without a comma.

Here's an example of what I mean:

Q) Lucile 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.

([Back](#))

85. A comma is required before the relative pronoun 'which' (i.e. in cases of non-restrictive clause), and strictly no comma should be present before the relative pronoun 'that' (i.e. in cases of restrictive clause). **E.g. 1.** *I am searching my Parker pen, which is red in colour.* **E.g. 2.** *I am searching the pen that was gifted to me by my parents on my 18th birthday.* **E.g. 3.** *I met Kong-ho, who is the president of KSDA.* **E.g. 4.** *I met a man who is the president of KSDA.*

86. Whose: You can use 'whose' as a possessive to refer to both animate and inanimate nouns. **E.g. 1)** *'Crick, whose theories still influence work in laboratories around the world' or 'Crick's theories, whose influence continues to be felt in laboratories around the world.'* **E.g. 2)** *Chicago, whose industrial growth in the nineteenth century was more rapid than that of any other American city, was plagued by labor troubles like the Pullman Strikes of 1894.*

87. As Far As: You need a verb after 'as far as'. 'As far as such-and-such **goes**,' 'As far as such-and-such **is concerned**.' Plain old 'As far as such-and-such,' widespread though it may be, should be frowned upon.

88. Adverbial modifier can be identified by asking the question 'how?' about a verb. **Unlike the modifiers that modify nouns and pronouns, adverbial modifiers do not need to touch the word being modified.** **E.g.** *The Deer ran towards the end zone, faster and harder than it had ever run before.* (The underlined part is the adverbial modifier modifying how the deer ran.)

89. 'Being' in an answer choice is wrong more often than it is right in GMAT. But in some idioms, which allow only one structure, 'being' will have to be used. **E.g.** *In addition to being one of the first restaurant 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.

The second example of when *being* is correct is shown in this example. **E.g.** *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' is of the form 'with + NOUN + being + NOUN COMPLEMENT', which is correct and I think it's helpful to memorize this pattern.

90. Absolute Phrase: 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.

The absolute phrases look like this: **E.g. 1)** *Her determination stronger than ever, Nexisa resolved not to give up until she had achieved her dreams.* **E.g. 2)** *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.* **E.g. 3)** *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.* **E.g. 4)** *We finished the hearty meal quickly, our appetites satisfied, our minds at peace.* **E.g. 5)** *All things being equal, the active voice tends to be correct more often than the passive on standardized tests.*

91. 'Like' and 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.

This means that **'Like Excludes.'** A like comparison typically (though not always) names only one person or thing in the comparison class, and excludes that person or thing from the group being discussed.

- 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. This means that **'Such As' Includes.'** A such as comparison can name one or several persons or things in the comparison class, but it typically **includes those persons or things in the group being discussed**.

- 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.

THE BOTTOM LINE: Do not use 'like' to give examples. Use 'such as'

92. 'As' v/s 'Like': 'Like' is primarily used to compare two nouns like two persons or things while 'As' is used to compare clauses or two nouns doing two actions. In formal writing, avoid using like as a conjunction. In other words, **something can be like something else (there it's a preposition)**, but avoid 'It tastes good like a cigarette should' — it should be 'as a cigarette should.' ([Back](#))

Quickie test: *there should be no verb in the phrase right after like*. Even in phrases such as 'It looks like it's going to rain' or 'It sounds like the motor's broken,' **'as if'** is usually more appropriate than like — again, at least in formal writing. ([Back](#))

Another little trick is that 'just as' can replace 'in the same way that,' it also means 'at the same time as' or 'even as.'

'Like' is a preposition and 'as' is a conjunction. Use 'like' in comparisons when you mean 'in the manner of' or 'to the same degree as.' **E.g.** *You talk like a walrus with marbles in its mouth.*

That is, 'you' talk in the manner of a marble-mouthed walrus, but you aren't equal to a walrus or serving the function of one.

'Like' can also be used to **compare figuratively**. **E.g.** *More than thirty years ago Dr. Barbara McClintock, the Nobel Prize winner, reported that genes can 'jump,' like pearls moving mysteriously from one necklace to another.*

The comparison here is not suggesting that the pearls actually move. 'Migrating pearls' is an unreal phenomenon used as a figurative illustration. If 'just as' were to be used in place of 'like', it would suggest that pearls actually migrate.

