

Sentence Correction Notes - TOC

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Sentence Correction Notes

Parallelism

Phrases or clauses must be parallel in form when they are in a series or when they are joined by a conjunction. i.e. If there is one verb with *-ing* or with a *who-clause*, then all of the verbs must have *-ing* or must be in the form of a *who-clause*.

If there is a comparison, use the comparison words as a hint for parallel construction.

Incorrect: The police came to arrest Jones, a devout church-goer who also belongs to the fraternal order of the eagles.

Correct: The police came to arrest Jones, a devout church-goer and a member of the fraternal order of the eagles.

First sentence matches an appositive “a devout church-goer” with a “who”-clause.

Also maintain parallelism with correlative conjunctions such as: either/ or, neither/ nor and not only/ but also.

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

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

are okay.

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

are NOT okay.

<http://www.sentencecorrection.com/forums/index.php?showtopic=80>

2. Two gerunds + noun is okay

Ex: He liked sailing, swimming and girls.

But two infinitives + noun is NOT okay

Ex: He liked to sail, to swim and girls.

We live in a world in which crime is rampant, children are recalcitrant, change is the only constant, and uncertainty prevails.

(A) children are recalcitrant, change is the only constant, and uncertainty prevails.

(B) children are recalcitrant, change is the only constant, and uncertainty is prevalent.

(C) in which children are recalcitrant, in which change is the only constant, and in which uncertainty is prevalent.

(D) where children are recalcitrant, where change is the only constant and where uncertainty is prevalent.

(E) where children are recalcitrant, change is the only constant, and uncertainty is prevalent

OA is C

What is wrong with B?

"in which" is part of a prepositional phrase. If we start the parallelism after "in which" we are using parallel fragments. Also without "in which" the subsequent phrases seem to modify the noun "crime" as opposed to "world".

Active vs. Passive Voice

Active voice is preferred over passive voice. In active voice, the subject performs the action of the verb.

Ex: I wrote a song

In passive voice, the subject receives the action expressed by the verb. Normally, passive voice is formed with some form of the verb "be" and the past participle (a verb that usually ends with -ed or -en).

Ex: A song was written by me.

Passive is acceptable if it is used to maintain focus and permit the correction of a non-grammatical sentence.

Ex: Trying to find a parking space, they were accosted by a vagrant.

That vs. Which

1. A testmagic tip: GMAT almost always (I say almost always because I've seen **two** questions that did not follow this rule, but the rule was violated in all five answer choices) wants you to put a **comma before which**. In other words, if you see *which* without a comma before it, it's probably wrong.

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

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

We need a **comma before non-restrictive clauses and phrases** but it is not needed before restrictive clauses and phrases.

Both the sentences below are correct according to GMAT, but have different meanings.

- Please go into the room and get me the big book, **which** is mine. (Ex: of non-restrictive)
- Please go into the room and get me the big book **that** is mine. (Ex: of restrictive)

<http://www.sentencecorrection.com/forums/index.php?showtopic=150>

2. **"That" almost always refers to a restrictive clause or phrase and "which" to a non-essential phrase.**

Ex: The bananas that I left on the table have gone bad.

Bananas, which are high in potassium, are considered ideal for dieting.

3. Also, the relative pronoun **"which" should be used to refer to a noun** and not an idea or an action presented in an entire clause. (Ex: Q.49, Q.78 from OG)
Q.78: The root systems of the most flowering perennials either become too crowded, which results in loss of vigor, and spread too far outward, producing a bare center. -> Use of "which" is incorrect.

4. **Omitting "that"**

- You can omit *"that"* in a relative clause when the subject of the clause is different from the word or phrase the clause refers to. Thus, you can say either
The book that I was reading (or)
The book I was reading
- You can also omit *"that"* when it introduces a subordinate clause
Ex: *I think we should try again.*
- You should **NOT omit "that"**, however, when the subordinate clause begins with an adverbial phrase or anything other than the subject:
Ex: *She said that under no circumstances would she allow us to skip the meeting.*
The book argues that eventually the housing supply will increase.
This last sentence would be ambiguous if *that* were omitted, since the adverb *eventually* could then be construed as modifying either *argues* or *will increase*.

<http://www.bartleby.com/64/C001/062.html>

No vs. Not

No is a determiner expressing quantity like 'all', 'every', 'many', 'some', 'any', 'each', 'either', 'one', 'another' and is used before singular and plural nouns. It is similar in meaning to 'not a' or 'not any' and is often our preferred choice if we want to give emphasis to what we are saying. Compare:

- I have **no** idea what he is referring to. (more emphatic)
- I **don't** have any idea what he is referring to. (less emphatic)
- **No** students from the secondary school in New Town achieved the highest grades in their end-of-year exam. (more emphatic)
- There **weren't** any students from the secondary school in New Town who achieved the highest grades in their end-of-year exam. (less emphatic)
- I'm sorry. I've got **no** time for that this afternoon. (more emphatic)
- I'm sorry. I **haven't** any time for that this afternoon. (less emphatic)

Not is used to make a clause or sentence negative and usually combines with the verb 'to be' and with adjectives, adverbs, noun groups or prepositional phrases. **Very** is often used after **not** to moderate the negative aspect of the clause. Thus, we have:

- It was **not** difficult to understand why she was in love with him.
- It is **not** always true that people who are in love like the same things.
- He swims well, but **not** very evenly.
- It was **not** a huge meal, but enough for two people.
- I know I'll probably fail my driving test, but I'm **not** in the least bit nervous about it.

'Good' is probably unique as an adjective in that it can combine with **no** and **any** and also with **not**, although there are sometimes subtle distinctions in usage or meaning. Compare:

- 'Is the milk good?' '**No**, it's **not** good.' (The discussion here is about how fresh the milk is and **not** for me would be the preferred negative)
- 'Was the play any good?' 'It was **no** good at all. The acting was poor and the direction was terrible.' (Here, **no good** in the answer reflects **any good** in the question.)

'It's **no** good. I can't see how we can repair this fence. We shall have to buy a new one. (Here, 'It's no good' could be replaced by 'It's no use'.)

