

Summary of Manhattan GMAT Sentence Correction

Basic Rule in the order

1. Grammar
2. Meaning
3. Concision

In Gmat, **LIKE** cannot introduce examples, **such as** must be used instead.

*Does everyone have **their** book?* is incorrect. It should be *Does everyone have **his or her** book?*

The word **SHOULD** means *moral obligation*-something that cannot impose.

Most of the time, **BEING** is redundant in GMAT. You should avoid it when possible.

Subject Verb

Subject and verb must both exist in a sentence. It should not be a fragment sentence For ex: The electron named in 1984. There is no verb WAS.

Subject and verb must agree in number. SINGULAR/PLURAL

Eliminate the middleman(listed below), and skip the warmup(listed below)

1. Prepositional phrase – group of words starting with – *of, in, on at, about, by, to, with, for, from*
2. Subordinate Clause – Clauses with connecting words such as *WHICH* or *WHO*
3. Other modifiers – Modifiers may be *Present participals, past participals, and modifiers separated by comma.*

And -Vs Additive Phrases

AND can unite two or more singular subjects and form a compound plural subject.

Additive Phrases do not form compound subjects

For ex: along, in addition to, as well as, accompanied by, together with, including

Either Or / Neither Nor

Find the noun nearest to the verb, and make sure the verb agrees with this noun in number

For ex: Neither the players nor the **coach is** going to the beach (Correct)

Neither the coach nor the **players are** going to the beach (Correct)

Collective nouns: Almost always singular

Example: Agency, Army, Baggage, fruit, furniture

Indefinite Pronouns: Usually Singular

Example: Anyone, Anybody, Anything, No One, nobody, nothing, each, every, someone, somebody, something, everyone, everybody, everything, Either, Neither, Whatever, Whoever

SANAM – Some Indefinite Pronouns can be singular or plural depending on the context of the sentence.

SANAM – Some, Any, None, All, More/Most

You should look at the OF phase to determine the number of the subject.

Example: Some of the money was stolen from my pocket (Singular)
Some of the documents were stolen from the bank (Plural)

NOT ONE is always singular – Ex: Not one of my friends IS here this weekend.

None of + plural noun can either taken singular or plural verb form

Each and Every requires a singular verb. But if each following a subject has no bearing on the verb.

For ex: They each are great tennis players.

Quantity words and Phrases.

The number of takes a singular verb. A number of takes a plural verb.

Fractions and Percents:

Example: Half of the **pie** *is* blueberry, and half of the **slices** *are* already gone.

Majority, minority, and plurality are either singular or plural depending on the context.

Treat quantity phrases in the same way as SANAM pronoun: the noun in the Of-prepositional phrase will indicate whether the verb is singular or plural.

*******WHEN IN DOUBT, THINK SINGULAR*******

Parallelism

Comparable sentence parts must be structurally and logically similar.

Common parallel markers are

And, Both/And, OR, Either/OR, Not/But, Not Only/But Also, Rather than, From To

Parallel Elements:

Almost anything in a sentence can be made parallel to a similar Parallel Element.

Elements	-	Examples
Nouns	-	Her expression reflected BOTH <u>anger</u> AND <u>relief</u> .
Adjectives	-	The park was NEITHER <u>accessible</u> NOR <u>affordable</u> . We collected BOTH <u>second-</u> AND <u>third-</u> grade books.
Verbs	-	The custodian <u>cleaned the basement</u> AND <u>washed the windows</u> .
Infinitives	-	We would like NOT ONLY <u>to hear your side of the story</u> BUT ALSO <u>to provide a response</u> .
Participles	-	The actor left quickly, <u>shunning fans</u> AND <u>ducking into a car</u> .
Prepositional Phrases	-	It was important to leave the money <u>in the drawer</u> RATHER THAN <u>on the table</u> .

(Note: the prepositions do not always have to be the same.)

Subordinate - They contended that the committee was biased AND that it

Clauses should be disbanded.

Parallel clauses should start with the same word.

Wrong: I want to retire to a place WHERE I can relax AND THAT has low taxes.