Use 'as' in comparisons when you mean to show equality or 'in the function of.'

E.g. *You acted as a comedian for the group when situations got too tense.*

In this case, you=comedian. You served the comedian's function.

'As' also means 'at the same time'

93. Inside vs. Outside Quotation Marks: What punctuation do you put inside quotation marks, and what do you put outside? Here are the most common conventions. With commas, periods, colons, and semicolons, it's simple. Put commas and periods inside the end quotation mark. Put colons and semicolons outside.

E.g. *'Paul,' she said, 'it's over.'* *She told him 'It's over'; then she threw him out.*

It gets trickier with exclamation marks and question marks. If the exclamation or question mark applies only to the quoted matter, put it inside the end quotation mark. If it applies to the whole sentence, put it outside.

E.g. *When Paul asked her to take him back, she yelled 'No way!' What did Paul do when she told him 'It's over'? He stared at her sadly and asked 'But why?'*

These conventions apply to titles in quotation marks as well as to quoted speech.

94. Preposition + noun + participle - This pattern is almost always wrong on the GMAT.

E.g.with communal eating.....(From Saahil's Notes)

95. But/And at the Beginning.

Contrary to what your high school English teacher told you, there's no reason not to begin a sentence with but or and; in fact, these words often make a sentence more forceful and graceful. They are almost always better than beginning with however or additionally. Beginning with but or and does make your writing less formal; — but worse things could happen to most writing than becoming less formal.

Note, though, that **if you open with but or and, you usually don't need a comma: not 'But, we did it anyway'; it's enough to say 'But we did it anyway.'** The only time you need a comma after a sentence-opening conjunction is when you want to sneak a clause right between the conjunction and the rest of the sentence: **'But, as you know, we did it anyway.'**

96. 'Whereabouts are' – is CORRECT. 'Whereabouts is' – is DOUBTFUL.

97. Many an artist visits Florence. – CORRECT. In such sentences, just ignore the 'many' and try to write a grammatically correct sentence. For example, in the given sentence, we need a verb for the blank: 'An artist ____ (visit/visits) Florence,' it should be 'visits' right !

98. TENSES

1) Try to keep the tenses same as far as possible.

2) If the two actions are occurring at the same time, donot change the tenses. **E.g.** *He walked/walks/will walk to the school in the morning and ran/runs/will run home in the afternoon.*

3) Some result in the present due to some action in the past - Use simple present for result and simple past for the action. **E.g.** *He is thin now because he spent the last six months on an intensive diet.*

4) For an event1 that was going on when another event2 occurred - a) Use past progressive for event1 and simple past for event2. b) Use present progressive for event1 and simple present for event2. **E.g. 1)** *He was playing when they arrived.* **E.g. 2)** *He is always playing when they come.*

5) For an action that started at some time in the past but continues into the present - Use present perfect (has/have + past participle). **E.g.** *We have owned this house since 1845.*

6) If more than one action in a sentence occurred at different times in the past (Remember that both the actions ended in the past) - Use the past perfect for the earlier action and the simple past for the later action. (had + past participle). **E.g. 1)** *The teacher thought that John had cheated.* **E.g. 2)** *The movie had ended, but we remained in our seats.*

NOTE: Donot use perfect tenses in other (regular) cases where simple tenses will do. GMAT prefers simplicity. **E.g. 1)** *I think that the ancient people had believed in many gods.* – INCORRECT. **E.g. 2)** *I think that the ancient people believed in many gods.* - CORRECT

7) If the action Occupies more than one moment in the past, in other words, has been going on for a period of time. - Use Perfect Progressive (had/has been + verb'ing' OR past participle)

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! I've spent a few years developing this list, and feel confident that it represents most or all of the inversion points that you'll see on the GMAT, TOEFL, or SAT II:

Writing tests.

