

Understanding GMAT

SUCCESS ON THE TEST	RECIPE FOR DISASTER
1. Subject Preparation is thorough (this will matter only to the tune of 50%)	1. Preparation is gimmicky.
2. Thorough Mental Preparation (Remaining 50% contributor to your success)	2. Lack of three vital ingredients: Concentration, Mental Toughness, and Steady nerves
3. Pattern Based Study	3. Study just to get the answer correct
4. Zero errors on RC under time pressure...	4. RC makes you panic
5. Studying the weakest areas the most	5. Studying the strongest areas more often
6. Pace: finishing the test is the most important	6. Slow pace, so towards the test you tend to have too many wrong answers in a row.
7. Try not to have more than one wrong answers in a row	7. 2 or more than 2 wrong answers in a row.
8. Quality over quantity. A lot of analysis and deliberations on each question	8. Mindless solving of hundreds of questions
9. Studying the Right Content	9. Studying Irrelevant Content
10. Doing at least 10 four-hour long simulated CATs	10. Avoiding four-hour long simulations

Subject Preparation

- It is a test of LOGIC and only of LOGIC – not a test of MATH or ENGLISH
- The GMAT is a mind-game – play it like one
- Preparation alone can't ensure any score... **execution during those four hours means everything**
- Stamina, Concentration, Mental Toughness, and Pace are equally crucial
- Practice with the right content – the key to success
- If you take more than 2 minutes on any question, there is always a shorter approach
- RC is the most crucial among all test areas
- Master PATTERNS – and conquer the test

GMAT Verbal Section

- Appears last on the test
- 41 Questions to be answered in 75 minutes in the following areas
 - Sentence Correction Critical Reasoning Reading Comprehension
- Questions appear in a random order
- The Verbal Section is tough because of its position (time sequence on the test) as well – one may be completely exhausted by the end of 3 hours.
- Imagine reading a tough RC passage about an obscure American Author after having spent about 3½ hours. The same passage, if read in the beginning, may be easily understandable.

Verbal Secrets – how to score well

There are 5 critical elements

- **Preparation** (Concepts, Rules, Application)
- **Peculiarities** (for example "rather than" is always preferred to "instead of" on GMAT SC – there are a lot of such peculiarities on the GMAT)
- **Patterns** (the GMAT has a fixed number of patterns / rules – usually there are no variations)
- **Practice** (LOADS of practice to reduce the reaction time and to be able to recall any concept very quickly)
- **Perfection** (Practice on computer for STAMINA, CONCENTRATION and SPEED - it should cease to matter when you are taking the test, what the external conditions are etc.). Imagine riding a bicycle after 10 years...

Myth vs. Reality on GMAT Verbal

MYTH	REALITY
It is all about English	It is GMAT VERBAL – very different from conventional English
Intuition is my best friend	Intuition is my last resort
Good English results in a good Verbal Score	Good English may still result in a disastrous score
It is very subjective and vague	It is as objective as MATH – wrong answers can be proved wrong with clinical precision
Practice will eliminate most of my errors	Mastering patterns wins the deal for me
Expect the unexpected	The test doesn't surprise you usually
Conscious Application of rules	A lot of practice should make the application of concepts a "subconscious" exercise

Understanding GMAT LOGIC

Data Sufficiency Directions: Choose:

- A. If Statement (1) ALONE is sufficient, but statement (2) alone is not sufficient.
- B. If Statement (2) ALONE is sufficient, but statement (1) alone is not sufficient.
- C. If BOTH statements TOGETHER are sufficient, but NEITHER statement ALONE is sufficient.
- D. If EACH statement ALONE is sufficient.
- E. If Statements (1) and (2) TOGETHER are not sufficient.

1. Is z even? (1) $5z$ is even. (2) $3z$ is even.

(1): $5z = 2, z = 2/5; 5z = 10, z = 2...$ NS

(2): $3z = 2, z = 2/3; 3z = 6, z = 2...$ NS

Combining: Subtract the two: $2z = \text{even} - \text{even} = \text{even}...$ so z has to be an integer... if z is an integer and $5z$ is even, z has to be even. Ans. (C)

2. Is $n/18$ an integer? (1) $5n/18$ is an integer. (2) $3n/18$ is an integer.

(1) INSUFFICIENT: We are told that $5n/18$ is an integer. This does not allow us to determine whether $n/18$ is an integer. We can come up with one example where $5n/18$ is an integer and where $n/18$ is **NOT** an integer. We can come up with another example where $5n/18$ is an integer and where $n/18$ **IS** an integer.

Let's first look at an example where $5n/18$ is equal to the integer 1.

If $\frac{5n}{18} = 1$, then $\frac{n}{18} = \frac{1}{5}$. In this case $n/18$ is NOT an integer.

Let's next look at an example where $5n/18$ is equal to the integer 15.

If $\frac{5n}{18} = 15$, then $\frac{n}{18} = 3$. In this case $n/18$ IS an integer.

Thus, Statement (1) is NOT sufficient.

(2) INSUFFICIENT: We can use the same reasoning for Statement (2) that we did for statement (1). If $3n/18$ is equal to the integer 1, then $n/18$ is NOT an integer. If $3n/18$ is equal to the integer 9, then $n/18$ IS an integer. **This tells us n is a multiple of 6.**

(1) AND (2) SUFFICIENT: If $5n/18$ and $3n/18$ are both integers, the difference of $5n/18$ and $3n/18$ will also be integer (integer – integer = integer)

So $5n/18 - 3n/18 = 2n/18 = n/9 = \text{integer}...$ **n is a multiple of 9...** So n is a multiple of both 6 and 9... so n is a multiple of 18.

Another way to understand this solution is to note that according to (1), $n = (18/5) \times \text{integer}$, and according to (2), $n = 6 \times \text{integer}$. In other words, n is a multiple of both $18/5$ and 6. The least common multiple of these two numbers is 18. In order to see this, write $6 = 30/5$. The LCM of the numerators 18 and 30 is 90. Therefore, the LCM of the fractions is $90/5 = 18$. **Again, the correct answer is C.**

3. What is the value of x ?
(1) x^3 is a 2-digit positive odd integer. (2) x^4 is a 2-digit positive odd integer.

(1): x^3 could be 11 or 27 or 97... so not a unique value

(2): x^4 could be 11 or 27 or 97... so not a unique value (also, x could be positive or negative)

Combining: x^3 and x^4 both are integers... so x cannot be irrational. x can be only 3.

Ans. (C)

4. Joanna bought only \$0.15 stamps and \$0.29 stamps. How many \$0.15 stamps did she buy?

(1) She bought an equal number of \$0.15 stamps and \$0.29 stamps.

(2) She bought \$4.40 worth of stamps.

(1)

Any number of stamps could be purchased. INSUFFICIENT.

(2)

The total value of the \$0.15 stamps must be a dollar amount that ends in 5 or 0 (in the units cents position). In order for the total value of both stamps to equal \$4.40, therefore, the total value of the \$0.29 stamps must also be a dollar amount that ends in 5 or 0.

That would only occur if a multiple of 5 \$0.29 stamps are purchased.

5 \$0.29 stamps = \$1.45, leaving \$2.95 to make \$4.40. But \$2.95 is not a multiple of \$0.15 -- no good.

10 \$0.29 stamps = \$2.90, leaving \$1.50 to make \$4.40. So 10 \$0.15 would be purchased.

15 \$0.29 stamps = \$4.35, leaving \$0.05 to make \$4.40. Clearly not a multiple of \$0.15 -- no good.

The only possibility is that 10 of each stamp are purchased. SUFFICIENT.

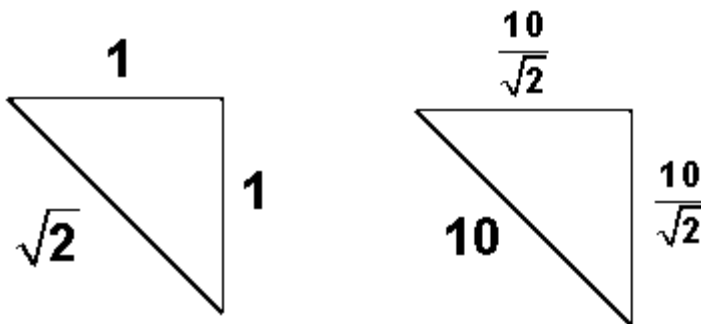
The correct answer is B.

5. There is a right angled triangle ABC with the right angle at C and AC and BC as the perpendicular sides and AB as the hypotenuse. Is the area of the triangle ABC > 25?
 (1) AC = 6 (2) AB = 10

The right triangle with the largest area will be an isosceles right triangle (where both the base and height are of equal length).

Therefore, given the length of diagonal AB = 10, we can determine the largest possible area of triangle ABE by making it an isosceles right triangle.

That important side ratio is $1:1:\sqrt{2}$ where the two 1's represent the two legs (the base and the height) and $\sqrt{2}$ represents the diagonal. Thus if we are to construct an isosceles right triangle with a diagonal of 10, then, using the side ratios, we can determine that each leg will have a length of $\frac{10}{\sqrt{2}}$.