Right: I want to retire to a place WHEREI can relax AND WHERE the taxes are

Certain idioms demand parallelism as a result of their structure.

Idioms with Built-In Parallel Structure		
X Acts As Y	Distinguish X From Y	X is the Same As Y
As X, So Y	Estimate X To Be Y	X is good, and So Too is Y
Between X And Y	X Instead Of Y	X, Such As Y (example)
Compared To X, Y	X is Known To Be Y	Think Of X As Y
Consider X Y	X is Less Than Y	X is Thought To Be Y
In Contrast To X, Y	Make X Y	View X As Y
Declare X Y	Mistake X For Y	Whether X Or Y
X-Develops Into Y	Not Only X(,) But Also Y (the comma is optional)	
X Differs From Y	Regard X As Y	

Do not be a victim of superficial parallelism

Linking Verb:

When you use a linking verb, you have to make the subject and the object parallel.

The nomination of this politician REPRESENTS a step forward in urban rural relations in this country.

Below are two lists. The first contains all the forms of the verb *to be*, while the second contains other common linking verbs:

TO Be	Other Linking Verbs	
is are was. were am been be being	appear become feel grow look remain represent resemble	seem smell sound stay taste turn

Pronoun

The antecedent and pronoun must agree in number. The antecedent to which you want to refer must actually exist in the sentence and be functioning as a noun.

Whenever you find an antecedent, always check that it makes sense in place of the pronoun.

Example: Although the term "supercomputer" may sound fanciful or exaggerated, IT is simply an extremely

fast mainframe that can execute trillions of calculations every second.

Looking for the antecedent, we find *the term "supercomputer"*. Now we replace the pronoun:
... the term "supercomputer" is simply an extremely fast mainframe ...

The error in meaning is subtle but unmistakable. The term is not a mainframe; rather, the term refers to a mainframe. Therefore, you must change the verb or make some other edit.

Right: Although the term "supercomputer" may sound fanciful or exaggerated, IT simply REFERS TO an extremely fast mainframe that can execute trillions of calculations every second.

Make sure that every pronoun has only one possible antecedent.

Nouns in the possessive case are often poor antecedents

Possessive poison rule: *possessive nouns can serve as antecedents only to possessive pronouns, not to subject or object pronouns.*

The Deadly Five: It, Its, They, Them, Their

The most common pronoun mistakes involve Third Person Personal Pronouns-the singular *it* and *its*, together with the plural *they*, *them* and *their*. Whenever you see one of these five pronouns, you should find the antecedent and check its viability ("is the antecedent sensible, unambiguous, and in agreement with the pronoun?"). Be particularly careful with *their*, which is often used in everyday speech to refer to singular subjects.

Wrong: Whenever a student calls, take down THEIR information.

Right: Whenever a student calls, take down HIS or HER information.

Right: Whenever students call, take down THEIR information.

That or *those* indicating a New Copy or copies must be modified. In other words, you have to add a description to indicate how the new copy is different from the previous version.

The money spent by her parents is less than THAT SPENT by her children.

Her company is outperforming THAT OF her competitor.

A little oddly! the GMAT insists that any "New Copy" *that* or *those* agree in number with the previous version. If you must change number, repeat the noun.

Wrong: Her company is outperforming THOSE OF her competitors.

Right: Her company is outperforming THE COMPANIES OF her competitors.

Finally, on the GMAT, do not use *this* or *these* in place of nouns. Also, do not use *that* or *those* in place of nouns (unless you modify *that* or *those*). Use *it*, *they*, or *them* instead.

Wrong: Her products are unusual; many consider THESE unique.

Right: Her products are unusual; many consider THEM unique.

MODIFIERS

A modifier describes or "modifies" someone or something in the sentence. Many modifying phrases in GMAT sentences are separated by commas from the noun being modified.

Adjectives and adverbs are one-word modifiers.

Noun Modifiers

Phrases or clauses that modify nouns or pronouns are called Noun Modifiers.