There are at least eighteen types of inversion:

1. Neg intro
2. Intro adverbial (in, down, prepositional phrase)
3. Intro -ed
4. Comparative
5. Intro comparative
6. As
7. So... that...
8. Had, should, were
9. There is
10. Here is
11. Intro -ing
12. Emphasis
13. The bigger, the better
14. Questions
15. 'Story Speech'
16. Nor
17. So do I/neither do I
18. Intro adjective

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 .	Inversion is optional. Used with be-verbs, linking verbs, and verbs of direction.

Type	Examples	Notes
	<p>After A comes B, then comes C, next comes D.</p> <p>Down came the rain and washed the spider out.</p> <p>(Here 'washed the spider out' follows the normal structure)</p>	<p>This one is less common on the TOEFL, but more common on the GMAT and GRE.</p> <p>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.</p> <p>This type of inversion usually only occurs with be-verbs, linking verbs and verbs that show direction or movement, like come, go, run, etc.</p>
3. intro –ed	<p>Found in San Francisco is Lombard Street, the so-called crookedest street in the world.</p> <p>Lost among the old tables and chairs was the priceless Victorian desk.</p> <p>Located between San Francisco and Marin County is the Golden Gate Bridge.</p>	<p>Inversion is obligatory.</p> <p>Used with be-verbs.</p> <p>This one is very common on the TOEFL, GMAT, and GRE.</p> <p>This type of inversion usually occurs with be-verbs, but sometimes with linking verbs.</p> <p>Notice that the phrase is the complement of the be-verb.</p>
4. comparatives	<p>Cheetahs run faster than do antelopes.</p> <p>You speak Chinese better than do I.</p> <p>Jessica is more interested in Computer Science than is Benjamin.</p>	<p>Inversion is optional.</p> <p>Used with all verbs.</p> <p>This form of inversion is common on the TOEFL, GMAT, and GRE.</p> <p>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.:</p> <p>I like carrots more than I do potatoes.</p> <p>I like carrots more than do I like potatoes.</p> <p>Now, in this sentence, we are comparing subjects, I and my friend Carl:</p> <p>I like carrots more than does my friend Carl.</p>
5. intro comparative	<p>Bigger than an apatosaur is</p>	<p>Inversion is obligatory.</p>

Type	Examples	Notes
	<p>the blue whale.</p> <p>More important than your personal statement is your GPA.</p> <p>No less impressive than the invention of the laser was the development of the wheel.</p>	<p>Used with be-verbs.</p> <p>This form is more common on the GMAT and GRE than it is on the TOEFL.</p> <p>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.</p> <p>Remember that less than is also a comparative.</p>
6. as	<p>Megumi is from Japan, as is Sato.</p> <p>So-eun wants to leave early today, as does Oi.</p> <p>If thrown into the water, camels can swim, as can cats.</p>	<p>Inversion is obligatory.</p> <p>Used with all verbs.</p> <p>We can only use inversion if we are using as for comparisons.</p> <p>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 flowers for everybody in class.</p> <p>So quickly did she leave that we did not even realize was gone.</p> <p>So rarely does a comet appear visible to the naked eye that when one does, it is considered a major event.</p>	<p>Question form is obligatory.</p> <p>Used with all verbs.</p> <p>This is not so common on the TOEFL, but is fairly common on the GMAT and GRE.</p> <p>The so... that... clause must be before the verb in for this type of inversion.</p>
8. <i>had, should, were for if-clauses</i>	<p>Had I remembered Tomomi's birthday, she wouldn't be mad at me now. – PAST</p> <p>Had I remembered Tomomi's birthday, she wouldn't have reacted so strongly. – PAST PERFECT</p> <p>Should you need a hand, I will be more than happy to help you. – FUTURE</p> <p>(back)</p> <p>Were I you, I think I would study more for your exam tomorrow.</p>	<p>Inversion is obligatory.</p> <p>Used with all verbs.</p> <p>This is somewhat common on the TOEFL and more common on the GMAT and GRE.</p> <p>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 (Simple Present Tense). 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.</p> <p>For more information, see had, should, were.</p>
9. there is, there are, there exists, there comes,	<p>There is a good restaurant nearby.</p>	<p>Inversion is obligatory.</p> <p>Usually used only with these</p>