Now, we can calculate the area of this isosceles right triangle:

$$\frac{1}{2}(AB \times BE) = \frac{1}{2}\left(\frac{10}{\sqrt{2}} \times \frac{10}{\sqrt{2}}\right) = \frac{1}{2}\left(\frac{100}{2}\right) = \frac{1}{2}(50) = 25$$

Since an isosceles right triangle will yield the maximum possible area, we know that 25 is the maximum possible area of a right triangle with a diagonal of length 10.

Therefore we are able to answer our original question: Is the area of triangle ABE greater than 25? *NO it is not greater than 25, because the maximum area is 25.*

Since we can answer the question using Statement (2) alone, the correct answer is B.

6. A sequence has 15 terms a_1 to a_{15} where $a_n = a_{n-1} + k$, where k is a non-zero constant. How many terms in the sequence are greater than 10?
 (1) $a_1 = 24$ (2) $a_8 = 10$

This is an AP... common difference either positive or negative. There are 15 terms, so the 8th term will be the median. 7 terms will be less than the median and 7 terms will be more than the median. If median is 10, then we know that 7 terms are more than 10 and 7 terms are less than 10. Ans. B

7. What is x ? (1) $|x| < 2$ (2) $|x| = 3x - 2$

(1) INSUFFICIENT: This expression provides only a range of possible values for x .

(2) SUFFICIENT: Absolute value problems often -- **but not always** -- have multiple solutions because the expression *within* the absolute value bars can be either positive or negative even though the absolute value of the expression is always positive. For example, if we consider the equation $|2 + x| = 3$, we have to consider the possibility that $2 + x$ is already positive and the possibility that $2 + x$ is negative. If $2 + x$ is positive, then the equation is the same as $2 + x = 3$ and $x = 1$. But if $2 + x$ is negative, then it must equal -3 (since $|-3| = 3$) and so $2 + x = -3$ and $x = -5$.

So in the present case, in order to determine the possible solutions for x , it is necessary to solve for x under both possible conditions.

For the case where $x > 0$:

$$\begin{aligned} x &= 3x - 2 \\ -2x &= -2 \\ x &= 1 \end{aligned}$$

For the case when $x < 0$:

$$\begin{aligned} x &= -1(3x - 2) \text{ We multiply by } -1 \text{ to make } x \text{ equal a negative quantity.} \\ x &= 2 - 3x \\ 4x &= 2 \\ x &= 1/2 \end{aligned}$$

Note however, that the second solution $x = 1/2$ contradicts the stipulation that $x < 0$, hence there is no solution for x where $x < 0$. Therefore, $x = 1$ is the only valid solution for (2).

The correct answer is B.

8. If a and b are both positive integers, is $b^{a+1} - ba^b$ odd?
(1) a is odd (2) b is even

We can first simplify the exponential expression in the question:

$$\begin{aligned} b^{a+1} - ba^b \\ b(b^a) - b(a^b) \\ b(b^a - a^b) \end{aligned}$$

So we can rewrite this question then as is $b(b^a - a^b)$ odd? Notice that if either b or $b^a - a^b$ is even, the answer to this question will be no.

(1) SUFFICIENT: If we simplify this expression we get $5a - 8$, which we are told is odd. For the difference of two numbers to be odd, one must be odd and one must be even. Therefore $5a$ must be odd, which means that a itself must be odd. To determine whether or not this is enough to dictate the even/oddness of the expression $b(b^a - a^b)$, we must consider two scenarios, one with an odd b and one with an even b :

a	b	$b(b^a - a^b)$	odd/even
3	1	$1(1^3 - 3^1) = -2$	even
3	2	$2(2^3 - 3^2) = -2$	even

It turns out that for both scenarios, the expression $b(b^a - a^b)$ is even.

(2) SUFFICIENT: It is probably easiest to test numbers in this expression to determine whether it implies that b is odd or even.

b	$b^3 + 3b^2 + 5b + 7$	odd/even
2	$2^3 + 3(2^2) + 5(2) + 7 = 37$	odd
1	$1^3 + 3(1^2) + 5(1) + 7 = 16$	even

We can see from the two values that we plugged that only even values for b will produce odd values for the expression $b^3 + 3b^2 + 5b + 7$, therefore b must be even. Knowing that b is even tells us that the product in the question, $b(b^a - a^b)$, is even so we have a definitive answer to the question.

The correct answer is D, EACH statement ALONE is sufficient to answer the question.

9. If y is an integer and $y = x + |x|$, is $y = 0$? (1) $x < 0$ (2) $y < 1$

If x is +ve, y is +ve
 If x is -ve, y is 0
 If x is 0, y is 0.

So y is not negative

For 1, $x < 0$, $x + |x| = 0$

For 2, $y < 1$, noticed that y is an integer, y only can be 0.

Answer is D

10. What is the value of y ? (1) $3|x^2 - 4| = y - 2$ (2) $|3 - y| = 11$

(1) INSUFFICIENT: Since this equation contains two variables, we cannot determine the value of y . We can, however, note that the absolute value expression $|x^2 - 4|$ must be greater than or equal to 0. Therefore, $3|x^2 - 4|$ must be greater than or equal to 0, which in turn means that $y - 2$ must be greater than or equal to 0. If $y - 2 \geq 0$, then $y \geq 2$.

(2) INSUFFICIENT: To solve this equation for y , we must consider both the positive and negative values of the absolute value expression:

If $3 - y > 0$, then $3 - y = 11$
 $y = -8$

If $3 - y < 0$, then $3 - y = -11$
 $y = 14$

Since there are two possible values for y , this statement is insufficient.

(1) AND (2) SUFFICIENT: Statement (1) tells us that y is greater than or equal to 2, and statement (2) tells us that $y = -8$ or 14. Of the two possible values, only 14 is greater than or equal to 2. Therefore, the two statements together tell us that y must equal 14.

The correct answer is C.

11. In a work force, the employees are either managers or directors. What is the percentage of directors?

(1) The average salary for manager is \$5,000 less than the total average salary.

(2) The average salary for directors is \$15,000 more than the total average salary.

Total avg of Manager and Director = x

For Managers, Salary Avg = $m = (x - 5000)$, Managers Count = M

For Directors, Salary Avg = $d = (x + 15000)$, Directors Count = D

We have a clue in stmt that they are talking abt averages so lets substitute in the formula

$\text{Avg}(x) = \{M(x - 5000) + D(x + 15000)\} / (M + D)$

After solving the above eqn you will get a relationship between M and D and it is

$M/D = 1/3$ and hence the answer is C.

Concept of weighted averages

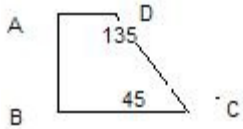
5000----- Av -----15000

salaries are the ratio $M/D = 5000 / 15000 = 1/3$

the number of managers and directors will be in the inverse ratio $M / D = 3/1$.

12. Is one of the interior angles of quadrilateral ABCD equal to 60 degrees?

- (1) Two of the interior angles of ABCD are right angles.
 (2) Angle ABC is twice angle BCD.



The figure can fulfill the entire requirement, but there is no any angle that equal to 60.

Sum of 4 angles = $(n - 2) * 180 = 360$

From 1: sum of the remaining angles are $360 - 2*90 = 180$

From 2: either $x + 2x = 180 \Rightarrow x = 60$

Or $x = 90/2 = 45$ and $y = 180 - 45 = 135$.

Answer is E

13. Marta bought several pencils. If each pencil was either a 23-cent pencil or a 21-cent pencil, how many 23-cent pencils did Marta buy?

- (1) Marta bought a total of 6 pencils. (2) The total value of the pencils Marta bought was 130 cents.

It is somewhat tricky.

Usually, we need two equations to solve two variables.

For example, in this question, from 1, $x=y=6$, from 2, $21x+23y=130$, the answer should be C.

Actually, the variables in such questions should be integers. Thus, hopefully, we can solve them with only one equation.

$21x+23y=130$, we try $x=1, 2, 3, 4, 5..$ and find that only $x=4, y=2$ can fulfill the requirements. Answer is B.

14. Peter, Paul, and Mary each received a passing score on his/her history midterm. The average (arithmetic mean) of the three scores was 78. What was the median of the three scores?

- (1) Peter scored a 73 on his exam. (2) Mary scored a 78 on her exam.

This question is asking us to find the median of the three scores. It may seem that the only way to do this is to find the value of each of the three scores, with the middle value taken as the median. Using both statements, we would have two of the three scores, along with the mean given in the question, so we would be able to find the value of the third score. It would seem then that the answer is C. On GMAT data sufficiency, always be suspicious, however, of such an obvious C. In such cases, one or both of the statements is often sufficient. (1) INSUFFICIENT: With an arithmetic mean of 78, the sum of the three scores is $3 \times 78 = 234$. If Peter scored 73, the other two scores must sum to $234 - 73 = 161$. We could come up with hundreds of sets of scores that fit these conditions and that have different medians. An example of just two sets are:

73, 80, 81 median = 80 61, 73, 100 median = 73

(2) SUFFICIENT: On the surface, this statement seems parallel to statement (1) and should therefore also be insufficient. However, we aren't just given one of the three scores in this statement. We are given a score with a value that is THE SAME AS THE MEAN.