Note that **good**, like **use** or **point** is often used with **-ing**:

- 'It's **no** good trying to apologise. You have really offended me.'
- 'It's **no** use complaining about the service in this hotel. It will never improve.'
- 'There was **no** point (in) carrying on with this. We decided to end the investigation.'

Remember to use 'there's' with 'no point' and 'it's' with 'no good/no use'.

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv44.shtml>

Freedman's survey showed that people living in small towns and rural areas consider themselves no happier than do people living in big cities.

- (A) no happier than do people living
- (B) not any happier than do people living
- (C) not any happier than do people who live
- (D) no happier than are people who are living
- (E) not as happy as are people who live

OA is A

Usage of “One”

As a determiner, the word **“one” is sometimes used before a proper noun to designate**, particularly, this person: “He delivered the package to one Ronald Pepin of Colchester.” The article “a” will also function in that position for the same purpose.

Sometimes we use the word **“one” as an adjective**, as in “I’ll have just one scoop of ice-cream,” and we seldom have trouble with that usage. But we also use “one” as a pronoun, and this is where “one” becomes surprisingly complex.

Sometimes the pronoun **“one” functions as a numerical expression**:

- Those are lovely scarves. I think I’ll buy one.
- The three brothers get along quite well; in fact they adore one another.
- One of the senators will lead the group to the front of the capitol.

As a pronoun, **“one” can also function in an impersonal, objective manner**

- The young comedian was awful; one felt embarrassed for him.
- If one fails, then one must try harder next time.

“Oneself” is used in formal writing and speech as the proper reflexive form of “one”:

- If one slipped on this icy walk, one could hurt oneself badly.

Notice there is usually no apostrophe used in the spelling of *oneself*. The construction one’s self is used to refer to the concept of self.

The phrases “one in [plural number]” and “more than one” always take a singular verb:

- One in four dentists recommends this toothpaste.
- One out of every five instructors gets this question wrong.
- There is more than one reason for this.
- More than one lad has lost his heart to this lass.

The “one” in the phrase “more than one” apparently controls the number of the verb.

<http://webster.commnet.edu/grammar/one.htm>

“one or more”: Constructions using *one or more* or *one or two* always take a plural verb:

- One or more cars were parked in front of the house each day this week.
- One or two students from our department have won prizes.

Note that **when followed by a fraction, “one” ordinarily gets a plural verb**:

- One and a half years have passed since I last saw her.

The **fraction rule has an exception** in that amounts are sometimes treated as singular entities:

- One and a half cups is enough sugar.
- A year and a half has passed since I last saw her

Note also that the plural rule does not apply to these one-plus-a-fraction constructions that are introduced by the indefinite article (“a” or “an”) in the 2nd example above.

“one of those who”: Singular or plural verb? It is a matter of which word you feel is most appropriate as the antecedent of the relative pronoun—“one” or the plural noun in the “of” phrase that follows it.

Note also that when the phrase containing “one” is introduced by the definite article, the verb in the relative clause must be singular:

- He is the only one of the students who has already taken Latin.

Between vs. Among/ “er” vs. “est” forms/ more vs. most

If a sentence compares two items use “between” or the “er” form, but if it compares more than two use “among” or “est” form.

Adjectives and adverbs with three or more syllables require comparison with **more** and **most**. Those with two syllables can require either -er/ -est or more/most.

Ex: easy, easier, and easiest
But, ready, more ready and most ready

When in doubt pick the more/most form.

Incorrect: Could you drive slower?

Correct: Could you please drive more slowly?

NOTE: Avoid “amongst” in GMAT.

One or other vs. One or another

one or other - means between first or second that is out of two choices

one or another - between multiple choices not restricted to two

“Generally, “the other” means “the second one.” In other words, we can only use “the other one” when we are talking about only two things, such as our eyes, feet, ears, hands, or legs.

Ex: I have two sisters. One is a doctor, and the other one is an artist.” - TestMagic Erin

If the claims of coastal nations to 200-mile territorial seas were accepted on a worldwide basis, more than thirty per cent of the world’s ocean area would come under the jurisdiction of one or other national states.

- (A) one or other national states
- (B) one or another national state
- (C) one or the other national state
- (D) some or another of the national states
- (E) each and every national state

OA is B

The three plays in Preston Jones’s “A Texas Trilogy” are completely independent, and each has only a peripheral relationship with the other.

- (A) independent, and each has only a peripheral relationship with the other
- (B) independent, and each has only a peripheral relationship one with another
- (C) independent, and they have only a peripheral relationship with the others
- (D) independent and have only a peripheral relationship with one another
- (E) independent and have only a peripheral relationship each with the other

OA is D

Whether vs. If

On the GMAT, “whether” is more preferred than “if”

“**Whether**” is used when there are alternative choices.

Ex: I don’t know whether I will take the GMAT this month (or not).

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.

"IF" is used in a *conditional* sense.

Ex: If you prepare well you will get a good score.

Use of "Being" in GMAT

In GMAT, "*being*" in an answer choice is wrong more often than it is right.

Order of preference: **being** < **since** < **because**

There are a few exceptions to the "*being*" rule in which "*being*" is often the right answer.

Examples when "being" is correct:

1. Some idioms allow only one structure: Most often, ideas can be expressed in more than one way. For example, I can say...

I'm afraid of being late. (or)

I'm afraid that I'll be late.

Each has its own emphasis, but the point is that these two structures exist. When there is NO other alternative like idioms than usage of "*being*" is ok.

But, 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.

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

2. In the case of an absolute phrase (with + noun + noun complement)

In the example below "*with increased career prospects being* the most important for many MBA applicants" is an absolute phrase.

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

<http://www.sentencecorrection.com/forums/index.php?showtopic=323>

Note:

Noun Complement: A word or phrase that could logically and grammatically complete this pattern:
NOUN + LINKING VERB + NOUN COMPLEMENT

Ex: *She is a friend.* -> "friend" is a noun complement. In this case, we can see that a noun can be a noun complement.

Absolute Phrase: 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.

Ex: 1) *The train running late*, we decided to get off at the next stop and take a taxi home.