Type	Examples	Notes
etc.	<p>There comes a time in every person's life when she realizes that she is responsible for her own happiness, not other people.</p> <p>Scientists hypothesize that there exists a certain type of particle that can travel faster than the speed of light.</p>	<p>verbs.</p> <p>This form of inversion is common on the TOEFL, GMAT, and GRE, as well as in spoken and written English.</p> <p>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.</p>
10. here is, here are, here comes, here come	<p>Here is some good food for you to try.</p> <p>Here are the books that I don't need anymore.</p> <p>Here comes the bus!</p>	<p>Inversion is obligatory.</p> <p>Usually used only with these verbs.</p> <p>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.</p>
11. intro -ing	<p>Burning out of control was the forest located in the foothills of the Sierra Nevada mountains.</p> <p>Coming in last in the race was Joe 'Elephant Legs' Blow.</p> <p>Not helping the situation was little Susie, who was throwing newspaper on the spreading fire.</p>	<p>Inversion is obligatory.</p> <p>Used only with be-verbs.</p> <p>This form is not common on the TOEFL, but might show up on the GMAT or GRE.</p> <p>Notice the intro -ing phrase is the complement of the be-verb.</p>
12. emphasis	<p>Boy am I hungry.</p> <p>Is it ever hot in here!</p> <p>Do you know how to cook!</p>	<p>Inversion is optional.</p> <p>Used with all verbs.</p> <p>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.</p>
13. the bigger, the better	<p>The closer an object is to another object, the greater is the gravity between the two objects.</p>	<p>Question form is optional.</p> <p>Used with all verbs.</p>
14. questions	<p>Is this the last example?</p> <p>Do you enjoy reading these</p>	<p>Inversion is obligatory.</p>

Type	Examples	Notes
	<p>lists?</p> <p>Are we finished yet?</p>	<p>Used with all verbs.</p> <p>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.</p>
15. 'story speech'	<p>'I think it's time to go,' said Susan.</p> <p>'It's time for you, but not for me,' replied Gary.</p> <p>'Maybe we should collect our thoughts for a moment,' commented Lany.</p>	<p>Inversion is optional.</p> <p>Used with verbs that report speech.</p> <p>You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE.</p>
16. nor	<p>No one has volunteered for the job, nor do we expect anyone to volunteer in the future.</p> <p>Hok-ming cannot speak Portuguese, nor can José speak Cantonese.</p> <p>The zoo regulations will not permit you to touch the animals, nor would most people advise you to do so.</p>	<p>Inversion is obligatory.</p> <p>Used with all verbs.</p> <p>You might see this on the adaptive TOEFL if you are scoring high and it could appear on the GMAT or GRE.</p> <p>Remember that nor is considered a conjunction, but we use it between two sentences (not between any two elements like the other conjunctions).</p>
17. 'so do I' / 'neither do I.'	<p>'So do I.'</p> <p>'So can Terry.'</p> <p>'Neither do most people I know.'</p>	<p>Inversion is obligatory.</p> <p>Used with all verbs.</p> <p>You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE.</p>
18. intro adjective	<p>Beautiful beyond belief was my baby daughter.</p> <p>Happy about their acceptance into their dream schools were Lany and Tomo.</p> <p>Quick and painless will be your medical procedure.</p>	<p>Inversion is obligatory in most cases.</p> <p>Used with be-verbs.</p> <p>This one is fairly rare and probably would not appear on the TOEFL, but you might see it on the GMAT or GRE.</p> <p>Inversion is sometimes not used in poetic language.</p>

