

Harsh's GMAT Prep - Verbal Review

<u>Idiom</u>		<u>Sentence</u>
[in] contrast	to	In contrast to the previous opinion, this opinion is more logical <i>Note: Don't use [in] contrast with</i>
[the] opposite	of	You are the opposite of him <i>Note: Don't use opposite to</i>
[the] responsibility	to	I have the responsibility to do this <i>Note: Don't use [the] responsibility for</i>
Ability	to	My ability to do this is starting to wane <i>Note: Don't use ability for</i>
Accede	to	You may accede your defeat to me <i>Note: Don't use accede for</i>
Account	for	I can account for it <i>Note: Don't use account to or of</i>
Accuse	of	I accuse you of cheating <i>Note: Don't use accuse for</i>
Acquaint	with	I am acquainted with it <i>Note: Don't use acquaint to</i>
Allow	for	I need to allow for errors --
Angry	at	I am angry at you <i>Note: Don't use angry with</i>
Appear	to	You appear to be honest <i>Note: Don't use appear as</i>
Argue	over	Don't argue over the inconsequential <i>Note: Don't use argue against</i>
As . . .	as	She is as beautiful as can be --
Ask	of	May I ask you of a favor? <i>Note: Don't use ask for</i>
Associate	with	I associate this with that <i>Note: Don't use associate to</i>
Assure	that	I can assure you that this is correct <i>Note: Don't use assure ... for</i>
Attempt	to	My attempt to succeed in this is critical <i>Note: Don't use attempt at</i>

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Attribute	to	I attribute this to that <i>Note: Don't use attribute with</i>
Available	to	This is available to you <i>Note: Don't use abvailable for</i>
Believe	to be	I believe this to be incorrect <i>Note: Don't use belive as</i>
Both [X]	and [Y]	Both X and Y are good --
Choice	of	You have a choice of doing this <i>Note: Don't use choice to. It is choose to and choice of</i>
Claims	that	His claims that he is innocent were proved falsely contrived <i>Note: Don't use claims to</i>
Conform	to	I don't conform to the trend <i>Note: Don' use conform with</i>
Consider		I consider you the best <i>Note: Don't EVER use anything like consider to be!!!</i>
Contrast	with	I can contrast this with that <i>Note: Don't use contrast to</i>
Craving	for	My craving for this has reached new heights <i>Note: Don't use craving to</i>
Credit	with	I credit you with my success <i>Note: Don't use credit for</i>
Debate	over	I will like to debate over this <i>Note: Don't use debate on or for</i>
Defend	against	I can defend you against that <i>Note: Don't use defend from</i>
Define	as	I define this is as a new phenomenon <i>Note: Don't use define to be or like</i>
Determine		I determined this correct <i>Note: Don't EVER use anything like determine to be!!!</i>
Different	from	This is different from that <i>Note: Don't use different than</i>
Dispute	over	I don't want to dispute over this <i>Note: Don't use dispute on or for</i>

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<u>Idiom</u>		<u>Sentence</u>
Distinguish [X]	from [Y]	I can distinguish red from green <i>Note: 'And' is used when X is preceded by 'between'</i>
Distinguish between [X]	and [Y]	I can't distinguish between red and green --
Divergent	from	Your views are divergent from the colloquial wisdom <i>Note: Don't use divergent to</i>
Enamored	with	I am enamored with this toy --
Estimate	to be	I estimate my savings to be X <i>Note: Don't use estimate as</i>
Fluctuations	in	The fluctuations in this data set are chaotic <i>Note: don't use fluctuation of</i>
Forbid	to	I forbid you to call me before noon <i>Note: Don't use forbid from</i>
Frequency	of	The frequency of your calls is astounding --
Hypothesis	that	You hypothesis that X causes Y could actually be the exact opposite <i>Note: Don't use hypothese of</i>
Inclined	to	I am inclined to agree --
Infected	with	I am infected with passion --
Introduce	to	I wish to be introduced to her <i>Note: Don't use introduce with</i>
Is a native	of	He is a native of those islands --
Is native	to	He is native to those islands --
Just as . . .	so too	Just as the apple fell, so too did Adam <i>Note: don't use Just ..., as did</i>
Less	than	This is less than expected --
Model	after	He likes to model after her <i>Note: Use after . Don't use model without it in these sentence formats</i>