2) *All things being equal*, the active voice tends to be correct more often than the passive.

<http://www.testmagic.com/grammar/explanations/phrases/absolute-phrases-introduction.asp>

The nurses went on strike to protest their being overworked

- (A) their being overworked
- (B) themselves being overworked
- (C) themselves as overworked
- (D) their overworking
- (E) overworking themselves

OA is A

More discussion at <http://www.gmatclub.com/phpbb/viewtopic.php?t=12843>

Like vs. As

Like is used to **compare nouns**.

As is used to **compare actions**.

In Turkey, coffee is traditionally drunk very strong, much as the french do.

- A) much as the French do
- B) much like the French do
- C) much as it is by the French
- D) much as it is in France
- E) much like it is in France

OA is D

The comparison is between two countries Turkey and France, so the choice is now D or E. The focus of the sentence is on the action (of drinking), so it should be "as" and not "like".

Like vs. Such As

"like" means similar to, and "such as" means for example.

- Can you buy me some fruit **like** oranges or grapefruit?
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.
- Can you buy me some fruit **such as** oranges or grapefruit?
Oranges and grapefruit are examples of the type of fruit we want.

As business grows more complex, students majoring in specialized areas like those of finance and marketing have been becoming increasingly successful in the job market.

- a) majoring in specialized areas like those of finance and marketing have been becoming increasingly
- b) who major in such specialized areas as finance and marketing are becoming more and more
- c) who majored in specialized areas such as those of finance and marketing are being increasingly
- d) who major in specialized areas like those of finance and marketing have been becoming more and more
- e) having majored in such specialized areas as finance and marketing are being increasingly

OA is B (OG 223)

Note: "Such" is also preferable to "these" for presenting examples or instances.

Participle & Participial Phrases

Participle: A verb used as an adjective. There are two kinds of participles. The **past participle** has the past form of the verb which would go with the verb **have** and would usually end in **-ed**. The **present participle** ends in **-ing**.

Participial phrase: It consists of participle plus modifier(s), object(s), and/or complement(s).

Astronomers have theorized that the Big Bang governs the behavior of interstellar dust, particles that comprise the atoms and molecules created in the progenitive explosion and persisting in even the emptiest regions of space

- A. persisting
- GR SC Notes

- B. persists
- C. persisted
- D. they persist
- E. are persisting

OA is A

This sentence basically has two participial phrases:

1. created in the progenitive explosion
2. persisting in even the emptiest regions of space.

Both modifying "atoms and molecules"

So, you can maintain parallelism only by using the two participles "created" (past participle) and "persisting" (present participle).

More detailed explanation at <http://www.gmatclub.com/phpbb/viewtopic.php?t=12830>

Subjunctive Mood

The **subjunctive mood** is used in dependent clauses that do the following:

1. **express a wish**, mostly followed by "were"
 - *She wishes her boyfriend were here.*
2. begin with **if** and **express a condition that does not exist (is contrary to fact)**
 - *If Juan were more aggressive, he'd be a better hockey player.*
 - *If she were coming, she would be here by now.*
 - *If I were you, I would not go there.*
3. begin with **as if** and **as though** when such clauses **describe a speculation or condition contrary to fact**
 - *He acted as if he were guilty.*
4. begin with **that** and **express a demand, requirement, request, or suggestion**.(OG Q.145) and second verb is in infinitive form
 - *I requested that he be present at the hearing.*
 - *I insist that the chairman resign!*
 - *Their main demand was that the lawsuit be dropped*

"If" clauses: According to traditional rules, you use the subjunctive to **describe an occurrence that you have presupposed to be contrary to fact**. The verb in the main clause of these sentences **must then contain the verb would** or (less frequently) *should*:

- *If I were ten years younger, I would consider entering the marathon.*
- *If America were still a British colony, we would all be drinking tea in the afternoon.*

When the situation described by the **"if" clause** is **NOT presupposed to be false**, however, that clause **must contain an indicative verb**. The form of verb in the main clause will depend on your intended meaning:

- *If Hamlet was really written by Marlowe, as many have argued, then we have underestimated Marlowe's genius.*
- *If Kevin was out all day, then it makes sense that he couldn't answer the phone.*

Note: Remember, just because the modal verb *would* appears in the main clause, this doesn't mean that the verb in the **"if" clause** must be in the subjunctive if the content of that clause is not presupposed to be false:

- *If I was (not were) to accept their offer-which I'm still considering-I would have to start tomorrow.*
- *He would always call her from the office if he was (not were) going to be late for dinner.*

Another traditional rule states that you are not supposed to use the subjunctive following verbs such as *ask* or *wonder* in *if* clauses that express indirect questions, even if the content of the question is presumed to be contrary to fact: *We wondered if dinner was (not were) included in the room price. Some of the people we met even asked us if California was (not were) an island.*

<http://www.bartleby.com/64/C001/061.html>

Note: Do **NOT** use “**should**” in Subjunctive mood.

Should vs. Would

The two verbs are not always interchangeable. You **can use either *should* or *would* in the first person to express the future from the point of view of the past**. The same principle applies to the verb in sentences that express a future condition.

- *He swore that I should (or would) pay for the remark.*
- *If I had known that, I would (or more formally, should) have answered differently.*

In the second and third persons, however, you only use *would*:

- *She assured us that she would (not should) return.*
- *If he had known that, he would (not should) have answered differently.*

Only *should* is correct: To **express duty or obligation**, you use *should* as the equivalent of *ought to*: *I (or you or he) should go.*

Only *would* is correct: You use *would* (and not *should*) to **express willingness or promise** (*I agreed that I would do it*) and to **express habitual action** in the past (*We would walk along the canal at night*). *Would* also has the advantage of being a polite substitute for *will* in requests: *Would you lend me a dollar?*

<http://www.bartleby.com/64/C001/057.html#SHOULD>

Infinitives & Split Infinitive

Infinitive: the root of a verb plus the word *to*. To sleep, perchance to dream.

The **present infinitive** describes a present condition: “I like to sleep.”

The **perfect infinitive** describes a time earlier than that of the verb: “I would like to have won that game.”