LIST OF IDIOMS

<u>ABOUT</u> anxious about/to worry about ignorance about	<u>UPON</u> hit upon decide upon agree upon	<u>AGAINST</u> murmur against to be prejudiced against/in favour of to prejudice against/in favour of have a prejudice against/towards (noun) warned against/about/off/of/that	
<u>INTO</u> enticed/goaded/cajoled introduction/reintroduction provoke into / integrate into	<u>UP</u> keep up bring up		
<u>BY</u> abide by close by	<u>OVER</u> get over brood over	<u>ACROSS</u> come across	
<u>WITH</u> identical with/to interfere with to trifle with X reconcile with/to overwhelmed with/by part with/from compete with comply with / integrate with conversant with bear with, bear + noun abounds with/in - same acquainted with agree with, credited with fascinated with/by	<u>OF</u> sure of/to remind of repent of (He repented (of his sins) just hours before he died.) run of impatient of/at/with/to inform of inquire of someone about something inquire after someone (well-being) inquire + noun inquire into (investigate) hopeful of (not about) fond of to be the despair of someone to despair of doing something dispose of (not off) complain of/about/against/that confident of/in + verb (ing) confident about + noun / that acquitted of crime acquitted on charges of accused of ignorant of/ignorance about necessity of X (not for) consist of independent of to have a knack of (not for) disapprove of disapprove + noun	<u>TO</u> wedded to testify to seem to + verb submit to subscribe to become reconciled to (reconciled = adjective) to reconcile with/to (verb) reconcile X, reconcile X & Y partial to instigate someone to an action jump to, limit to, keep to indebted to to take a fancy to X / to fancy X (to like X) tie to transmit to commend X to Y's care (entrust) commend X to Y (recommend/present) commend + noun (not on) acceptable to + verb addicted to agree to anxious to/about retroactive to responsibility to + verb/towards/of assume/take responsibility for conform to deaf to to be partial to (not towards) thankful/grateful to someone for something helpful to someone in something as something seek to, seek + thing/person teach + person + infinitive	
<u>FROM</u> Refrain/relief/inherit from part from/with prohibited from + gerund estranged from differ from abstain from independence from flee from dissuade from			
<u>AFTER</u> hanker after modeled after			
<u>UP TO</u> look up to			
<u>AT</u> touch at puzzled at indignant at/with/that get at grumble at call at amazed at arrive at targeted at/towards angry at/about a thing angry with a person / that	<u>FOR</u> zealous for/about zest for reputation for qualified for match for long/yearn for, give credit for gift for something (talent, flair) fascination for fit/eligible for call for/called for/uncalled for craving for (not crave for) X is a cure for Y to be bound for some place have grounds for + verb (ing) on the grounds that/of responsible for except for +gerund/person/thing save for (him no one passed) partiality for (not towards) proclivity for/towards inclination for/towards/to penchant for predilection/preference for propensity for/towards/to	<u>IN</u> versed in wanting in abound in/with deficient in interfere in join in lost in pride in localized in confidence in confide in originate in	<u>AS</u> depicted/defined/regarded as just as X so too does Y the same to X as to Y in so far as think of X as to be touted as acclaimed as (not to be) acclaim someone a title acclaim + noun as long ago as prized as/for
<u>THAT</u> <i>indicate/mandate/contend</i> <i>concede/insist/demand</i> <i>noted/doubt that</i> so + adjective + that one that (WRONG)		<u>TOWARDS</u> indifferent towards targeted towards/at attracted towards	<u>ON</u> smile on, count on run on keen on, hard on call on commend on (WRONG) centers on X dawned on Y (not upon) draw on (take out) home in on something
<u>Between</u> discriminate between/against/in favour of resemblance between X & Y X is a resemblance of Y		<u>OUT OF</u> Run/grow out of	<u>BY</u> fascinated by/with

NOTE: Refer Manhattan SC Guide's Idioms

ABOUT

Dream about/of – E.g. *Natalia Paris often dreams about Steve.*

AS

Elected to/as – E.g. **1)** *Mark will be elected to the Congress in 2016.* **E.g. 2)** *We elected Steve as our office ‘gopher’.*

BY

Delighted by / Delight someone with something – E.g. **1)** *Steve was delighted by the new findings.* **E.g. 2)** *Martha delighted her father with her singing.*

FOR

Method for/of (method to - WRONG)

Rates for / rate of – When ‘rates’ means ‘prices charged’, it should be ‘rates for’. When ‘rate’ means the pace or speed of increase or decrease of something, it should be ‘rate of’. Mind you the usages are ‘ratesfor’ and ‘rate of’