Conceptually, the mean is the point where the deviations of all the data net zero. This means that the sum of the differences from the mean to each of the points of data must net to zero. For a simple example, consider 11, which is the mean of 7, 10 and 16. $7 - 11 = -4$ (defined as negative because it is left of the mean on the number line) $10 - 11 = -1$ $16 - 11 = +5$ (defined as positive because it is right of the mean on the number line) The positive and negative deviations (differences from the mean) net to zero. In the question, we are told that the mean score is 78 and that Mary scored a 78. Mary's deviation then is $78 - 78 = 0$. For the deviations to net to zero, Peter and Paul's deviations must be $-x$ and $+x$ (not necessarily in that order).

Mary's deviation = $78 - 78 = 0$ Peter's (or Paul's) deviation = $-x$ Paul's (or Peter's) deviation = $+x$

We can then list the data in order: $78 - x, 78, 78 + x$ This means that the median must be 78.

NOTE: x could be 0, which would simply mean that all three students scored a 78. However, the median would remain 78.

The correct answer is B.

15. If x and y are unknown positive integers, is the mean of the set $\{6, 7, 1, 5, x, y\}$ greater than the median of the set?

(1) $x + y = 7$

(2) $x - y = 3$

To find the mean of the set $\{6, 7, 1, 5, x, y\}$, use the average formula: $A = \frac{S}{n}$ where A = the average, S = the sum of the terms, and n = the number of terms in the set. Using the information given in statement (1)

that $x + y = 7$, we can find the mean: $\frac{6+7+1+5+(x+y)}{6} = \frac{6+7+1+5+7}{6} = 4\frac{1}{3}$. Regardless of the values

of x and y , the mean of the set is $4\frac{1}{3}$ because the sum of x and y does not change. To find the median, list the possible values for x and y such that $x + y = 7$. For each case, we can calculate the median.

x	y	DATA SET	MEDIAN
1	6	1, 1, 5, 6, 6, 7	5.5
2	5	1, 2, 5, 5, 6, 7	5
3	4	1, 3, 4, 5, 6, 7	4.5
4	3	1, 3, 4, 5, 6, 7	4.5
5	2	1, 2, 5, 5, 6, 7	5
6	1	1, 1, 5, 6, 6, 7	5.5

Regardless of the values of x and y , the median (4.5, 5, or 5.5) is always greater than the mean ($4\frac{1}{3}$). Therefore, statement (1) alone is sufficient to answer the question. Now consider statement (2). Because the sum of x and y is not fixed, the mean of the set will vary. Additionally, since there are many possible values for x and y , there are numerous possible medians. The following table illustrates that we can construct a data set for which $x - y = 3$ and the *mean* is greater than the median. The table ALSO shows that we can construct a data set for which $x - y = 3$ and the *median* is greater than the mean.

x	y	DATA SET	MEDIAN	MEAN
22	19	1, 5, 6, 7, 19, 22	6.5	10
4	1	1, 1, 4, 5, 6, 7	4.5	4

Thus, statement (2) alone is not sufficient to determine whether the mean is greater than the median. The correct answer is (A): Statement (1) alone is sufficient, but statement (2) alone is not sufficient.

Problem Solving - Directions: Choose the correct answer

1. One night a certain motel rented $\frac{3}{4}$ of its rooms, including $\frac{2}{3}$ of its air-conditioned rooms. If $\frac{3}{5}$ of its rooms were air-conditioned, what percent of the rooms that were not rented were air-conditioned?
- 20% 33.33% 35% 40% 80%

if there are 60 rooms total, then the motel rented 45 rooms. this means that **15 of the rooms were not rented.**

also, $\frac{3}{5}$ of 60, or 36, rooms have aircon; the motel rented $\frac{2}{3}$ of these, or 24, rooms. this means that **12 rooms with aircon weren't rented.**

12 out of 15 = 80%.

2. At a certain hospital, 75% of the interns receive fewer than 6 hours of sleep and report feeling tired during their shifts. At the same time, 70% of the interns who receive 6 or more hours of sleep report no feelings of tiredness. If 80% of the interns receive fewer than 6 hours of sleep, what percent of the interns report no feelings of tiredness during their shifts?

6 14 19 20 81

For an overlapping sets problem we can use a double-set matrix to organize our information and solve. Because the values are in percents, we can assign a value of 100 for the total number of interns at the hospital. Then, carefully fill in the matrix based on the information provided in the problem. The matrix below details this information. Notice that the variable x is used to detail the number of interns who receive 6 or more hours of sleep, 70% of whom reported no feelings of tiredness.

	Tired	Not Tired	TOTAL
6 or more hours	$.3x$	$.7x$	x
Fewer than 6 hours	75		80
TOTAL			100

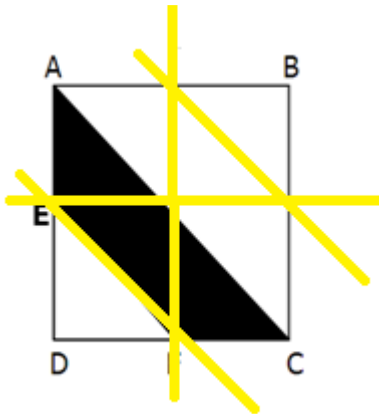
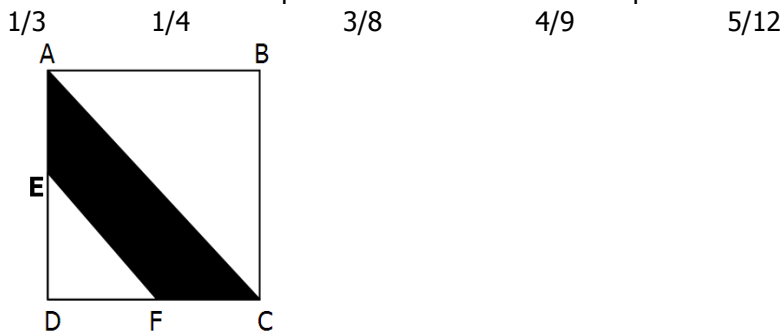
In a double-set matrix, the sum of the first two rows equals the third and the sum of the first two columns equals the third. Thus, the boldfaced entries below were derived using the above matrix.

	Tired	Not Tired	TOTAL
6 or more hours	6	14	20
Fewer than 6 hours	75	5	80
TOTAL	81	19	100

We were asked to find the percentage of interns who reported no feelings of tiredness, or 19% of the interns.

The correct answer is C.

3. ABCD is a square of side 7 cm. The Mid points of sides AD and DC are E and F respectively. What is the ratio of areas of the shaded trapezium ACFE to the area of square ABCD? **REFER TO FIG 1 at the bottom of the page**



3 out of the 8 triangles lie in the desired region... ans. $\frac{3}{8}$

4. Before being simplified, the instructions for computing the income tax in Country K were to add 2% of annual income to average of 100 units of Country K's currency and 1% of annual income. Which represents the simplified formula for computing income tax for a person with an annual income I?

$50 + I/200$ $50 + 3I/100$ $50 + I/40$ $50 + I/50$ $50 + 3I/100$

Let's say Income is I

1% of income = $I/100$

2% of Income = $2I/100$

Arithmetic Mean = $(I/100 + 100C)/2$ (Where C denotes the currency)

Therefore Total = $2I/100 + I/200 + 50$

= $5I/200 + 50$

Therefore C

the principal challenge of this problem is the sheer length of the wording in the problem statement: there are just a ton of words crammed into a rather small amount of space.

when you parse something like this, you should try your best to break it down into smaller parts:

add 2 percent of one's annual income to the average (arithmetic mean) of **100 units of country R's currency** and **1 percent of one's annual income**.

this is somewhat difficult to do on gmat problems, because you don't have a pre-printed piece of paper on which you can simply block things off and underline things; you'll have to write this stuff out on the yellow pad with which you're supplied at the exam.

5. A certain city with a population of 1,32,000, is divided into 11 voting districts, and no district is to have a population that is more than 10% greater than the population of any other district. What is the minimum possible population that the least populated district could have?

10700 10800 10900 11000 11100

$$.9Y + 10Y = 132,000$$

Why doesn't that work?

this won't work because, if X is 10% greater than Y , then Y is **not** 10% less than X .

this is a universal truth for *all* nonzero percentages, of which you should be acutely aware on test day: **an increase of $p\%$ and a decrease of $p\%$ DO NOT cancel other out.**

this is in fact a corollary of a much more general principle stating that *percent changes are never additive*. for instance, if a quantity is increased by 20% and then the resulting quantity is increased by 30%, then the original quantity *did not* increase by 50%.

this is a common trap on percent problems. if you know it, then you'll be able to eliminate the "sucker answer" right away on many such problems.

you can also figure this out for yourself by thinking about things that are intuitively easier than 10% changes. for instance, to undo cutting something in half (50% decrease), you'd have to double it (100% increase).

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in your solution, you're assuming that the least populated district should be 10% *less* populated than the most populated district. as noted above, this is *not* the same as assuming that the most populated district should be 10% *more* populated than the least populated district.

So the correct approach will be:

$$Y + 10 \cdot 1.1Y = 132000 \text{ so } Y = 11000$$

6. A giant fruit of 100 kg contains 99% water and remaining solid. It is left for drying and after some time, it contains 98% water. Only water evaporates and solid doesn't. How much water has evaporated? **Choose the nearest answer.**

1 kg 5 kg 10 kg 25 kg 50 kg

Initially water = 99, solid = 1...