Split Infinitive: An infinitive is said to be “split” when a word (often an adverb) or phrase sneaks between the “*to*” of the infinitive and the root of the verb: “to boldly go,”

Split infinitive is not considered acceptable in standard American English.

If present metal prices continue to sharply rise, the value of the copper in a penny will soon be greater than the face value of the coin.

- a. If present metal prices continue to sharply rise,
- b. If present metal prices are continuing their sharp rise,
- c. Should present metal prices continue their sharp rise,
- d. Continuation of sharply rising metal prices should mean that
- e. Metal prices’ sharp rise continuing should mean that

OA is C

What’s wrong with A?

A uses **split infinitive**, if A had said “to rise sharply” it would have been acceptable.

Compare with vs. Compare to

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**.

Compare with: To evaluate things relative to each other; for example, *"I'm thinking of buying either a Honda Accord or a Toyota Camry, so I'm comparing each with the other, trying to figure out which to buy."* This meaning is much more common.

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.

Compare to: To say that one thing is like another thing, often to try to explain what one is like, but sometimes as an insult; for example, *"My friend didn't know what a pomelo was, so I compared it to a grapefruit. Then she was able to understand what it was."* or *"My friend got mad at the way I handled her bags, so she compared me to a gorilla."* This meaning is less common.

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.

Although, Though, Even though, Despite, In spite of

Although, though and **even though** are all **conjunctions**, whilst **in spite of** and **despite** are both **prepositions**. So usage requires:

although + clause

though + clause

even though + clause

despite + noun

in spite of + noun

Although and **though** can be used in the same way. **Though** is perhaps more common in informal speech and writing, whereas **although** can be used in a wide variety of styles.

- Our new neighbors are quite nice, **though** their dog is a bit of a nuisance.
- She insisted on keeping her coat on, **although** it was extremely warm in the house as the central heating was on.
- **Although** she was commended for completing the Millennium Dome project on time and within budget, management felt that it was now time for a new person with different talents to take over.

Even though: **Though** is often used with **"even"** in order to give emphasis:

- I managed to get good results in my exams, even though I went out four times a week when I was supposed to be revising.

Despite might be thought more formal than **in spite of** but there is really very little difference in usage between the two:

- **Despite** the appalling weather, they succeeded in walking to the top of Ben Nevis.
- They decided to get married **in spite of** the huge differences in their ages.

Despite and **in spite of** are normally used as prepositions, they can also be used in adverbial constructions with **-ing**, thus:

- I managed to pass my exams, **despite going** out four times a week during the revision period.
- **In spite of feeling** terribly sick, I went to work every day that week.
- **Despite being** severely handicapped, he managed to complete the race.

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv41.shtml>

Count Vs Non count

Concrete things such as tables, students, bottle, person etc are count nouns. While others which refer to abstract ideas such as air, beauty, money, water, furniture, information, soap etc are non-count nouns. Non-count nouns do not usually pluralize. For instance while plural of bottle is bottles, there is no plural of water.

To quantify these words different words are used for count and non-count nouns.

- If there were **fewer cars** on the road, there would be **less traffic**.
- The **number of cars** on the road contributes to the **amount of traffic**.
- There's too **much traffic** on this road because there are too **many cars**.

Countable: number, few, fewer, many, majority, several

Not countable: amount or quantity, little, less, much, any, a lot of

Exception: When referring to time or money, **less** is often used even with numbers. Specific units of time or money use **fewer** only in cases where individual items are referred to. Non count nouns generally take singular verbs and count nouns take singular or plural depending on the number.

Ex: Most people are; Most of the water is

Percentages and fractions take plural verb if referring to count nouns. Exception to this would if the percentage or fraction results in a single quantity.

- A quarter of my homework remains to be done.
- Two thirds of the students were familiar with the question.

Objective case of Pronouns

There is no objective form for "you" and "it"

Subjective	I	He/ She	We	They	Who
Objective	Me	Him/ Her	Us	Them	Whom
Possessive	My	His/ Her	Our	Their	Whose
Predicative	Mine	His/ hers	Ours	Theirs	Whose

Rule 1: Objective forms of pronouns are **used after prepositions** such as: to, at, in, of, between, among, over etc.

Incorrect: The cops had nothing **on** Chris and **I**.

Correct: The cops had nothing on Chris and **me**.

Incorrect: The English, **among who** are some fine musicians, cannot write opera.

Correct: The English, **among whom** are some fine musicians, cannot write opera.

Rule 2: Objective forms of pronouns are **usually used after verbs**.

Incorrect: The cops **liked** Chris and **I**

Correct: The cops **liked** Chris and **me**.

Incorrect: The Smiths **believe** both **they** and their story.

Correct: The Smiths **believe** both **them** and their story.

Test: The sentence should make sense if you removed the conjunction either pronoun. Ex: "The cops had nothing on me" makes more sense than "The cops had nothing on I".

Exception to Rule 2: The exception to this rule is verb "**be**".

Incorrect: It is me/ It's me

Correct: It is I/ It's I

Incorrect: They need the quarterback **to be him** who has a cool head and a strong throwing arm.

Correct: They need the quarterback **to be he** who has a cool head and a strong throwing arm.

Note: "It's" is contraction of "it + is". "Its" is the possessive of "it". **Never** use "it" to replace a complete idea, clause or a phrase.

Who vs. Whom

Use "**who**" **when someone is the SUBJECT** of a sentence, clause, or phrase.

Ex: Who called the meeting?

Use "**whom**" **when someone is the OBJECT** of a verb or preposition.

Ex: Whom did you invite to the meeting?

Note: Try the question test. If you answer the question with "**he**" or "**they**" pick "**who**" if you answer the question with "**him**" or "**them**" pick "**whom**".

Presenters at the seminar, **one who** is blind, will demonstrate adaptive equipment that allows visually impaired people to use computers.

(A) one who

(B) one of them who

(C) and one of them who

(D) one of whom

(E) one of which

OA is D

In this statement, you are trying to say one of the presenters is blind. (ie: one of them is blind) When in doubt substitute the "whom" with "them" or "they".