Refuse A for B (Refuse in favor of - WRONG)

FROM

Grow from X to Y - E.g. *Joel predicts that Test Tutor will grow from a small company to a major multinational within five years.*

Keep person/thing from doing something – E.g. *His snoring kept me from falling asleep*

Emerge from – E.g. *The snail emerges from its shell.*

Dwindle from – E.g. *Mr. Bolton's bank account dwindled from one thousand dollars to less than half that in less than a week.*

Range from X and Y to Z

To date from – E.g. *The concerned statuette dates from 19th century.*

IN

Variation in – E.g. *Variations in the electrical properties of underground rocks.*

To be mired in/down – E.g. **1)** *Cars mired in the swamp sink, sink down.* **E.g. 2)** *The roads being soft, my car mired down.*

To Lack in X, Lacking in X, The lack of X (To Lack X, Lacking X - **INCORRECT**) – E.g. **1)** *John lacks in courage.* – **CORRECT.** **E.g. 2)** *John lacks courage.* – **INCORRECT.**

OF

Method of/for (method to - WRONG)

Rate of / rates for – When ‘rates’ means ‘prices charged’, it should be ‘rates for’. When ‘rate’ means the pace or speed of increase or decrease of something, it should be ‘rate of’. Mind you the usages are ‘ratesfor’ and ‘rate of’

Remission of X – remission of his sins

Pastime of (not for) – E.g. *Cut-paper design was a popular pastime of Colonial women.*

Promise of + thing - E.g. *The promise of success drove us to the mountain's peak.*

Dream of/about – E.g. *Natalia Paris often dreams about Steve.*

In danger of + gerund – E.g. *The robber was in danger of being captured.*

Apprise someone of – E.g. **1)** *Have the students been apprised of the tuition hike?* **E.g. 2)** *Dave King wrote ‘Give Your Proposal an Edge’ to apprise the readers of the Purdue Proposal Enhancement Tools.*

Plead guilty to a crime – E.g. *Moussaoui pleads guilty to terror charges*

Plead guilty in a case – E.g. *Two former execs plead guilty in options case*

To be guilty of - E.g. *I indignantly protest that I am never guilty of that clumsiness*

To catch the fancy of someone / to catch someone’s fancy – E.g. *Frederic Remington caught the public’s fancy by portraying those moments of conflict that defined the Wests romantic heroes.*

Proof of + noun/proof that – E.g. *proof of existence, proof that he is still alive.* (**proof of something being true, proof of him living - INCORRECT**)

Oblivious of/to: 1) *That forgets, given to forgetting; forgetful. (Foll. by of.).* **E.g.** *She strolled back and forth, oblivious of the stinging cold air.* **2)** *Unaware or unconscious of, indifferent to. (Foll. by of, to.).* **E.g.** *Seemingly oblivious to Israel's incursion into west Beirut.*

Descendent of, Descend from (Descendent for/to/from is incorrect)

Restitution of: E.g. *He had been promised restitution of his property.*

In recognition of – E.g. *More than fifty years after the Second World War, a number of African American soldiers were awarded — some of them posthumously — the Congressional Medal of Honor, the nation’s highest military award, **in** long-overdue recognition of their outstanding bravery.*

Conceive of X as Y

THAT

It was inevitable that (something) would happen. – inevitable is always used for future events.

In the likelihood that – E.g. *In the likelihood that he comes to town...*

On condition that (Not 'on condition of'. Also note there is no 'the' between 'on' and 'condition' as is often used) – E.g. *Several financial officers of the company spoke on condition that they not be named in the press reports.*

Proof of + noun/proof that – E.g. *proof of existence, proof that he is still alive.* (proof of something being true, proof of him living - **INCORRECT**)

Object that/to – E.g. **1)** *Isabella objected to Thackeray's ardor.* **E.g. 2)** *Estonian officials objected that the steel treads of the vehicles were chewing up the streets.*

TO

Help + thing/person + infinitive + verb – E.g. *Music helps me to think.*

Help + verb – E.g. *Ideally, the professional career diplomat should help maintain an effective American foreign policy despite changes in administration.*