Type / First Words	Position	Example
Adjective	Before noun	The LAZY cat took a nap.
	After noun	The ill LAZY from overeating, took a nap.
Preposition	Before noun	ON the couch. the cat took a nap.
	After noun	The cat ON the couch took a nap.
Past Participle	Before noun	The TIRED cat took a nap.
	After noun	TIRED from chasing mice, the cat took a nap.
Present Participle without commas	Before noun	The ill TIRED from chasing mice, took a nap.
	After noun	The SLEEPING cat took a nap.
Relative Pronoun	After noun	The cat SLEEPING on the rug is named "Sue."
	After noun	The grey ill WHICH loves tuna, took a nap.
	After noun	The cat THAT lives next door is noisy.
	After noun	The person WHO lives next door is noisy.
Another Noun	Before noun	The city WHERE I live is noisy.
	After noun	A LOVER of mice, my cat hunts night and day.
		The cat, A TABBY raised on a farm, took a nap.

A noun used to modify another noun is called an Appositive.

Touch Rule: A NOUN and its MODIFIER should TOUCH each other.

Wrong: Jim biked along an old dirt road to get to his house, which cut through the woods.

Right: To get to his house, Jim biked along an old dirt road. which cut through the woods.

A present participle (*-Ing form*) at the beginning of a sentence is often made to be dangling. Although these forms are technically Verb Modifiers (more on these shortly), they still need a noun subject that makes sense

Wrong: Using thg latest technology, the problem was identified.

Wrong: The problem was identified, using the latest technology.

The modifier using the latest technology needs to refer to someone who actually used the technology. To correct this issue, we insert a reasonable noun as the subject of *using*.

Right: Using the latest technology, the engineer identified the problem.

Unlike a noun modifier, a verb modifier does not have to touch the subject

Noun Modifiers with Relative Pronouns

According to the GMAT, *clauses led by the pronoun **that** cannot modify people.* Other grammatical authorities disagree, but what matters on test day is the GMAT's point of view.

Wrong: The scientists THAT made the discovery were rewarded.

Right: The scientists WHO made the discovery were rewarded.

Which or **whom** sometimes follow prepositions: the canal through which water flows; the senator for whom we worked.

Who is used as the subject of the verb in a relative clause, whereas **whom** is used as the object of the verb or of a preposition.

Wrong: The security guard WHO we met was nice.

Right: The security guard WHOM we met was nice.

That or *whom* can be dropped when the modified noun is the object of the modifying clause.

Right: The movie THAT we watched last Friday was scary.

Right: The movie we watched last Friday was scary.

The pronoun **where** can be used to modify a noun place, such as *area, site, country* or *Nevada*. **Where** cannot modify a "*metaphorical*" place, such as *condition, situation, case, circumstances*, or *arrangement*. In these cases, use *in which* rather than *where*.

Wrong: We had an arrangement WHERE he cooked and I cleaned.

Right: We had an arrangement IN WHICH he cooked and I cleaned.

The pronoun **when** can be used to modify a noun event or time, such as *period, age, 1987*, or *decade*. In these circumstances, you can also use *in which* instead of *when*.

Essential vs. Non-essential Noun Modifiers

Put **COMMAS** between **NON-ESSENTIAL** modifiers and their nouns.

Put **NO COMMAS** between **ESSENTIAL** modifiers and their nouns.

If you have a choice between *which* and *that*, then follow this general rule:

Use **WHICH** (and commas) if the modifier is non-essential.

Use **THAT** (and no commas) if the modifier is essential.

Other relative pronouns, such as *who*, can be used in essential or in non-essential modifiers. With these other pronouns, continue to observe the comma rule: *use commas only with non-essential modifiers*.

Verb Modifiers

As their name indicates, Verb Modifiers modify verbs.

Type / First Words	Position	Example
Adverb	Before verb	<u>FREQUENTLY</u> , I walk to the store.
	After verb	I <u>walk</u> to the store <u>FREQUENTLY</u> .
Preposition	Before verb	<u>ON Mondays</u> , I <u>walk</u> to the store.
	After verb	I <u>walk</u> to the store <u>ON Mondays</u> .
Subordinator	Before verb	<u>WHEN my car is broken</u> , I <u>walk</u> to the store.
	After verb	I <u>walk</u> to the store <u>WHEN my car is broken</u> .