Now solid = 1, which should be 2% and the remaining water should be 98%

Suppose x amount of water has evaporated

So we have

$$\text{Solid/Water} = 2/98 \text{ or } 1/(99-x) = 2/98 \text{ or } x = 50. \text{ Ans. E}$$

7. A set of 15 different integers have a range of 25 and a median of 25. What is greatest possible integer that could be in this set?

32 37 40 43 50

Notice the word DIFFERENT.

Prior to median 25, there are 7 numbers.

To make the greatest number as greater as possible, these 7 numbers should cost the range as little as possible. They will be, 24, 23, 22, 21, 20, 19, 18.

So, the greatest value that can fulfill the range is: $18+25=43$

8. If x is positive which of the following could be correct ordering of $1/x$, $2x$, x^2 ?
- I. $x^2 < 2x < 1/x$ II. $x^2 < 1/x < 2x$ III. $2x < x^2 < 1/x$
 None I Only III Only I and II only I, II & III

If $x = 0.1$, then $x^2 < 2x < 1/x$ (so 1 is possible)

If $x = 0.9$, then $x^2 < 1/x < 2x$ (so 2 is possible)

(1) $x^2 < 2x < 1/x$

This means that $x^2 < 2x$ so divide by x to get $x < 2$. The second one tells you that $2x < 1/x$ which simplifies to $x < 1/\sqrt{2}$. These can obviously both be satisfied at the same time, so (1) works.

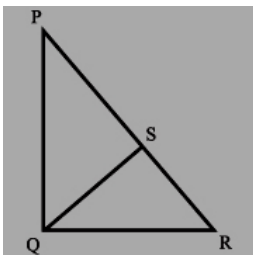
(2) $x^2 < 1/x < 2x$

This means that $x^2 < 1/x$ which gives $x^3 < 1$, or $x < 1$. The second half gives you $1/x < 2x$ or $1 < 2(x^2)$ or $x > 1/\sqrt{2}$. So any number that satisfies $1/\sqrt{2} < x < 1$ will work.

(3) $2x < x^2 < 1/x$. The first part gives $2x < x^2$ or $x > 2$. The second half gives $x^2 < 1/x$ or $x^3 < 1$ or $x < 1$. Since the regions $x > 2$ and $x < 1$ do not overlap, (3) can not be satisfied.

The Answer choice is (4), 1 and 2 only

9. In **FIGURE 2**, triangle PQR has a right angle at Q and a perimeter of 60. Line segment QS is perpendicular to PR and has a length of 12. $PQ > QR$. What is the ratio of the area of triangle PQS to the area of triangle RQS?
- $3/2$ $7/4$ $15/8$ $16/9$ 2



THIS IS AN 800 LEVEL PROBLEM.

Innovative approach: Imagine right angled triangle with sides 12.

As the smallest right triangle is 3, 4, 5... and 12 is a multiple of 3 and 4 both, we may make

3, 4, 5 MULTIPLIED by 3 = 9, 12, 15... and 3, 4, 5 MULTIPLIED by 4 = 12, 16, 20.

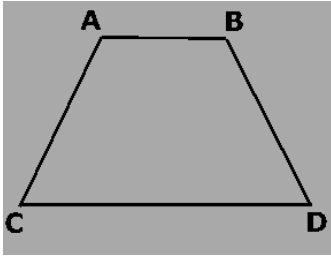
Now let's check the perimeter. $16 + 9 + 20 + 15 = 60$, so these are the correct combinations.

Area ratio = $(L1/L2)^2 = (4/3)^2 = 16/9$.

Short-cut: The area of two similar figures will be in the ratio of squares of sides. So the best guess answer is $16/9$.

10. The height of isosceles trapezoid ABDC is 12 units. The length of diagonal AD is 15 units. What is the area of trapezoid ABDC in **FIGURE 3**?

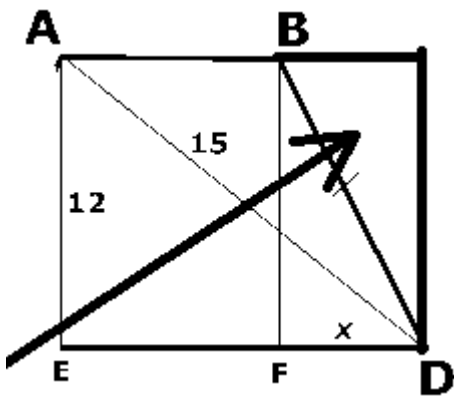
72 90 96 108 180



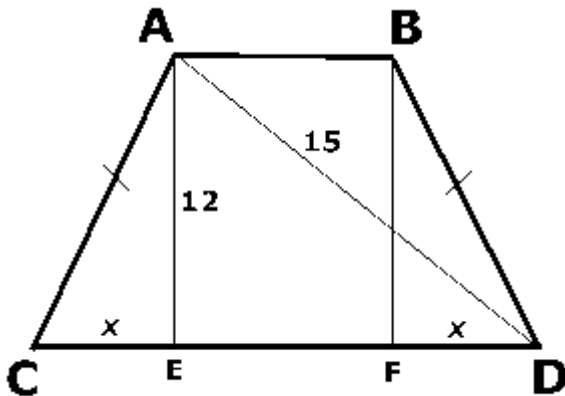
Innovative Approach

We can use the Pythagorean theorem to see the $ED = 9$.

Imagine that the left triangle were to be shifted and made the way it is mentioned in the diagram below: then we just have to find the area of the rectangle with sides 12 and 9... ans. $12 \times 9 = 108$.



Detailed Solution:



By sketching a drawing of trapezoid ABDC with the height and diagonal drawn in, we can use the Pythagorean theorem to see the $ED = 9$. We also know that ABDC is an isosceles trapezoid, meaning that $AC = BD$; from this we can deduce that $CE = FD$, a value we will call x . The area of a trapezoid is equal to the average of the two bases multiplied by the height.

The bottom base, CD, is the same as $CE + ED$, or $x + 9$. The top base, AB, is the same as $ED - FD$, or $9 - x$.

Thus the average of the two bases is $\frac{(x+9) + (9-x)}{2} = \frac{18}{2} = 9$.

Multiplying this average by the height yields the area of the trapezoid: $9 \times 12 = 108$.

The correct answer is D.

RC Passages

In the past decade, rapid technological progress and a greater demand for high-quality digital imaging have led to dramatic advances in video display technology. The dominant technology currently used in most consumer product displays is the active matrix liquid crystal diode display (LCD).

LCDs apply thin-film transistors (TFTs) of amorphous or polycrystalline silicon sandwiched between two glass plates. The TFTs supply voltage to liquid-crystal-filled cells, or pixels, between the sheets of glass. When hit with an electric charge, the liquid crystals untwist to an exact degree to filter white light generated by a lamp. This filtered light shines directly on the viewing screen or, in the case of projection televisions, is projected through a small chip that acts as a lens. LCDs that are capable of producing color images, such as in televisions and computers, reproduce colors through a process of subtraction, blocking out particular color wavelengths from the spectrum of white light until only the desired color remains. It is the variation of the intensity of light permitted to pass through the matrix of liquid crystals that enables LCD displays to present images full of gradations of different colors.

The nature and functioning of LCD displays present many advantages relative to other display technologies. The amount of power required to untwist the crystals to display images, even dark ones, is much lower than that required for analogous processes using other technologies, such as plasma. The dense array of crystals displays images from computer or other video graphics sources extremely well, with full color detail, no flicker, and no screen burn-in. Moreover, the number of pixels per square inch on an LCD display is typically higher than that for other display technologies, so LCD monitors are particularly good at displaying large amounts of data with exceptional clarity and precision. As a result, LCD TVs are considered the best display platform for video games, high definition television, movie special effects, and other graphics-intensive uses.

1. The tone of the passage could best be described as
 - (A) supportive advocacy
 - (B) cautious endorsement
 - (C) disinterested explanation
 - (D) intellectual exploration
 - (E) qualified support

OPINION: there is no personal opinion by the author of the passage. All facts.

So the tone will be neutral.

The correct answer will effectively identify the tone adopted in these paragraphs.

Positive TONE - OUT

(A) It is too strong to categorize the author's tone as "advocacy," as the first two paragraphs are purely explanatory. The third paragraph, though listing advantages of LCD displays, does not advocate their use.

(B) Cautious Endorsement

Positive TONE – OUT

It is too strong to categorize the author's tone as "endorsement," as the first two paragraphs are purely explanatory. The third paragraph, though listing advantages of LCD displays, does not advocate their use. The author doesn't say that you must buy LCD... that would have been endorsement.

NOTE: disinterested means objective, impartial, scientific. It does not mean uninterested... or not interested.

(C) CORRECT. The passage objectively explains the background, functioning, and advantages of LCD displays.

One explores when one doesn't know. The author is surely an expert... he is not trying to know about LCD.

(D) The passage does not indicate any questioning, skepticism, or exploration in its text, and is more technical than intellectual in tone.

Positive TONE – OUT

QUALIFIED means LIMITED... there is no support for the LCD... it is only description.

(E) The passage does not advocate for a particular point of view, and there is no evidence of any qualification in its explanation of the functioning and advantages of LCD displays.