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More	than	This is more than I expected. --
Not . . .	but	This is not clever, but devious <i>Note: Don't use note, in this form, without but. AND - don't use yet</i>
Not only	but also	This is not only clever, but also devious <i>Note: Not only always uses but also</i>
Not so	as	This is not so clever as devious <i>Note: Not so needs as</i>
Opposite	of	This is the opposite of that <i>Note: Don't use opposite to</i>
Partake	of	My partake of that was sufficient <i>Note: Don't use partake in</i>
Permit	to	I permit you to enter <i>Note: Don't use permit for</i>
Persuade	to	I don't want to be persuaded to do this --
Predisposed	to	I am predisposed to do this <i>Note: Don't use predisposed for</i>
Pressure	to	Don't pressure me to do this <i>Note: Don't use pressure for</i>
Prohibit	from	I prohibit you from calling me before noon <i>Note: Don't use prohibit to</i>
Protect	against	I can protect you against that <i>Note: Don't use protect from</i>
Regard	as	I regard him as unique <i>Note: Don't use regard to be</i>
Require	to	I am required to do this <i>Note: Don't use required for</i>
Responsible	for	I am responsible for this --
See	as	I see you as a great human <i>Note: Don't use see ... like</i>
So . . .	that	He was so late that he missed the flight <i>Note: This form is used when there is a consequence.</i>

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So . . .	as to be	He is so smart as to be a genius
		Note: This form is used when there is a result
Substitute [X]	for [Y]	You can substitute him for her
		Note: Don't use substitute [X] and [Y]
Superior	to	This is superior to that
		Note: Don't use superior <i>than</i>
Target	at	My efforts are targeted at my goal
		Note: Don't use target <i>for</i> or <i>on</i>
The same	as	This is the same as that
		--
Think of	as	I think of this as a warning
		Note: Don't use think of ... <i>like</i>
Try	to	Try to do it right
		--
Worry	about	Don't worry about me
		Note: Don't use worry <i>for</i>

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Other Important Language Uses for the Verbal Section

Always avoid any answer choice with "being". It is usually wrong, except when all choices have it.

Use *fewer/number/many* for countable words only and *less/amount/quantity/much* for non-countable words. For ex: The *fewer* the people, the *less* the population

For comparisons, when there are two things, use *-er/more/between* and if there are more than 2, use *-est/most/among*. For example: The *more* the people, the *more* the congestion *among* the populace.

Subjunctives I: If a situation is hypothetical, use *were* in the 'if' clause and *would* in the 'then' clause. For ex: If I *were* him, I *would* do this.

Subjunctives II: Do not use *should* or *[verb]s* with subjunctives. For ex: He requested that she *should* stay & He requested that she stays - both of these are wrong. The sentence should read: He requested that she stay.

Use *where* for locations only. For example: This is *where* I make mistakes - this form is wrong. The sentence should read something like: This is point/one at/in which I make mistakes.

Use *when* for actual moments in time only. For example: I will do this *when* hell freezes over - this is wrong. The sentence should read: I will do this if hell freezes over; or - I will not do this until hell freezes over.

When something happened in the past before another event and that something stopped happening at the onset of the other event, use *had*. For ex: My friends *had* been supportive until they found out that they stood to lose. Note: Do not use *were* in these types of

When something was happening in the past, but is no longer ongoing, use *was/were*. For ex: He *was* doing this when the bell rang. Note: Do not use *had been* for this type of sentence.

When something was ongoing in the past and is still ongoing, or just ended, use *has/have*. For ex: I *have* never been to New Zealand

Who vs. Whom: If the object is performing the action, use *who*; if the object is acted upon, use *whom*. Note: Replace the noun with *she* or *her*. If *she* is appropriate, use *who* and if *her* is appropriate, use *whom*. Also, remember that *he/his does not work*.

[A] number of things is always plural and [The] number of things is always singular

[A] *and* [B] is always plural while in [A] *or/either...or/neither...nor*, the verb agrees with the noun closest to it. For ex: [A] and [B] *are* together; He or they *are* going there; He or she *is* going to go.

Each, everyone, none, either, neither, [-body/-thing/-one] are always singular.

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Other Important Language Uses for the Verbal Section

To compare actions, use *as*. For ex: He runs a lot, *as* do I

To compare nouns use *like*. For ex. His shirt is blue, *like* mine

To express similarity, use *like*. For ex: This dog, *like* that cat, is our pet

To express examples, use *such as*. For ex: Our pet, *such as* this cat and this dog, are well treated

To express separateness, use *Each...is*. For ex: *Each* of the balls *is* blue

To express togetherness, use: *Both* (for 2 items) and *All* (for >2 items). For ex: *Both* these women are smart, while *all* women are clever.

If 2 possibilities exist, use *whether*. For ex: I don't know *whether* I like this.

Use *if* for conditional statements **ONLY**.