Some verb modifiers may apply to both the verb and the verb's subject. In these cases, you must make sure that the subject makes sense with the modifier.

Type / First Words	Position	Example
Present Participle with commas	Before verb	<u>WHISTLING "Beat It"</u> , I <u>lifted</u> the weight.
	After verb	I <u>lifted</u> the weight, <u>WHISTLING "Beat It"</u> .
Preposition + Simple Gerund	Before verb	<u>BY CONCENTRATING</u> , I <u>lifted</u> the weight.
	After verb	I <u>lifted</u> the weight <u>BY CONCENTRATING</u> .
Infinitive of Purpose	Before verb	<u>TO FREE my leg</u> , I <u>lifted</u> the weight.
	After verb	I <u>lifted</u> the weight <u>TO FREE my leg</u> .

Verb modifiers can be placed more freely than noun modifiers,

***Which* vs. the Present Participle -Ing**

Sentences such as the following are common in speech, but they are wrong in writing.

Wrong: Crime has recently decreased in our neighborhood, **WHICH** has led to a rise in property values.

What you want to say is that the recent decrease in crime has led to a rise in property values. However, whenever you use **which**, you must be referring to a noun-the noun that comes just before the **which**. Here, the *neighborhood* itself has not led to anything!

Use **WHICH** only to refer to the noun immediately preceding it-never to refer to an entire clause.

One way to correct the sentence is to turn the first thought into a noun phrase and make this phrase the subject of the verb in the *which* clause, eliminating *which* altogether:

Right: The recent decrease in crime in our neighborhood has led to a rise in property values.

Another way to correct the sentence is to use a present participle, the *-Ing verb* form:

Right: Crime has recently decreased in our neighborhood, leading to a rise in property values.

BE CAREFUL WITH **WHICH** AT THE END OF THE SENTENCE. MAKE SURE THAT IT REFERS ONLY TO THE PRECEDING NOUN, NOT THE ENTIRE CLAUSE.

VERB TENSE, MOOD, & VOICE

Use the simple tense unless the sentence requires more complex tense.

Do not use the Present Progressive for general definitions. Instead, use the Simple Present.

In GMAT sentences, do not use the Present Progressive to indicate future actions. This usage is considered too colloquial. Instead, use the Simple Future. -

Wrong: Quentin **IS MEETING** Harvey for lunch tomorrow.

Right: Quentin **WILL MEET** Harvey for lunch tomorrow.

Verbs that express general states do not normally take progressive forms. Such State Verbs include *know* or *signify*.

Wrong: This inscription **IS SIGNIFYING** the emperor's birth.

Right: This inscription **SIGNIFIES** the emperor's birth.

Present Perfect: Still In Effect••

We use the Present Perfect tense for actions that started in the past but continue into the present, or remain true in the present.

Present Perfect = HAVE/HAS + Past Participle

the Present Perfect indicates either 'continued action or continued effect of a *completed* action.

If you use *since*, you must use the Present Perfect to indicate continued action or effect:

Wrong: Since 1986 no one **BROKE** that world record.

Right: Since 1986 no one **HAS BROKEN** that world record.

Present Perfect should be used with *within* phrases, such as *within the past five minutes* or *within the last ten days*, to indicate continued action or continued effect

Past Perfect: The Earlier Action

If two actions in a sentence occurred at different times in the past, we often use the Past Perfect tense for the

earlier action and Simple Past for the later action.

Past Perfect = HAD + Past Participle

Do not use Past Perfect simply for

"long ago" without a later past moment. Even a long-ago moment can be referred to with Simple Past: *An asteroid STRUCK the earth millions o/years ago.*

Tense Sequence

The helping verb would expresses the future from the past's point of view.

Avoid mixing Present tense with Conditional tense. Likewise, avoid mixing Past tense with Future tense. The usual sequences are EITHER *Present + Future* OR *Past + Conditional*.

Right: The scientist BELIEVES that the machine Will BE wonderful.

Present

Future

Right: The scientist BELIEVED that the machine WOULD BE wonderful.

Past

Conditional

Wrong: The scientist BELIEVES that the machine WOULD BE wonderful.