2. The passage indicates that each of the following may be considered an advantage of LCD displays relative to other display technologies EXCEPT
 - (A) they consume less power
 - (B) they generally have more pixels per square inch of the display
 - (C) they are able to display continuous video graphics images with no interruption
 - (D) they reflect a widely adopted standard
 - (E) they represent the latest, most advanced technology

This is a specific question that asks us which answer choice is not indicated in the passage as an advantage of LCD displays relative to other display technologies. In order to answer this question, one must examine each answer choice and determine if it is mentioned in the passage.

- (A) The second sentence of the third paragraph reads, "The amount of power required to untwist the crystals to display images, even dark ones, is much lower than that required for analogous processes using other technologies, such as plasma." The passage indicates that LCD displays consume less power than other display technologies.
- (B) The fourth sentence of the third paragraph reads, "Moreover, the number of pixels per square inch on an LCD display is typically higher than that for other display technologies, so LCD monitors are particularly good at displaying large amounts of data with exceptional clarity and precision." The passage indicates that LCD displays generally have more pixels per square inch.
- (C) The third sentence of the third paragraph reads, "The dense array of crystals displays images from computer or other video graphics sources extremely well, with full color detail, no flicker, and no screen burn-in." The passage indicates that LCD displays can present video graphics images with no flicker or interruption.
- (D) The second sentence of the first paragraph reads, "The dominant technology currently used in most consumer product displays is the active matrix liquid crystal diode display (LCD)." The passage indicates that the technology is a widely adopted standard, which would logically have certain advantages (e.g. the technology has been widely tested and is known to work).
- (E) CORRECT. While the passage indicates that LCDs are the result of rapid technological progress in the past decade and the dominant technology currently used, the passage does not indicate that LCDs are the most advanced technology. There may be a more cutting edge technology (e.g. LEDs, or Light Emitting Diodes) available for certain applications. Also, the passage does not cite any specific functional advantage to being the latest and most advanced.

3. The process through which an LCD monitor displays different colors is most closely analogous to
 - (A) An hourglass partially blocked such that a limited stream of grains of sand fall into the lower portion
 - (B) A series of filters that separate all of the components of a mixture according to size
 - (C) A recording studio soundproofed so that any performances within are muted to those outside
 - (D) A piece of construction paper with outlines of characters cut out such that a lamp in front of the paper casts shadows in the shapes of the characters
 - (E) An air vent that emits warmer air outside of a building while an air conditioning system cools the interior of the building

This question asks which is most analogous to the process through which an LCD display presents different colors. The fifth and sixth sentences of the second paragraph read, "LCDs that are capable of producing color images, such as in televisions and computers, reproduce colors through a process of subtraction, blocking out particular color wavelengths from the spectrum of white light until only the desired color remains. It is the variation of the intensity of light permitted to pass through the matrix of liquid crystals that enables LCD displays to present images full of gradations of different colors."

This process of subtraction consists of taking a large number of elements, in this case wavelengths of light, and carefully blocking out certain of them while allowing only certain others to get through. We should look for an answer that mirrors this precise process of subtraction.

- (A) This answer choice describes a process that does not result in only certain elements passing through. Each grain of sand is equally capable of falling through the hourglass; in fact, all of it will eventually pass through, although it will happen at a slower rate than it might because the opening is partially blocked.
- (B) A series of filters that separate out all of the elements of a mixture is not analogous to filtering out only certain elements and letting others "pass through" to together create the end result.
- (C) A soundproofed recording studio blocks all sound, not only certain elements of it. Hence, this is very different from the process described regarding an LCD display.
- (D) CORRECT. A piece of construction paper with outlines of characters cut out would allow certain spaces of light to pass while blocking others, resulting in a refined mixture that has a certain meaning (e.g. the word, "Apple"). This is closely analogous to the process of subtraction through which LCD displays different colors.
- (E) An air vent that expels warm air does not carefully select remaining elements, and all of the elements that pass through are indistinguishable from each other.

In 1977 the prestigious Ewha Women's University in Seoul, Korea, announced the opening of the first women's studies program in Asia. Few academic programs have ever received such public attention. In broadcast debates, critics dismissed the program as a betrayal of national identity, an imitation of Western ideas, and a distraction from the real task of national unification and economic development. Even supporters underestimated the program; they thought it would be merely another of the many Western ideas that had already proved useful in Asian culture, akin to airlines, electricity, and the assembly line. The founders of the program, however, realized that neither view was correct. They had some reservations about the applicability of Western feminist theories to the role of women in Asia and felt that such theories should be closely examined. Their approach has thus far yielded important critiques of Western theory, informed by the special experience of Asian women.

For instance, like the Western feminist critique of the Freudian model of the human psyche, the Korean critique finds Freudian theory culture-bound, but in ways different from those cited by Western theorists. The Korean theorists claim that Freudian theory assumes the universality of the Western nuclear, male-headed family and focuses on the personality formation of the individual, independent of society. An analysis based on such assumptions could be valid for a highly competitive, individualistic society. In the Freudian family drama, family members are assumed to be engaged in a Darwinian struggle against each other—father against son and sibling against sibling. Such a concept projects the competitive model of Western society onto human personalities. But in the Asian concept of personality there is no ideal attached to individualism or to the independent self. The Western model of personality development does not explain major characteristics of the Korean personality, which is social and group-centered. The "self" is a social being defined by and acting in a group, and the well-being of both men and women is determined by the equilibrium of the group, not by individual self-assertion. The ideal is one of interdependency.

In such a context, what is recognized as "dependency" in Western psychiatric terms is not, in Korean terms, an admission of weakness or failure. All this bears directly on the Asian perception of men's and women's psychology because men are also "dependent." In Korean culture, men cry and otherwise easily show their emotions, something that might be considered a betrayal of masculinity in Western culture. In the kinship-based society of Korea, four generations may live in the same house, which means that people can be sons and daughters all their lives, whereas in Western culture, the roles of husband and son, wife and daughter, are often incompatible.

1. Which of the following best summarizes the content of the passage?
 - A. A critique of a particular women's studies program
 - B. A report of work in social theory done by a particular women's studies program
 - C. An assessment of the strengths and weaknesses of a particular women's studies program
 - D. An analysis of the philosophy underlying women's studies programs
 - E. An abbreviated history of Korean women's studies programs

There is no personal opinion by the author... this is a pure description passage...

So the words critique, assessment, and analysis will surely be wrong.

Also, D and E say PROGRAMS whereas the passage mentions only one program... so there is only one possible answer by elimination... B

This is not an appealing answer but definitely the right one.

2. Which of the following conclusions about the introduction of Western ideas to Korean society can be supported by information contained in the passage?
 - A. Except for technological innovations, few Western ideas have been successfully transplanted into Korean society.

A tempting answer:

Even supporters underestimated the program; they thought it would be merely another of the many Western ideas that had already proved useful in Asian culture, akin to airlines, electricity, and the assembly line.

If there is no mention of any other ideas, it does not mean that there is no other idea... we have no information about the facts in this choice.

- B. The introduction of Western ideas to Korean society is viewed by some Koreans as a challenge to Korean identity.

Refer to this portion: In broadcast debates, critics dismissed the program as a betrayal of national identity, an imitation of Western ideas, and a distraction from the real task of national unification and economic development.

Obviously these critics are Koreans... so B is right.

- C. The development of the Korean economy depends heavily on the development of new academic programs modeled after Western programs.
Not supported at all.

- D. The extent to which Western ideas must be adapted for acceptance by Korean society is minimal.

Not supported at all.

- E. The introduction of Western ideas to Korean society accelerated after 1977.

Not supported at all.

3. It can be inferred from the passage that the **broadcast media** in Korea considered the establishment of the Ewha women's studies program

- A. praiseworthy
- B. insignificant
- C. newsworthy
- D. imitative
- E. incomprehensible

We are asked about the attitude of the broadcast media, not that of critics...

So the answer is not D

Few academic programs have ever received such public attention.

FEW means HARDLY ANY

This means that this program received a lot of media attention... so the media thought it was NEWSWORTHY.

CR: Choose the correct answer asked at the end of each passage.

1. Everyone who has graduated from Topnotch High School has an intelligence quotient (IQ) of over 120. Most students with an IQ of over 120 and all students with an IQ of over 150 who apply to one or more Ivy League universities are accepted to at least one of them.

The statements above, if true, best support which of the following conclusions?

- A. Every graduate of Topnotch High School with an IQ of 150 has been accepted to at least one Ivy-League school.
- B. If a person is a high-school graduate and has an IQ of less than 100, he or she could not have been a student at Topnotch High School.
- C. At least one graduate from topnotch high school who has applied to at least one Ivy-League university has been accepted to one of them.
- D. If a high-school graduate has an IQ of 150 and is not attending an Ivy-League school, then he or she did not apply to one of them.
- E. If a person has an IQ of 130 and is attending an Ivy-League school, it is possible for him or her to have graduated from Topnotch High School.

1. C

Since the passage contains information about both TopNotch High School graduates and those accepted to Ivy League universities, a valid conclusion must contain information that does not contradict either situation. In addition, a valid conclusion must remain true for every possible situation compatible with the passage. In contrast, a conclusion can be shown to be invalid if it can be demonstrated that a situation can occur that does not contradict the passage, but contradicts the given conclusion. Be careful not to make unwarranted assumptions: for example, a person who attends a school does not necessarily graduate from it, a person who graduates from high school does not necessarily apply to a university, and a person who is accepted to a university does not necessarily attend it.