Forbid to – E.g. *We forbid you to go.*

Elected to/as – E.g. **1)** *Mark will be elected to the Congress in 2016.* **E.g. 2)** *We elected Steve as our office 'gopher'.*

Plead guilty to a crime for X reason – E.g. *Moussaoui pleads guilty to terror charges*

Plead guilty in a case for X reason – E.g. *Two former execs plead guilty in options case*

To be guilty of X – E.g. *I indignantly protest that I am never guilty of that clumsiness*

Pleaded no contest to criminal charges of – E.g. *In December of 1987 an automobile manufacturer pleaded no contest to criminal charges of odometer tampering and agreed to pay more than \$16 million in civil damages for having test-driven cars with their odometers disconnected.*

Revert to /reversion to (revert **back** to, reversion **back** to - **INCORRECT**)

Obvious to the + noun

Potential to + verb (potential as - **INCORRECT**) – E.g. *Gas hydrates, chemical compounds of water and natural gas, are increasingly being studied for their **potential to** be huge reservoirs of energy, possibly causing sea floor instability, and significant contributors to global warming.*

Potential for - **CORRECT**

Oblivious of/to: 1) That forgets, given to forgetting; forgetful. (Foll. by of.). E.g. *She strolled back and forth, oblivious of the stinging cold air.* **2)** Unaware or unconscious of, indifferent to. (Foll. by of, to.). E.g. *Seemingly oblivious to Israel's incursion into west Beirut.*

Begin to/with, Begin + noun – E.g. **1)** *Rain began to fall.* **2)** *The greatness of the Prussian monarchy begins with Frederick II.*

Object to/that – E.g. **1)** *Isabella objected to Thackeray's ardor.* **E.g. 2)** *Estonian officials objected that the steel treads of the vehicles were chewing up the streets.*

Attribute X to Y (attribute Y as the cause of X, Y is attributed as the cause of X - **INCORRECT**) – E.g. **1)** *Criminal or delinquent behavior was attributed to an allergy to some food.* – **CORRECT.** **E.g. 2)** *Food allergy was attributed as the cause of criminal or delinquent behavior.* – **INCORRECT.**

TO BE

Estimated to be

Expected to be

Thought to be – E.g. *Second chances to save wildlife once thought to be extinct are rare*

Known to be

WITH

Delight someone with something / Delighted by – E.g. *He delighted her with his singing.*

Begin to/with, Begin + noun – E.g. **1)** *Rain began to fall.* **2)** *The greatness of the Prussian monarchy begins with Frederick II.*

Example Sentences of some of the above idioms (Especially those with multiple usages)

Become reconciled to: *become reconciled to the unfortunate situation.* (come to accept, get used)

Reconcile to/with: **E.g. 1)** *reconcile themselves to her death* (come to accept, get used). **E.g. 2)** *She has now reconciled with/to her mother* (Restore (a person) to friendly relations with oneself or another after an estrangement)

Reconcile X: *try to reconcile the feuders (settle, resolve)*

Reconcile X & Y: *reconcile his philosophy and his actions (harmonize, make compatible)*

Impatient of: *impatient of criticism*

Impatient to: *impatient to begin*

Impatient at: *Adams impatient at 'lack of progress'*

Impatient with: *Democratic Voters Growing Impatient with Congress*

Prized for: *Stephen is prized for his ability to dance the salsa.*

Prized as: *Stephen is prized as a teacher in Bogota.*

Dawn on (not upon): *The truth suddenly dawned on them*

Home in on something: *We should all try to home in on what our audience wants or needs when we plan educational programs.*

Seek to: *He seeks to save your soul.*

Seek + thing/person: *I seek the truth.*

Teach + person + infinitive: *She taught Jim to dance.*

Get credit for/give credit for: *I have to give you credit for your good work.*

Credited with: *Columbus is credited with discovering the Americas.*

Grow out of: *Steve grew out of his overalls just last year.*

Draw on (take out): *Unlike Felix, Steve can draw on funds from Joel's bank account.*

Originate in: *Liberalism, as we know it, originated in 17th century England. (not originated from)*