Singular Pronouns & Collective Nouns

No one

Someone

Everyone

Anyone

None

Another

The number

Nobody

Somebody

Everybody

Anybody

Each

Either

Neither

Nothing

Something

Everything

Anything

Any

Every

Collective noun examples: Family, School, Committee

Singular pronouns should always be followed by singular verbs. For collective nouns, use a singular verb if you want to stress the group as a whole and use plural verb if you want to emphasize the individual units in the group.

What (Singular or Plural?)

When “*what*” is the subject of a clause, it may either take a singular or plural verb.

“*What*” is **singular** when taken as the **equivalent of “*that which*” or “*the thing which*”**:

- *I see what seems to be a dead tree.*

“*What*” is **plural** when taken as the **equivalent of “*those which*” or *the “things which”***:

- *He sometimes makes what seem to be thoughtless mistakes.*

When a clause that has “*what*” as its subject is itself the subject of a sentence, it may take a singular or plural verb. Most of these *what* clauses are singular. In fact, *what* clauses are usually singular even when the verb is a linking verb, such as *be* or *seem*, followed by a plural noun or a series of nouns:

- *What she kept in her drawer was ten silver dollars.*
- *What truly commands respect is a large air force and a resolute foreign policy.*

In some cases, you can treat a clause with *what* as the subject as singular or plural, depending on the emphasis you want to convey. In “*What excite him most are money and power*”, the implication is that money and power are distinct elements; in “*What excites him most is money and power*”, the implication is that money and power are a single entity.

The “*what*” clause as a whole is **plural if it has a plural verb**:

- *What seem to be two dead trees are blocking the road.*

<http://www.bartleby.com/64/C001/072.html>

The period when the great painted caves at Lascaux and Altamira were occupied by Upper Paleolithic people has been established by carbon-14 dating, but what is much more difficult to determine are the reason for their decoration, the use to which primitive people put the caves, and the meaning of the magnificently depicted animals.

- a) has been established by carbon-14 dating, but what is much more difficult to determine are
- b) has been established by carbon-14 dating, but what is much more difficult to determine is
- c) have been established by carbon-14 dating, but what is much more difficult to determine is
- d) have been established by carbon-14 dating, but what is much more difficult to determine are
- e) are established by carbon-14 dating, but that which is much more difficult to determine is

OA is B.

Why “is” and not “are”?

To simplify the rule here: To figure out whether the verb is singular or plural, **we look to the left**, not to the right.

Noun clauses are generally singular (can't think of any exceptions, but I seem to recall one sometime in the past), so we'd use a singular verb when the noun clause is the subject. For example:

*What I need **is** many people to help me move.*

Of course, many native speakers will say something like this:

*What I need **are** many people to help me move.*

But again, it's **the subject, not the object that determines the number of the verb**.

<http://www.sentencecorrection.com/forums/index.php?showtopic=369>

Because vs. Due to

“**Because**” is used as an adverb while, “**Due to**” is used as an adjective. Try to substitute with “caused by” if it works then “Due to” is the right usage.

- The event's postponement was due to rain
- The event was postponed because of rain.

Possible structures: 'Due to + Noun Phrase' and 'Due to the fact that + Main Clause', and 'Because + Main Clause' and 'Because of + Noun Phrase'.

NOTE: "Since" is less preferred than "because".

Redundant Phrases

Eliminate any choices with redundant phrases. Some examples

1. reason...because
 2. co-operate...together
 3. free gift
 4. consensus of opinion
 5. retrospective...refers back
 6. few in number
 7. grouped together
 8. end result
 9. new initiative
 10. serious crises
 11. ultimate conclusion
 12. deliberately chose
 13. at least as many as
 14. both...as well as
-

Other

1. The doctrinal dispute resulted in the dismissal of the president of the seminary, who was charged with teaching false doctrine and with administrative misconduct.

- (A) charged with teaching false doctrine and with administrative misconduct
(B) charged with teaching false doctrine and administrative misconduct
(C) being charged that he taught false doctrine and administrative misconduct
(D) charged with both false doctrine teaching and administrative misconduct
(E) teaching false doctrine and administrative misconduct as charged

OA: A

Why is OA A, and not D or B?

In D: The key here is to notice that **doctrine** is the object of **teaching** and should therefore be kept as the object, not as an adjective (or, as we sometimes say, "in attribution").

In other words, we should follow this pattern: PREP + GERUND + OBJECT OF GERUND

Of course a good example will make this rule clearer. Consider the following sentences:

The woman was fired **for buying junk.**

or

The woman was fired **for junk buying.**

Here are two more:

After eating lunch, I felt sleepy.

or

After lunch eating, I felt sleepy.

In B: if we don't use **with**, we would have ambiguity about whether **misconduct** was parallel with **teaching** or with **doctrine**. In other words, it sounds like the president was teaching administrative misconduct!!

2. The legislature seems to talk at great length about reform but to do almost nothing to achieve that.

- (A) to do almost nothing to achieve that
- (B) to do almost nothing achieving such
- (C) to do almost nothing to achieve It
- (D) doing almost nothing in achieving any
- (E) doing almost nothing to achieve that

OA is C

Well, the grammatical explanation for why it is (C) is quite simple--that is what we call a demonstrative, which means that it is used to show which one, kind of like pointing at something, saying *that one*.

"it" is a simple pronoun--it simply replaces a singular noun that came before. So, if you're not pointing out a noun, you should use "it".

3. Unlike modern feminism, which derives much of its strength from rejection of an oppressive home, Marietta Holley in her novels made domesticity the basis of women's liberation.

- (A) Unlike modern feminism, which derives much of its strength from rejection of an oppressive home, Marietta Holley in her novels
- (B) Unlike the modern feminist who derives much of her strength from rejection of an oppressive home, Marietta Holley's novels
- (C) Unlike modern feminism, deriving much of its strength from rejection of an oppressive home, Marietta Holley's novels
- (D) Unlike those of the modern feminist who derives much of her strength from rejection of an oppressive home, novels of Marietta Holley
- (E) Unlike those of modern feminism, which derive much of their strength from rejection of an oppressive home, Marietta Holley's novels

OA is E

What's wrong with D?