(A) The passage states that every student with an IQ of 150 who applies to the Ivy League will be accepted by at least one of the universities. However, it is possible that a graduate of TopNotch High with an IQ of 150 did not apply, and thereby was not accepted, to any of the schools. Hence, this conclusion is not valid.

(B) The passage states that every graduate of TopNotch High has an IQ of over 120. The conclusion only states that the student is a high school graduate and that he has an IQ of less than 120. It does NOT state that he or she was a graduate of TopNotch High. It is possible, however, that after attending TopNotch High for a period of time, he or she graduated from another high school. If this is the case, the situation does not contradict the passage, but contradicts the conclusion (he or she was a student at TopNotch High). Hence, this conclusion is not valid.

(C) CORRECT. Nothing in the passage precludes a person who is a graduate of TopNotch High from having an IQ of 130 and from attending an Ivy League university. Neither does anything in the passage preclude a person who has an IQ of 130 and is attending an Ivy League school to have graduated from TopNotch High. Therefore, it is possible for both situations to exist simultaneously, so the conclusion is valid.

(D) The conclusion states that most, but not necessarily all, of the graduates from TopNotch High with IQ of 120 who apply to the Ivy League are accepted by at least one of the school. The conclusion, however, does not state positively that any of the TopNotch High graduates had an IQ of over 150. Hence, even if it is unlikely, it is possible that none of the TopNotch graduates had IQ of over 150, and, of the remaining graduates who applied to the Ivy League, none were accepted to an Ivy League university. This conclusion is thereby not valid.

(E) The passage states that any student with an IQ of 150 who applies to one or more Ivy League universities will be accepted to at least one of them. It is possible, however, that some of those who had applied and been accepted to an Ivy League university chose not to attend. Hence, this conclusion is not valid.

2. In response to the increasing cost of producing energy through traditional means, such as combustion, many utility companies have begun investing in renewable energy sources, chiefly wind and solar power, hoping someday to rely on them completely and thus lower energy costs. These sources require significant initial capital investment, but the operating costs are not so high; so the utility companies claim that they will provide stable energy supplies at low costs. As one can easily see, these sources will be less risky for the utilities than non-renewable sources, such as gas, oil, and coal, whose prices can fluctuate dramatically according to availability.

The claim of the utility companies assumes which of the following?

- A. The public will embrace the development of wind and solar power.
- B. No new deposits of gas, oil, and coal will be discovered in the near future.
- C. Weather patterns are consistent and predictable.
- D. The necessary technology for conversion to wind and solar power is not more expensive than the technology needed to create energy through combustion.
- E. Obtaining energy from non-renewable sources, such as gas, oil and coal, cannot be made less risky.

The claim is that they will provide stable energy supplies at low costs...

- A. For this to happen, C is the right choice. Imagine if C were negated... Weather patterns are NOT consistent and NOT predictable... **then energy supply by wind and solar may not be stable.**

The conclusion of the argument is that renewable sources of energy, chiefly solar and wind, will be less risky for certain utilities than nonrenewable sources, such as oil and gas. The basis for this claim is that the renewable sources will provide stable, low-cost supplies of energy, whereas the prices for nonrenewable sources will fluctuate according to availability. We are asked to find an assumption underlying this argument. In order for this argument to be valid, it must in fact be true that these renewable sources of energy will provide stable, low-cost supplies.

- (A) The utility companies' claim has to do with the supply risk of the new energy sources, not with how these sources are received by the public.
- (B) If no new supplies of traditional energy sources are found, then it is true that perhaps these nonrenewable supplies will continue to fluctuate in price in a risky manner. However, the argument does not depend upon any assumption about the future discovery of oil and gas supplies.
- (C) CORRECT. If we assume that weather patterns are consistent and predictable, then with the stated premises, we can conclude that solar and wind power will be less risky than oil and gas. If, on the other hand, weather patterns are not consistent and predictable, then solar and wind power are not reliable and thus will not provide "stable energy supplies at low cost." Thus, the argument's conclusion directly depends on this assumption.
- (D) To reach the required conclusion, it is not necessary to assume that the conversion technology for new sources is not more expensive than the present technology.
- (E) This choice does not directly affect the argument. Whether or not energy produced through combustion can be made less risky, the new energy sources might still be less risky than the older sources.

3. **Doctor:** Research shows that adolescents who play video games on a regular basis are three times as likely to develop carpal tunnel syndrome as are adolescents who do not play video games. Federal legislation that prohibits the sale of video games to minors would help curb this painful wrist condition among adolescents.
- The doctor's conclusion depends on which of the following assumptions?**
- A. The majority of federal legislators would vote for a bill that prohibits the sale of video games to minors.
 - B. Not all adolescents who play video games on a regular basis suffer from carpal tunnel syndrome.
 - C. Playing video games is the only way an adolescent can develop carpal tunnel syndrome.
 - D. Most parents would refuse to purchase video games for their adolescent children.
 - E. The regular playing of video games by adolescents does not produce such beneficial effects as better hand-eye coordination and improved reaction time.

The doctor concludes that federal legislation prohibiting the sale of video games to minors would help reduce the incidence of carpal tunnel syndrome. This conclusion hinges on the assumption that the only way for adolescents to access video games is to purchase the games themselves.

- (A) Majority consensus in the legislature has no bearing on whether the recommended legislation would actually help to curb carpal tunnel syndrome.
- (B) This argument states that "adolescents who play video games on a regular basis are three times as likely to develop carpal tunnel syndrome." Thus, the argument directly indicates that carpal tunnel syndrome does not affect all adolescents who play video games. Rather than an assumption, this answer choice is simply an inference drawn from the text.
- (C) The fact that adolescents can develop carpal tunnel syndrome by means other than playing video games has no bearing on whether the recommended legislation would help to curb carpal tunnel syndrome.
- (D) CORRECT. In order for the doctor's recommended legislation to reduce the incidence of carpal tunnel syndrome among adolescents, the prohibition from the purchase of video games must result in the actual possession of fewer video games. Thus, it must be assumed that parents will not simply purchase video games for their children.
- (E) The fact that video games can benefit adolescents in other ways has no bearing on whether the recommended legislation would help to curb carpal tunnel syndrome.

4. Profits for one of Company X's flagship products have been declining slowly for several years. The CFO investigated and determined that inflation has raised the cost of producing the product but consumers who were surveyed reported that they weren't willing to pay more than the current price. As a result, the CFO recommended that the company stop producing this product because the CEO only wants products whose profit margins are increasing.

The answer to which of the following questions would be most useful in evaluating whether the CFO's decision to divest the company of its flagship product is warranted?

- A. Does the company have new and profitable products available with which to replace the flagship product?
- B. What percentage of Company X's revenues is represented by sales of the flagship product in question?
- C. Are there additional features which could be added to the product and for which consumers might be willing to pay a higher price?
- D. Will the rest of Company X's management team agree with the CFO's recommendation?
- E. Is there a way to alter the manufacturing or distribution processes in order to reduce the cost to produce the flagship product?

D

Profits for a particular product have been going down and the CFO has determined that this is because, on the one hand, the cost to make the product has increased and, on the other, consumers won't pay more than the current price (recall that $\text{Profit} = \text{Revenues} - \text{Costs}$). The CEO only wants Company X to sell products with increasing profit margins; as a result, the CFO decides the solution is to stop making this product. This decision would make sense only if we can be assured that there is no way to have an increasing profit margin for the product in question.

(A) Whether there are new, profitable products does not address the issue of whether there is a way to achieve increasing profit margins for the flagship product.

(B) Whether the management team agrees with the CFO's recommendation does not address the issue of whether there is a way to achieve increasing profit margins for the flagship product.

(C) This may increase the revenues earned by the product, but this choice does not address the additional cost associated with new features, so we still do not know whether we can achieve increasing profit margins for the product. We may be able to, but we may not: the features may cost more than the increased price that consumers would be willing to pay.

(D) CORRECT. If the costs for the existing product can be reduced, then the profit margin will increase (again, recall that $\text{Profits} = \text{Revenues} - \text{Costs}$). If the costs cannot be reduced, then the profit margins will not increase.

(E) The flagship product's revenues as a percentage of total revenues does not address the issue of whether there is a way to achieve increasing profit margins for the flagship product (although it does highlight why the company might find itself with a big problem if it follows the CEO's advice!).

5. There is relatively little room for growth in the overall carpet market, which is tied to the size of the population. Most who purchase carpet do so only once or twice, first in their twenties or thirties, and then perhaps again in their fifties or sixties. Thus as the population ages, companies producing carpet will be able to gain market share in the carpet market only through purchasing competitors, and not through more aggressive marketing.

Which one of the following, if true, casts the most doubt on the conclusion above?

- A. Two of the three mergers in the industry's last ten years led to a decline in profits and revenues for the newly merged companies.
- B. Most of the major carpet producers market other floor coverings as well.
- C. Most established carpet producers market several different brand names and varieties, and there is no remaining niche in the market for new brands to fill.
- D. Price reductions, achieved by cost-cutting in production, by some of the dominant firms in the carpet market are causing other producers to leave the market altogether.
- E. The carpet market is unlike most markets in that consumers are becoming increasingly resistant to new patterns and styles.