Responsibility to: **1)** *It is responsibility of the CEO to safeguard shareholders' interests.*

2) *At the core of best practice corporate governance is a company's responsibility to treat its shareholders in a fair and non-preferential manner.*

Responsibility towards: *I have responsibilities towards both passengers and crew*

Responsibility of: **1)** *I had the responsibility of looking after her. 2)* *It is responsibility of the CEO to safeguard shareholders' interests.*

Assume/take responsibility for: **1)** *Accepting responsibility for our lives. 2)* *Civil servants with responsibility for the arts.*

Except for + person/thing: *Everyone is here except for the teacher.*

Except for + gerund: *Except for being handsome, he wasn't very special.*

Confident about: *Consumers are getting increasingly less confident about jobs*

Confident of + verb (ing): *Indians confident of winning the Olympic berth*

Confident in: *China confident in pushing forward trilateral ties with New Delhi and Moscow so as to maintain peace, stability and development*

Confident that: *Dravid is confident that India will win in England.*

Warn against: *His father had warned him against strange men*

Warn about: *The doctor warned me about the dangers of smoking*

Warn off: *The old man warned the children off his property*

Warn of: *Write to warn them of the approaching danger*

Warn that: *The director warned him that he might be fired*

Grateful to someone for something: *Real Madrid's new coach Bernd Schuster said he was grateful to predecessor Fabio Capello for the legacy he left after leading the club to their first league.*

Fascinated with: *I'm Fascinated with the Ebola Virus*

Fascinated by: *I'm very interested in birds; in fact I'm fascinated by them*

Fascination for: *He has a fascination for birds*

Discriminate against: *discriminate against women*

Discriminate between: *discriminate between right and wrong*

Discriminate in favour of: *discriminate in favour of Europeans*

Acclaimed as: *Martha Graham was acclaimed as a great dancer*

Acclaim someone a title: *He was acclaimed person of the year / They acclaimed **him** person of the year*

Acclaim + noun: *The nation acclaimed **his** victory*

Angry at: *angry at the weather*

Angry about: *Spike Lee is angry about something (used when the exact cause of anger is not known)*

Angry with: *Bob's mother was angry with him*

Angry that: *He was angry that he had to stand in the queue for an hour*

Part from: Go away from, leave

Part with: Cease to keep possession of, give up; (of a body or substance)

Retroactive to: *The new salary threshold is retroactive to the first day of the first applicable pay period beginning on or after January 1, 2004*

Sure to + verb: *sure to succeed*

Sure of + noun: *sure of ultimate victory*

Independent of: *It has a life of its own, independent of the object it represents*

Independence from: *India attained independence from the British in 1947*

Credited with + Gerund (if the action is still going on)

Credited with + having + past participle (if the action is already over at some time in the past) – E.g. *Egyptians are credited with having pioneered embalming methods as long as 2650 B.C.*

Credit X money to Y's Account

Credit for X goes to Y

Reputation for: *She had quite a reputation for saying the wrong thing.*

Zealous for: *We're zealous for their success*

Zealous about: *He's zealous about doing his duty*

Zealous to: *You must be zealous to protect your good name*

Integrate into: *The employees have successfully integrated the new procedures into the work routine.*

Integrate with: *How do I integrate a forum with Word Press?*

To have grounds for + verb (ing): *Sowell argues that American conservatives have no valid ideological grounds for sympathizing with the Pretoria regime.*

On the grounds of: **1)** *His plea was rejected on the grounds of reaction from the public.* **2)** *An exception arises if the verdict is overturned on the grounds of evidentiary insufficiency, rather than on the grounds of procedural faults.* **3)** *discrimination on the grounds of traits or behaviour.....*

On the grounds that: *His article was not published on the grounds that it was inflammatory.*

Rates for: *the rates for liability insurance.....*

Rate of: *the rate of increase in/of something*

Method of: *New methods of smelting brought a tenfold increase in the output of iron.*

Method for: *Coronary angiography, a sophisticated method for diagnosing coronary disease, involves the introduction of dye into the arteries of the heart and is now administered selectively, because it uses x-rays to observe cardiac function.*

Method to: **WRONG**