D is almost correct, but it does have a couple of errors. One of the easiest to point out is the missing determiner *the* required for the phrase *novels of Marietta Holley*.

However, there are still a couple other things to pay attention too, things that are actually more important if you're shooting for 700+.

Compare the following two phrases:

- who derives much of her strength from rejection of an oppressive home
- which derive much of their strength from rejection of an oppressive home

In the first clause: "who derives much of her strength from rejection of an oppressive home" we are saying that the modern feminist gains strength.

In second clause: "which derive much of their strength from rejection of an oppressive home" we are saying that the novels gain strength.

We know what's referring to what because of the relative pronouns and the form of the verb.

We know that we should be talking about the novels and "the feminist," because the latter part of the sentence shows the contrast--Holley's novels (not "the feminist").

Finally, if we do indeed want to talk about feminism, then it would be better to do so by referring directly to *feminism*, and not to *the feminist* (to represent all of feminism).

4. Twenty-two feet long and 10 feet in diameter, the AM-1 is one of the many new satellites that is a part of 15 years effort of subjecting the interactions of Earth's atmosphere, oceans, and land surfaces to detailed scrutiny from space.

- (A) satellites that is a part of 15 years effort of subjecting the interactions of Earth's atmosphere, oceans, and land surfaces
- (B) satellites, which is a part of a 15-year effort to subject how Earth's atmosphere, oceans, and land surfaces interact
- (C) satellites, part of 15 years effort of subjecting how Earth's atmosphere, oceans, and land surfaces are interacting
- (D) satellites that are part of an effort for 15 years that has subjected the interactions of Earth's atmosphere, oceans, and land surfaces
- (E) satellites that are part of a 15-year effort to subject the interactions of Earth's atmosphere, ocean, and land surfaces

OA is E

Why not B?

<http://www.gmatclub.com/phpbb/viewtopic.php?p=75641#75641>

5. The computer software being designed for a project studying Native American assess to higher education will not only meet the needs of that study, but also has the versatility and power of facilitating similar research endeavors.

- (A) but also has the versatility and power of facilitating
- (B) but also have the versatility and power to facilitate
- (C) but it also has the versatility and power to facilitate
- (D) and also have the versatility and power of facilitating
- (E) and it also has such versatility and power that it can facilitate

OA is B

Why not A?

Here the parallel construction with not only...but also compares "will meet" with "will have" "He meets" || with "he has". So, here software needs the plural have.

<http://www.gmatclub.com/phpbb/viewtopic.php?t=13114>

6. City Planners in Detroit hope that the renewal project extending along the eastern riverfront will establish a population that lives and works downtown and also provides the office space needed to attract new businesses.

- A) that lives and works downtown and also provides
- B) to live and work downtown and also provide
- C) that lives as well as works downtown and also provide
- D) which lives as well as works downtown and also provides
- E) who live as well as work downtown and also provides

OA is C

Why not A?

In A, D and E the "provides" implies that the population provides the office space while it should be the "city planners".

So, the parallel construction is with "will establish" and "will provide".

<http://www.gmatclub.com/phpbb/viewtopic.php?t=13114>

<http://www.testmagic.com/forums/showthread.php?mode=hybrid&t=13204>

7. The Immigration Service now has the discretionary power to keep families united even though all their members do not meet the five-year residency requirement.

- (A) all their members do not meet the five-year residency requirement
- (B) not all their members meet the five-year residency requirement
- (C) all their members have not met the requirement for a five-year residency
- (D) not all their members have resided for five years, a requirement
- (E) all their members have not resided for five years, as required

OA is B

Why not A?

It is implied with "keep families together" that only some of the members do not meet the requirements.

Only answers B and D make that distinction. The others suggest that the whole family members do not meet the requirements (in that case they could all be deported together and the family would still be united right?).

8. Art historians are using a process known as infrared scanning in analyzing the Mona Lisa to determine if it has been altered since completion and if Leonardo da Vinci first sketched the figure in black, as done by many artists of the time.

- (A) if it has been altered since completion and if Leonardo da Vinci first sketched the figure in black, as done
- (B) if it had been altered since completion and if Leonardo da Vinci first sketched the figure in black, a practice employed
- (C) whether it has been altered since completion and whether Leonardo da Vinci first sketched the figure in black, a practice employed
- (D) whether it was altered since completion and whether Leonardo da Vinci first sketched the figure in black, as was done
- (E) whether it had been altered since completion and whether Leonardo da Vinci first sketched the figure in black, a practice done

OA is C

Why not D?

Has been altered is correct - u need present perfect with "since"

Few points:

1. Which one is better here - 'IF' or 'Whether'. Since 'IF' is not followed by a 'THEN' clause, 'Whether' is right. This means A and B are out.

2. Looking at D, we have 'whether it was done....., *as was done*' . 'as was done' surely is awkward. So D is out.

3. b/w C and E..., E has 'a practice done' and C has 'a practice employed'. 'A Practice employed' seems right. C also has 'has been' - which is right. 'had been' and 'a practice done' together doesn't keep the tenses intact.

9. Asset allocators create portfolios, often in the form of mutual funds, with the intention to turn in good results in both "bull" and "bear" markets.

- (A) with the intention
- (B) the intention of which is
- (C) intended
- (D) and intending
- (E) so intended as

OA is C.

Why not A?

"with the intention of" is the correct idiom. A uses "with the intention to".

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

- a) Although about 99 percent of the more than 50 million
- 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

OA is A

What's the difference between A & C?