D

The key to success is to isolate the conclusion, which appears in the last sentence: "companies producing carpet will be able to gain market share in the carpet market only through purchasing competitors." GMS = gain market share in the carpet market, PC = purchasing competitors. GMS→PC. According to the author, to gain market share in the carpet market a company must purchase a competitor. Answer choice (C) is often selected by students, but it does not attack this idea. Answer choice (C) simply suggests that when companies purchase their competitors the endeavor is often financially unsuccessful. Essentially, answer choice (C) fails to prove that purchasing competitors is unnecessary to gain market share. Answer choice (D), on the other hand, does suggest a way for companies to gain market share without purchasing competitors. Thus, answer choice (D) is correct.

Answer choice (A): This answer goes beyond the scope of the argument, which is limited to the carpet market (and not other floor coverings).

Answer choice (B): This is an Opposite answer that strengthens the argument. If there are no remaining niches to fill, then there is no way to expand other than to purchase a competitor.

Answer choice (C): This attractive answer is wrong for a very strong reason: The conclusion is about market share.

Answer choice (C) is about a decline in profits and revenues. The two are not the same, and so the information in the answer choice does not weaken the conclusion.

Answer choice (D): This is the correct answer. If price reductions drive out some of the carpet producers, then other producers can take the market share left behind. This scenario shows that a company can gain market share without purchasing a competitor, thus attacking the necessary condition in the conclusion.

Answer choice (E): This Opposite answer strengthens the argument. If the consumers are resistant to new styles, then one fewer possibility exists if a company is trying to increase market share. By eliminating this option, the conclusion is strengthened (by eliminating an idea that would hurt the argument, one can strengthen the argument because it has fewer "competitors.").

6. **Columnist:** George Orwell's book *1984* has exercised much influence on a great number of this newspaper's readers. One thousand readers were surveyed and asked to name the one book that had the most influence on their lives. The book chosen most often was the Bible; *1984* was second.
- The answer to which one of the following questions would most help in evaluating the columnist's argument?**
- A. How many of those surveyed had actually read the books they chose?
 - B. How many books had each person surveyed read?
 - C. How many people read the columnist's newspaper?
 - D. How many books by George Orwell other than *1984* were chosen?
 - E. How many people chose *1984*

The correct answer choice is (B). The conclusion of the argument is the first sentence: "George Orwell's book *1984* has exercised much influence on a great number of this newspaper's readers." The basis for this conclusion is that *1984* was the second most named book in a survey about influential books. The argument contains a serious error: just because *1984* came in second in the survey does not mean that "a great number" of readers selected it as influential. To illustrate this proposition, consider the following example: Number of people surveyed = 1000, Number of people naming the Bible as the most influential book = 999, Number of people naming *1984* as the most influential book = 1, In this example, *1984* has come in second, but no one would say this second place finish supports a conclusion that "*1984* has exercised much influence on a great number of this newspaper's readers." You can expect the correct answer to address this issue.

Answer choice (A): The survey in the argument asks readers to name the one book with the most influence in their lives; the number of books read does not affect this answer. To apply the Variance Test, try opposite answers of "1" and a large number, say "10,000." These numbers will not alter the evaluation of the argument, and thus this answer is incorrect.

Answer choice (B): This is the correct answer, but it can be difficult since the wording is a bit unusual. The question is intended to reveal how many people selected *1984* relative to the other choices, and this addresses the issue raised in the analysis of the stimulus. Consider how the variance test works for this answer choice: First try the response, "999." In this case, only one person selected *1984* as the most influential book, and the argument is greatly weakened. Next try the response, "501." In this instance, 499 people selected *1984* as the most influential book and the conclusion is strengthened (the other 501 people would have selected the Bible). Note that you cannot try a number larger than 501 because that would mean that the Bible was not named most often. Because the varied responses produce different evaluations of the argument, this answer is correct.

Answer choice (C): This answer is not relevant to the columnist's argument. Apply the Variance Test to disprove this answer by using opposite answers of "0" and a very large number, such as "1 million."

Answer choice (D): Because the argument is about Orwell's *1984*, other Orwell books chosen by the readers have no impact on the argument. Apply the Variance Test, using opposite answers of "0" and a small number such as "10" (Orwell wrote dozens of essays, but not dozens of books).

Answer choice (E): The survey in the argument addresses influence, not the actual reading of the book. A person might be influenced by a book like the Bible through church teachings, etc. without actually having read the book. To apply the Variance Test, try opposite answers of "0" and "1000."

7. In the 18th and 19th centuries, it was believed in many coastal American cities that the waterfront was an undesirable location for residential buildings. As a result, much of the waterfront in these cities was never developed aesthetically and instead was left to industry and commerce. Today, however, waterfront properties are generally seen as prestigious, as evidenced by the large sums paid for homes along the beach front. A developer who wishes to make a large profit would be wise to buy urban waterfront lots and erect residential buildings on them.

Which of the following, if true, most strongly supports the claim made about urban waterfront properties?

- A. People today have more money, relatively speaking, to spend on real estate than they did in previous centuries.
- B. Many coastal American cities are encouraging developers to rehabilitate the waterfront through tax incentives.
- C. Homeowners will be willing to spend large sums on residential properties in traditionally industrial or commercial districts.
- D. Many urban waterfront lots are available for purchase.
- E. Properties in interior residential districts in coastal American cities are significantly more expensive than those along the waterfront.

The conclusion is that a developer who wishes to make a large profit would be wise to buy urban waterfront lots and erect residential buildings on them. The basis for that claim is that people pay large sums for beach front homes. We are asked to strengthen this argument.

(A) This choice states that people have more buying power today than in previous centuries. This does not strengthen the claim that a developer will make money on urban waterfront properties.

(B) CORRECT. This choice states that homeowners will be willing to spend large sums of money on residential properties in traditionally industrial or commercial districts. Since we know from the argument that urban waterfronts have traditionally been industrial, this fact strengthens the claim that a developer can make a profit on urban waterfront properties.

(C) This choice states that many urban waterfront lots are available for purchase. This does not suggest, however, that a developer will be able to sell them after he or she builds on them.

(D) This choice states that many coastal cities are giving tax breaks to developers who rehabilitate the waterfront. But this does not suggest that anyone will buy the developed properties.

(E) This choice states that properties in the interior of cities are more expensive than those on the waterfront. Although waterfront properties are therefore cheaper to acquire, this does not necessarily mean that a developer can make a profit after buying such properties.

8. In the United States, of the people who moved from one state to another when they retired, the percentage who retired to Florida has decreased by three percentage points over the past ten years. Since many local businesses in Florida cater to retirees, these declines are likely to have a noticeably negative economic effect on these businesses and therefore on the economy of Florida.

Which of the following, if true, most seriously weakens the argument given?

- A. People who moved from one state to another when they retired moved a greater distance, on average, last year than such people did ten years ago.
- B. People were more likely to retire to North Carolina from another state last year than people were ten years ago.
- C. The number of people who moved from one state to another when they retired has increased significantly over the past ten years.
- D. The number of people who left Florida when they retired to live in another state was greater last year than it was ten years ago.
- E. Florida attracts more people who move from one state to another when they retire than does any other state.

Of those people who move to another state when they retire, the percentage moving to Florida has declined. This trend is apt to harm Florida's economy because many businesses there cater to retirees. The argument draws its conclusion from data about the proportion of emigrating retirees moving to Florida. Yet what matters more directly to the conclusion (and to Florida's economy) is the absolute number of retirees immigrating to Florida. That number could have remained constant or even risen if the absolute number of emigrating retirees itself increased while the proportion going to Florida decreased.

- A. This has no obvious bearing on the argument one way or another. It makes it more likely, perhaps, that a person in a distant state will retire to Florida, but less likely that one in a neighboring state will do so.
- B. This has no bearing whether fewer people have been retiring to Florida over the last ten years.
- C. Correct. This is the option that most seriously weakens the argument.
- D. This makes it more likely that Florida's economy will be harmed because of decreasing numbers of retirees, but has no real bearing on the argument which concludes specifically that declines in the proportion of emigrating retirees moving to Florida will have a negative effect on the state's economy.
- E. This is irrelevant. At issue is how the numbers of retirees in Florida from one year compare to the next, not how those numbers compare with numbers of retirees in other states. The correct answer is C.

Directions: Choose the answer that produces the most effective sentence, aiming to eliminate awkwardness, ambiguity, redundancy, and grammatical error.

1. Before scientists learned how to make a synthetic growth hormone, removing it painstakingly in small amounts from the pituitary glands of human cadavers.
- A. scientists learned how to make a synthetic growth hormone, removing it painstakingly
 - B. scientists had learned about making a synthetic growth hormone, they had to remove it painstakingly
 - C. scientists learned how to synthesize the growth hormone, it had to be painstakingly removed
 - D. learning how to make a synthetic growth hormone, scientists had to remove it painstakingly
 - E. learning how to synthesize the growth hormone, it had to be painstakingly removed by scientists

CORRECT ANSWER: C

This is a question on meaning clarity... the GMAT since January 2010 has shown a remarkable shift towards this pattern. Most students end up picking D here as they focus on only grammar... Choice D has 2 problems with its logical meaning.

