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About this document

760 GMAT!!

These notes were compiled by [Spiderman](#), a member of the [TestMagic Forum](#) and the [Sentence Correction](#) forum. The vast majority of these notes were compiled from the various postings of the TestMagic Forum members, including explanations made by [Erin](#), but some notes were taken from other sources, including "[Spidey's](#)" own notes. A large part of the document was copied from www.testmagic.com and retains the original HTML layout and format of the source.

[Spidey](#) ended up scoring [760 on the GMAT!!](#) How's that to motivate you to study, eh??

[Erin](#) (of [TestMagic](#)) and "[Spidey](#)" have agreed to share these notes in the hopes that they will help others reach their dream score.

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Not/But vs. rather than

From: <http://www.testmagic.com/forums/showthread.php?t=213>

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*:



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*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"

Targeted at is the correct idiom

Targeted to is **WRONG**

Rates for

Estimated to be.

Everyone is singular.

Using *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.

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.

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

"Compare to" vs. "Compare with"

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.

Whether vs. if

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.

Each

From: <http://www.testmagic.com/forums/showthread.php?t=5164>



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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)

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

In 1, each is postpositive Adj, whereas in 2, it is distributive [determiner](#).

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 broad cast the same

quote:

Originally posted by abhishek_jha

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



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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.

HTH, guys, and I'll try my best to clear up any doubts you might have!

Explanation from the Official Guide, Page 730, Question 150:

Correct IDIOM: *mistake x for y.*

First, here's an important GMAT pattern:

X has half the chance **that** Y has.

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

The other thing--*which* must replace a noun, not a sentence or idea.

'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



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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?

Concerned for = worried or anxious.

Concerned with = related to.

so the correct one should be **"He is concerned for investor relations "**

This is concerned with investor relations is probably the right usage.

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.

Reduced Costs = Reduction IN costs (result of reduction)

"Reduction of" is used when reducing by a certain amount. e.g. reduction of 20%.



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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.

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

Hi, Linda! Nice to see you here!!

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

help to demonstrate

A lot of people choose A.

"until" is used to express a point of time in the future, as Deepa has pointed out. 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."

"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."

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!



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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.)

"Target Team Member" to TestMagician:

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:



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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!!).

I think that's it. I hope what I've said makes sense and is clear, but please be sure to post back with questions or doubts!!

[Erin](#)

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



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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!

HTH!!

[Erin](#)

Prepositions

Any questions? [Ask TestMagic!](#)

Jump to:

- [Rule](#)
- [Be careful!!](#)
- [List of prepositions](#)

Rule

[Back to top](#)

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!!

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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??



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Sure, no problem. Look:

- **After** lunch, I felt sleepy.
 - 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.
 - In this sentence, **After** is a **subordinating conjunction** and is followed by a sentence, **I worked twelve hours**.
- I worked **until** midnight.
 - Here, **until** is a preposition and is followed by a **noun**, **midnight**. No verbs, please!!!
- I worked **until** I felt tired.
 - In this sentence, **until** is a **subordinating conjunction** and is followed by a sentence, **I felt tired**.

List

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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



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- 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



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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).

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102. than

103. thanks to (this means *because of*)

104. through

105. throughout

106. till

107. to

108. toward or towards (both forms are correct, but *toward* is considered slightly more formal)

109. under

110. underneath

111. unlike

112. 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).

113. unto

114. up

115. upon

116. up to

117. versus

118. via

119. wanting

120. with

121. within



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122. without

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.

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.

quote:

5. 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.

Make sense? Hope so!!

[Erin](#)

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.



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HTH!!

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.



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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?

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

Generally speaking, we need a conjunction to create a plural subject from more than



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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.

quote:

Originally posted by mtariq

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,



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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.

(less preferred) being < since < because

--> 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.



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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.

quote:

Originally posted by Malegria

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.*



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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.

HTH!

quote:

Originally posted by Linda

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.



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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.

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...

References

- 1) Check out page 300 of Kaplan verbal workout for “one” and “you” and “your” usage.
- 2) Start from page 293 of Kaplan verbal workout – good info.
- 3) <http://www.bartleby.com/64/C001/072.html>
- 4) Style manual. <http://garbl.home.comcast.net/stylemanual/e.htm>