Present

Conditional

Wrong: The scientist BELIEVED that the machine WILL BE wonderful.

Past

Future

The Subjunctive Mood

The Hypothetical Subjunctive

Use the Hypothetical Subjunctive form in a few circumstances to indicate unlikely or unreal conditions. Principally, this form occurs after *if*, *as if*, or *as though*.

For the verb to be, the form were is always used. Just remember the song "If I WERE a Rich Man" (not If I was a Rich Man)

Learn the five IF.. Then constructions. If a choice does not fit in one of these five constructions, then it is almost certainly incorrect.

(1) General Rule with no uncertainty

IF Sophie EATS pizza, THEN she BECOMES ill.

IF Present, THEN Present.

This pattern is equivalent to *whenever*: *WHENEVER Sophie EATS pizza, she BECOMES ill*

(2) General Rule with some uncertainty

IF Sophie EATS pizza, THEN she MAY BECOME ill.

IF Present, THEN *Can* or *May*.

Here, the helping verbs *can* or *may* can be used to allow for a somewhat uncertain outcome.

(3) Particular Case (in the future) with no uncertainty

IF Sophie EATS pizza tomorrow, THEN she WILL BECOME ill.

IF Present, THEN Future.

Another possibility for the Particular Case (in the present) is Present Perfect: *IF Sophie HAS EATEN pizza, then she WILL BECOME ill.*

(4) Unlikely Case (in the future)

IF Sophie ATE pizza tomorrow, THEN she WOULD BECOME ill.

IF Hypothetical Subjunctive, THEN Conditional.

Here, the writer thinks that Sophie is unlikely to eat pizza tomorrow. The Conditional Tense (*would*) shows the hypothetical result of an unlikely or untrue condition. In place of *would*, the form *could* can be used to indicate improbability as well.

(5) Case that Never Happened (in the past)

IF Sophie HAD EATEN pizza yesterday, THEN she WOULD HAVE BECOME ill.

IF Past Perfect, THEN Conditional Perfect.

Other patterns are possible, but *if...then* sentences that you encounter on the GMAT should conform to one of these five patterns. The helping verbs *would* and *should* should NEVER go in the *if* part of the sentence!

Stick to the five if.. then constructions. Do not use WOULD in the IF part. Do not use SHOULD anywhere in the IF THEN sentence

The Command Subjunctive

The Command Subjunctive is used with certain Bo~ Verbs, such as require or propose. Bossy Verbs tell people to do things.

The agency REQUIRED that Gary BE ready before noon.

We PROPOSE that the school board DISBAND.

In these examples, the verbs *Be* and *Disband* are in the Command Subjunctive mood. The form of the Command Subjunctive is the form you would use to command Gary or the school board directly:

BE ready before noon, Gary!

DISBAND, school board!

The subjunctive construction with a Bossy Verb is always as follows:

Bossy Verb + THAT + subject + Command Subjunctive

We PROPOSE THAT the school board DISBAND.

Take note of the following incorrect constructions, all commonly tested on the GMAT:

Wrong: We PROPOSE the school board DISBAND. (*That* is not optional.)

Wrong: We PROPOSE THAT the school board DISBANDS.

Wrong: We PROPOSE THAT the school board IS TO DISBAND.

Wrong: We PROPOSE THAT the school board WILL DISBAND.

Wrong: We PROPOSE THAT the school board SHOULD DISBAND.

In fact, with some of the most common Bossy Verbs, such as *want*, you cannot use the Command Subjunctive, but rather an infinitive (*to* + the bare form):

Right: The vice-president WANTS her TO GO to the retreat.

Wrong: The vice-president WANTS THAT she GO to the retreat.

Common Verbs that take ONLY the Command Subjunctive:

demand, dictate, insist, mandate, propose, recommend, request, stipulate, suggest

We demand THAT HE BE here.

Verbs that take ONLY the Infinitive:

advise, allow, forbid, persuade, want

We allow HIM TO BE here.

Verbs that take EITHER the Command Subjunctive OR the Infinitive
ask, beg, intend, order, prefer, urge, require (pay particular attention to *require*)

We require THAT HE BE here. OR We require HIM TO BE here.