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

Researchers have explored the possibility that dolphins <u>are able to be trained to communicate as humans</u>. ① are able to be trained to communicate as humans ② were able to be trained to communicate like humans ③ can be trained to communicate like humans can ④ could be trained to communicate as humans ⑤ are capable of being trained to communicate as humans do	The underlined portion of this sentence contains two problems. It sounds awkward to say "are able to be trained," and there is a vague comparison in the phrase "as humans." With this phrase, it is unclear whether the sentence means that dolphins COMMUNICATE as humans communicate or that they can be TRAINED to communicate as humans can be trained to communicate. (5) corrects both of these problems. The phrase "are capable of being" improves upon the awkward wording of "are able to be trained," and the comparison "as humans do" makes it clear that the sentence is referring to how humans communicate. (2) does not improve the awkward phrase at the beginning of the sentence—it just changes it to an equally awkward one—and it does not correct the vague comparison problem at the end. (3) corrects the awkward construction at the beginning of the sentence but does not clarify the vague comparison by adding the "can" at the end. (4) improves the awkward construction at the beginning of the sentence but does not correct the vague comparison at the end.
This April, three out of seven people will file <u>tax returns with a disk found in software stores and accounting texts</u>. ① tax returns with a disk found in software stores and accounting texts ② a tax return with a disk found in software stores and accounting texts ③ tax returns with disks found in a software store and an accounting text ④ tax returns with a disk found in a software store and an accounting text ⑤ a tax return with a disk found in a software store and an accounting text	There is an error in meaning in this sentence that comes from the fact that "tax returns" is plural and "a disk" is singular. It makes it sound like all of the people used the same disk. (1) is out. We certainly do not want to stick to the original underlined portion of this sentence. Choices (3), (4) and (5) are all wrong because they do not correct the error in meaning and because they change the meaning of the original sentence which violates the directions. By substituting "AN accounting text" for "accounting texts" the meaning changes. Now it is one singular text that is being used not a variety as the original sentence states.

San Franciscans of the 1890's mocked the claim that declared Los Angeles a world city, yet within twenty years a powerful municipal will had made this boast a reality.

- ① yet within twenty years a powerful municipal will had made this boast a reality
- ② yet within twenty years a powerful municipal will made this boast a reality
- ③ yet a powerful municipal within twenty years will make this boast a reality
- ④ yet this boast had become a reality within twenty years because of a powerful will municipally
- ⑤ yet within twenty years a municipal will had made this boast a powerful reality

It's not the most graceful sentence, but it's correct. (2)'s simple past tense, "made," won't suffice; (1)'s past perfect "had made" is required because there are two past actions, one ending before the other. Before twenty years passed, L.A. "had made" good on its boast. (3) and (5) needlessly break up the subject, "a powerful municipal will," thereby changing the meaning of the sentence. (4) distorts that meaning by making an adverb, "municipally," out of "municipal." Nonsense — it was "a powerful municipal will" that made L.A. into a world city.

<u>Idiomatic</u>	<u>Unidiomatic</u>
A lot	alot
Able + infinitive	
Access to	
Account for	
Adapted to/ for/ from	
Agree to (idea or proposal)/ with (people)	
All of which	Of which all
Allows for	
Allow...to be based on	Allow that...fees be based on
Appeal to	
apply to	
As an instance of	
As good as...or better than	
as much as (as...as)	
Associate with	
attempt to	
Attend to (someone)	
Attribute to	Attribute as
Attribute x to y/x is attributed to y	
Based on	
Begin + infinitive	
believe x to be y	
better served by x than by y	
between x and y	
Both x and y	
call ...to consider	
Care about/ for	
Center on	Center around
Choose + infinitive	
Compare a to b	
Compare a with b	
Composed of	
Concerned with	
Conform to	Conform with
Connection between x and y	Connection of x and y
Consider (+ nothing)	Consider as
Contend that	
Contrast a with b	
Count on + person/thing	
credit with	

debate over	
Different from (compare people and things)	Different than(compare clauses-less preferred)
difficult + infinitive (to)	
Disclose to + person/organization	
distinguish between x and y	
distinguish x from y	
Doubt that	Doubt whether
Drawn to person/thing	
Dream of/about	
Dwindle from	
Emerges from	
Essential to	
estimated to be	
Except for	Excepting
Fascinated by	
Flee from	
Focus on + thing/person	
Forbid x to do y	
from x to y	
Get credit for/give credit for	
Identical with	Identical to
In an attempt to	As attempt in
In contrast to	In contrast of
In regard to	In regards to
In spite of	Despite
Independent of	Independent from
Indicate that/ to	
Indifferent towards	
intend to	
intent on	
Invest in	Invest into/ for
Leads to	
Less on x than on y	
liken x to y	liken to be
method of..	method to
Mistook x for y	Mistook...to
more ...than ever	
native of	
native to	Native in
Need for/ to	
no less ...than	
Not only ... but also	not only... and also
Not so much...as	

Subject/ Verb Inversion

<http://www.sentencecorrection.com/forums/index.php?showtopic=167>

There are at least eighteen types of inversion:

Type	Examples	Notes
1. neg intro	Never do I sleep .	Question form is obligatory.
	Only at night can I study .	Used with all verbs.
	In no way could I help you with your Japanese grammar question.	This one is very common on the TOEFL and somewhat common on the GMAT and GRE.
	I believe that only rarely will I need your help .	We need to learn the various types of words and phrases that require this type of inversion.
2. intro adverbial	Not until I got home did I realize that my shoes were untied .	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 .	Inversion is optional.
	First comes love , then comes marriage.	Used with be-verbs, linking verbs, and verbs of direction.
	After A comes B , then comes C, next comes D .	This one is less common on the TOEFL, but more common on the GMAT and GRE.

Type	Examples	Notes
	Down came rain and washed the spider out.	Notice that sometimes we have an adverb, like first and down and sometimes we have an adverb phrase like into the room or after A. These adverbs and adverb phrases usually show location or direction. This type of inversion usually only occurs with be-verbs, linking verbs and verbs that show direction or movement, like come, go, run, etc.
3. intro -ed	Found in San Francisco is Lombard Street, the so-called crookedest street in the world. Lost among the old tables and chairs was the priceless Victorian desk. Located between San Francisco and Marin County is the Golden Gate Bridge.	Inversion is obligatory. Used with be-verbs. This one is very common on the TOEFL, GMAT, and GRE. This type of inversion usually occurs with be-verbs, but sometimes with linking verbs. Notice that the phrase is the complement of the be-verb.
4. comparatives	Cheetahs run faster than do antelopes. You speak Chinese better than do I. Jessica is more interested in Computer	Inversion is optional. Used with all verbs. This form of inversion is common on the TOEFL, GMAT, and GRE.

Type	Examples	Notes
	Science than is Benjamin.	We normally only have inversion here if we are comparing subjects of the verb, not objects. For example, in the following two sentences, we are comparing objects, carrots and potatoes, not the subject I.:
		☺ I like carrots more than I do potatoes. ☺
		☹ I like carrots more than do I like potatoes. ☹
		Now, in this sentence, we are comparing subjects, I and my friend Carl:
		☺ I like carrots more than does my friend Carl. ☺
5. intro comparative	Bigger than an apatosaur is the blue whale.	Inversion is obligatory.
	More important than your personal statement is your GPA.	Used with be-verbs.
	No less impressive than the invention of the laser was the development of the wheel.	This form is more common on the GMAT and GRE than it is on the TOEFL.
		Notice that we can only use this form of inversion when the verb is a be-verb since in every case, the comparative

Type	Examples	Notes
		is the complement of the be-verb.
		Remember that less than is also a comparative.
6. as	Megumi is from Japan, as is Sato.	Inversion is obligatory.
	So-eun wants to leave early today, as does Oi.	Used with all verbs.
	If thrown into the water, camels can swim, as can cats.	We can only use inversion if we are using as for comparisons.
		as is one of the trickiest words in English; it can have many different meanings.
7. so... that...	So happy was I that I bought flowers for everybody in class.	Question form is obligatory.
	So quickly did she leave that we did not even realize was gone.	Used with all verbs.
	So rarely does a comet appear visible to the naked eye that when one does, it is considered a major event.	This is not so common on the TOEFL, but is fairly common on the GMAT and GRE.
		The so... that... clause must before the verb in for this type of inversion.
	Had I remembered Tomomi's birthday,	Inversion is obligatory.

Type	Examples	Notes
8. <i>had, should, were</i> for <i>if</i> -clauses	she wouldn't be mad at me now.	Used with all verbs.
	Should you need a hand, I will be more than happy to help you.	This is somewhat common on the TOEFL and more common on the GMAT and GRE.
	Were I you, I think I would study more for your exam tomorrow.	This type of inversion is kind of special. Notice that we can only use this type of inversion when we are using an <i>if</i> -clause. In other words, <i>if</i> is omitted: even though the word <i>if</i> does not appear in the clause, we still have the meaning of an <i>if</i> -clause. For more information, see <i>had, should, were</i> .
9. <i>there is, there are, there exists, there comes, etc.</i>	There is a good restaurant nearby.	Inversion is obligatory.
	There comes a time in every person's life when she realizes that she is responsible for her own happiness, not other people.	Usually used only with these verbs.
	Scientists hypothesize that there exists a certain type of particle that can travel faster than the speed of light.	This form of inversion is common on the TOEFL, GMAT, and GRE, as well as in spoken and written English.
10. <i>here is, here are, here comes,</i>	Here is some good food for you to try.	Most people remember <i>there is</i> and <i>there are</i> . BUT we must also remember that there are other verbs that we can use instead of <i>is</i> and <i>are</i> . The most common ones are <i>exist, come, and go</i> .

Type	Examples	Notes
here come	Here are the books that I don't need anymore.	Usually used only with these verbs.
	Here comes the bus!	
		You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE. It could, however, appear on the Listening Comprehension Section of the TOEFL. We use this form mostly in spoken English.
11. intro -ing	Burning out of control was the forest located in the foothills of the Sierra Nevada mountains.	Inversion is obligatory.
	Coming in last in the race was Joe "Elephant Legs" Blow.	Used only with be-verbs.
	Not helping the situation was little Susie, who was throwing newspaper on the spreading fire.	This form is not common on the TOEFL, but might show up on the GMAT or GRE.
12. emphasis	Boy am I hungry.	Inversion is optional.
	Is it ever hot in here!	Used with all verbs.
	Do you know how to cook!	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.

Type	Examples	Notes
13. the bigger, the better	The closer an object is to another object, the greater is the gravity between the two objects.	Question form is optional.
		Used with all verbs.
14. questions	Is this the last example?	Inversion is obligatory.
	Do you enjoy reading these lists?	Used with all verbs.
	Are we finished yet?	It would, however, appear on the Listening Comprehension section of the TOEFL. Not for GMAT
15. "story speech"	"I think it's time to go," said Susan.	Inversion is optional.
	"It's time for you, but not for me," replied Gary.	Used with verbs that report speech.
	"Maybe we should collect our thoughts for a moment," commented Lany.	You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE.
16. nor	No one has volunteered for the job, nor do we expect anyone to volunteer in the future.	Inversion is obligatory.
	Hok-ming cannot speak Portuguese, nor can José speak Cantonese.	Used with all verbs.
		You might see this on the adaptive TOEFL if you are scoring high and it could appear on the GMAT or GRE.

Type	Examples	Notes
	The zoo regulations will not permit you to touch the animals, nor would most people advise you to do so.	Remember that nor is considered a conjunction, but we use it between two sentences (not between any two elements like the other conjunctions).
17. "so do I"/ "neither do I."	"So do I."	Inversion is obligatory.
	"So can Terry."	Used with all verbs.
	"Neither do most people I know."	You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE.
18. intro adjective	Beautiful beyond belief was my baby daughter.	Inversion is obligatory in most cases.
	Happy about their acceptance into their dream schools were Lany and Tomo.	Used with be-verbs.
	Quick and painless will be your medical procedure.	This one is fairly rare and probably would not appear on the TOEFL, but you might see it on the GMAT or GRE.
		Inversion is sometimes not used in poetic language.

If present metal prices continue to sharply rise, the value of the copper in a penny will soon be greater than the face value of the coin.

- (A) If present metal prices continue to sharply rise,
- (B) If present metal prices are continuing their sharp rise,
- (C) Should present metal prices continue their sharp rise,
- (D) Continuation of sharply rising metal prices should mean that
- (E) Metal prices' sharp rise continuing should mean that

OA is C (Look at Subject/Verb inversion notes, #8, *had*, *should*, *were*.)