A few Bossy Verbs, most notably ***prohibit***, take other constructions altogether:
Right: The agency PROHIBITED Gary FROM WORKING on weekends.

The Command Subjunctive can also be used with nouns derived from Bossy Verbs, such as *a demand* or *a request*.

Also, the Command Subjunctive is possible with *It is X in which X is an adjective, such as essential*, that conveys urgency. *It is X* is not commonly tested on the GMAT.

Right: It is essential THAT Gary BE ready before noon.

Other adjectives conveying urgency include *advisable, crucial, desirable, fitting, imperative, important, mandatory, necessary, preferable, urgent*, and *vital*. Note also that you can use an infinitive in these constructions: *it is essential for Gary **to be** ready before noon*.

Avoid the use of the Command Subjunctive after *whether*. This usage is old-fashioned.

Wrong: I like ice cream, WHETHER it BE chocolate, vanilla, or any other flavor.

Right: I like ice cream, WHETHER it IS chocolate, vanilla, or any other flavor.

If a sentence includes a **demand**, look either for an infinitive or for **that** followed by Command Subjunctive.

COMPARISONS

if you see the words *Like Unlike. As. Or Than*. you probably have a comparison. Look for what the sentence is comparing.

Comparison Signals

like	as
unlike	as (adj.) as
more than	as much as
less than	as little as
faster than	as fast as
different from the same as	in contrast to/with

Like is a preposition. This means that *LIKE* must be followed by nouns, pronouns, or noun phrases. Never put a clause or a prepositional phrase after *like*! (Remember, a clause contains a working verb, one that can be the main verb in a sentence.) You can correctly use *like* to compare two nouns.

Note that *like* can be followed by gerunds (*-Ing* forms used as nouns): *LIKE swimming. skiing is great exercise*.

On the other hand, as can be either a preposition (appearing with a noun) or a conjunction (appearing with a clause). You can correctly use *as* to compare two clauses. Again, however, you cannot use *like* to compare clauses.

Wrong: LIKE her brother DID, Aya aced the test.

Right: AS her brother DID, Aya aced the test.

Comparisons must make sense. The two items being compared must be logically comparable.

Comparisons must be logically parallel. That is, they must compare similar things.
Comparisons must be structurally parallel. That is, they must have a similar grammatical structure.

Feel free to omit unnecessary words in the second part of a comparison. However, it is also correct to include them.

Do not throw out an answer choice simply because of an unnecessary Helping Verb in the second term of a comparison.

Comparative and Superlative Forms

When comparing two things, use the Comparative Form of an adjective or adverb. When comparing more than two things, use the Superlative Form of an adjective or adverb.

Regular Forms

Comparative: She is SHORTER than her sister. (Add *-er*)

Superlative: She is the SHORTEST of her five siblings. (Add *-est*)

Comparative: You are MORE INTERESTING than he. (Add the word *more*)

Superlative: You are the MOST INTERESTING person here. (Add the word *most*)

Comparative: You are LESS INTERESTING than she. (Add the word *less*)

Superlative: You are the LEAST INTERESTING person here. (Add the word *least*)

Do not compare an adverb that ends in *-ly* by changing the ending to *-er*: This error is common in speech. Instead, add *more*.

Wrong: Adrian runs QUICKLY. He runs QUICKER than Jacob.

Right: Adrian runs QUICKLY. He runs MORE QUICKLY than Jacob.

However, some adverbs that do not end in *-ly* are made into comparatives by adding *-er*:

Right: Adrian runs FAST. He runs FASTER than Jacob.

ODDS & ENDS Strategy

Connecting words can help you to avoid run-on sentences.

Correct sentence always contains one main clause. Subordinators always imply some relationship to the main clause.

The following is a list of common connecting words:

Used for connecting to main clauses.

Coordinating Conjunctions: For And Nor But Or Yet So

Relating subordinate clause with main clause.

Subordinators: Although Because Before After Since When If Unless
That Though While

Do not use a comma to connect two related main clauses; use a semicolon instead.

Do not use a comma before *and* to separate two verbs that have the same subject. Either eliminate the comma or add a subject to the second verb, creating a second main clause.

Wrong: Earl walked to school, AND later ate his lunch.

Right: Earl walked to school AND later ate his lunch.
Right: Earl walked to school, AND HE later ate his lunch.

And of course, a comma by itself cannot connect two complete sentences (main clauses).

Wrong: Earl walked to school, he later ate his lunch.

Semicolon

The semicolon (;) connects two closely related statements. Each statement must be able to stand alone as an independent sentence.

Wrong: Andrew and Lisa are inseparable; doing everything together.

The second part of this sentence cannot stand on its own. Therefore, the two parts may not be connected by a semicolon.

Right: Andrew and Lisa are inseparable; they do everything together.

The semicolon is often followed by a Conjunctive Adverb or other transition expression, such as *however, therefore, or in addition*.

Wrong: Andrew and Lisa are inseparable, THEREFORE, we never see them apart.

Right: Andrew and Lisa are inseparable; THEREFORE, we never see them apart.

If you use a transition expression such as THEREFORE in the second half of a sentence, make sure to use a semicolon.

Colon

The colon (:) provides further explanation for what comes before it.

What comes before the colon must be able to stand alone as a sentence. What comes after the colon does not have to be able to stand alone.

Wrong: I love listening to: classical, rock, rap, and pop music.

Use a colon to explain something further. Make sure that the part in front of the colon can stand alone.

Whatever needs explanation should be placed as close to the colon as possible.

Example: I love listening to many kinds of music: namely, classical, rock, rap, and pop.

Do not confuse the semicolon (;) with the colon (:). The semicolon connects two related independent clauses, but the second does not necessarily explain the first. In contrast, the colon always connects a sentence with a further explanation.

Dash

The dash (-) is a flexible punctuation mark that the GMAT occasionally employs. In short, you cannot really go wrong with a dash!

Quantity

Rule #1: Words used for countable things vs. words used for uncountable things

If you are unsure as to whether something is countable or not, perform the counting test:

<u>Countable Modifiers</u>	<u>Uncountable Modifiers</u>
MANY hats	MUCH patience
NOT MANY hats	NOT MUCH patience
FEW hats	LITTLE patience
FEWER hats	LESS patience
FEWEST hats	LEAST patience
NUMBER of hats	AMOUNT of patience
FEWER THAN 10 hats	LESSTHAN a certain AMOUNT of patience
NUMEROUS hats	GREAT patience
MORE NUMEROUS hats	GREATER patience

More, most, enough, and all work with both countable (plural) and uncountable (singular) nouns: *More hats; More patience;*

Do not use less with countable items use fewer

Be careful with unit nouns, such as dollars or gallons. By their nature, unit nouns are countable: one dollar, two dollars, three dollars. Thus, they work with most of the countable modifiers.

However, unit nouns represent uncountable quantities: money, volume. (You can count money, of course, but you cannot count the!!Qilll money: one money (?), two moneys (?), stop.) As a result, we use less with unit nouns, when we really want to indicate something about the underlying quantity.

Right: We have LESSTHAN twenty dollars..

This means that the amount of money we have, in whatever form, totals less than \$20. If we write We have FEWER THAN twenty dollars, we mean the actual pieces of paper

Rule #2: Words used to relate two things vs. words used to relate three or more things

You should use *between* only with 2 things or people. When you are talking about 3 or more things or people, use *among*.

Rule #3: The Number or Number Of versus A Number or The Numbers Of

- I) *The number of is singular, and A number a/is plural.*
- II) *The numbers of is almost always incorrect. Stick to the expression the number of*
- III) *However, numbers is possible in a few contexts. If you wish to make a comparison, use greater than, not more than*
Wrong: The rare Montauk beaked griffin is not extinct; its NUMBERS are now suspected to be much MORE than before.
Right: The rare Montauk beaked griffin is not extinct; its NUMBERS are now suspected to be much GREATER than before.

Rule #4: Increase and Decrease Vs. Greater and Less

The words *increase* and *decrease* are not the same as the words *greater* and *less*. *Increase* and *decrease* express the change of one thing over time. *Greater* and *less* signal a comparison between two things.