In the problem at hand, A, B and D indicate that scientists removed "a *synthetic* growth hormone" from cadavers. This is nonsensical, as something synthetic, by definition, does not come from a natural source. Thus, A, B, and D can be eliminated based on their lack of clarity.

see, the *scientists* mentioned in the passage are the ones who learned how to synthesize the growth hormone, but they weren't necessarily the same ones who had to remove it. in order to render the second half in the active voice, you'd have to introduce a subject - awkward at best, because who would be the subject? not only that, but the subject is irrelevant: we don't care *who* had to remove the hormone from cadavers, only that it *had to be removed* from the cadavers.

E uses a wrong modifier: before learning.... there must be a subject (who is learning...?) immediately after the comma.

choice e is wrong, because it starts out with an initial modifier lacking a subject; such modifiers MUST modify the noun IMMEDIATELY FOLLOWING the comma. in the case of choice e, this would mean that 'it' (referring to the hormone itself) *learned* how to make the hormone. that's crazy.

In C, the change from active --> passive is appropriate here, because the subject of the second part isn't mentioned (or probably even known).

remember this:

if the subject of a verb is unknown or irrelevant, use the passive voice.

how about this:

before primitive man learned to make fire, it could only arise as a result of lightning, focused sunbeams, and the like. this sentence clearly doesn't convey the idea that the lightning/sunbeams/etc could be caused by primitive man. same idea in the original sentence w/ respect to the scientists.

*before Marconi and Braun laid the foundation for wireless telegraphy, messages **had to be transmitted** over wires or **carried** by hand.*

there's no avoiding the passive voice in the second half, without introducing an awkward (and irrelevant) subject, as in '*people* had to transmit messages'. that would detract considerably from the quality of the sentence.

2. Greatly influenced by the Protestant missionary Samuel Kirkland, the Oneida was the only one of the five-nation Iroquois League who sided with the colonists during the American Revolution.
- A. was the only one of the five-nation Iroquois League who sided
 - B. was alone of the five-nation Iroquois League when they sided
 - C. alone among the five nations of the Iroquois League sided
 - D. were the only ones out of the five nations of the Iroquois League in siding
 - E. only of the five-nation Iroquois League had sided

Ans. C

A tricky question:

'The Oneida' is plural, in much the same way as 'the English' or 'the French' would be plural (the French eat foods that are rather bizarre by the standards of most other countries). that observation **knocks off choices a and b**.

D is wrong because of the wrong idiom.

He was the only one to win the race 3 times.... RIGHT

He was the only one in winning the race 3 times... WRONG

So the idiom IN SIDING is wrong in D.

It is also wrong because it is extremely, incredibly wordy. 'out of' is also a problem (because the gmat would only use 'out of' if it meant literally out of something, or in standard idioms like '3 out of 4'), but the wordiness of this choice should smack you in the face the second you look at it.

CHOICE E is wrong because it uses the **past perfect (HAD SIDED)** to refer to a single event. you need the simple past here (just 'sided', not 'had sided'), because there is no more recent time signal to justify the use of the past perfect for the 'earlier' event.

that leaves choice c, which uses the simple past correctly and is concise.

3. Although she had been known as an effective legislator first in the Texas Senate and later in the United States House of Representatives, not until Barbara Jordan's participation in the hearings on the impeachment of President Richard Nixon in 1974 was she made a nationally recognized figure, as it was televised nationwide.
- A. later in the United States House of Representatives, not until Barbara Jordan's participation in the hearings on the impeachment of President Richard Nixon in 1974 was she made a nationally recognized figure, as it was
- B. later in the United States House of Representatives, Barbara Jordan did not become a nationally recognized figure until 1974, when she participated in the hearings on the impeachment of President Richard Nixon, which were
- C. later in the United States House of Representatives, it was not until 1974 that Barbara Jordan became a nationally recognized figure, with her participation in the hearings on the impeachment of President Richard Nixon, which was
- D. then also later in the United States House of Representatives, not until 1974 did Barbara Jordan become a nationally recognized figure, as she participated in the hearings on the impeachment of President Richard Nixon, being
- E. then also later in the United States House of Representatives, Barbara Jordan did not become a nationally recognized figure until 1974, when she participated in the hearings on the impeachment of President Richard Nixon, which was

Ans. B

MODIFIER... although SHE... so after the comma, we must have the NAME **Barbara Jordan**. Eliminate A, C, D.

Hearings WERE televised... So B is right.

"which" is fine in (b).

the gmat tends to write sentences in which "which" stands for the ELIGIBLE noun that's closest to the comma.

by "eligible", we mean that the noun has to AGREE IN TERMS OF SINGULAR/PLURAL with the FOLLOWING VERB.

here's an example:

the box of nails, which is on the counter, is to be used on this project.

in this case, "which" CANNOT refer to "nails", since the verb "is" is singular. therefore, the nearest eligible noun is "box (of nails)". so, "which" unambiguously stands for that.

To understand the usage of 'which', look at the following sentence:
--

The High Court's **rulings** in the cases involving assisted suicides among college-going teens from single-parent families, **which** were overturned by the Supreme Court last month, have been re-instituted by a special interventionist order by the President.

Here WHICH clearly refers to the RULINGS as that is the only eligible noun for the VERB 'WERE overturned'.

All you have to be cautious about is that there is no VERB between WHICH and its ANTECEDENT ('rulings' in this case)...

rulings (n) in the cases (n) involving (adj) assisted (adj) suicides (n) among college-going (adj) teens (n) from single-parent (adj) families (n), **which**

So in this case, WHICH clearly refers to RULINGS.

Please don't think that 'which' can refer to only the nearest noun... this rule is not at all true as per GMAT...

4. The Achaemenid empire of Persia reached the Indus Valley in the fifth century B.C., bringing the Aramaic script with it, from which was derived both northern and southern Indian alphabets.
- A. the Aramaic script with it, from which was derived both northern and
 - B. the Aramaic script with it, and from which deriving both the northern and the
 - C. with it the Aramaic script, from which derive both the northern and the
 - D. with it the Aramaic script, from which derives both northern and
 - E. with it the Aramaic script, and deriving from it both the northern and

The singular verb "was derived / derives" does not agree in number with the plural subject "northern and southern Indian alphabets". SO eliminate A and D.

DERIVING is not a verb... -ING forms are verbs only with some other 'to be' form...

IS / WAS / AM / ARE / WERE / has been / have been / had been / will be / shall be / will have been / shall have been + ING is verb.

-ING forms alone are never verbs... the sentence needs at least one verb in the second part... so B and E are wrong.

Ans. C

- B) "and" creates a lack of connection between the two parts of the sentence. Additionally, "deriving" is an incorrect verb tense.
- C) CORRECT. "From which" correctly refers to the script. Additionally, "derive," a plural verb, correctly agrees with the plural subject "the Northern and the Southern Indian alphabets."
- D) "derives," a singular verb, does not agree with the plural subject "Northern and Southern Indian alphabets."
- E) The second pronoun "it" is ambiguous: does it refer to the "empire" or to the "script"? Additionally, the original intent of the sentence is significantly changed in meaning.

5. The company announced that its profits declined much less in the second quarter than analysts had expected it to and its business will improve in the second half of the year.
- A. had expected it to and its business will improve
 - B. had expected and that its business would improve
 - C. expected it would and that it will improve its business
 - D. expected them to and its business would improve
 - E. expected and that it will have improved its business

Announced is past action... expected is past action before announced.

So we need HAD expected... remove C, D, and E.

THAT and THAT parallelism is compulsory here... announced that and that. So eliminate A.

Also, 'WILL' is wrong usage... future w.r.t. past is used with the word 'would'.

IT cannot refer back to profits. So B

The original sentence has three problems. The sentence must clarify that the analysts held their expectations before the company's announcement. That is, it must use the past perfect *had expected* to show action prior to the past tense of *announced*. The sentence must also use *would* rather than *will* for the company's uncertain business improvement in the future. Secondly, the use of the singular pronoun *it* to refer to plural *profits* is incorrect. Finally, two parallel clauses are needed because the company made two announcements: one about the decline of profits and one about the future of its business.

A Use of *it* to refer to *profits* is incorrect; use of *will* is incorrect; the second announcement is not clear.

B Correct. Removal of *it to* avoids the error in grammar and eliminates unnecessary words in this sentence. The addition of *that* before *its business would* creates another parallel clause associated with *announced* and clarifies that there is a second announcement. Finally, this sentence properly uses *had expected* and *would*.

C Incorrectly uses *expected*; use of *it* to refer to *profits* is incorrect, and *would* is unnecessary; the overuse of *it* and *its* is confusing; *will* is incorrectly used instead of *would*.

D Incorrectly uses *expected*; *them to* is both unnecessary and awkward; also, a second announcement is not made clear.

E Incorrectly uses *expected*; incorrectly uses the future perfect (*will have improved*) that implies the action will be completed rather than ongoing.

The correct answer is B.

6. With its plan to develop seven and a half acres of shore land, Cleveland is but one of a large number of communities on the Great Lakes that is looking to its waterfront as a way to improve the quality of urban life and attract new businesses.

A. is looking to its waterfront as a way to improve the quality of urban life and attract

B. is looking at its waterfront to improve the quality of urban life and attract

C. are looking to their waterfronts to improve the quality of urban life and attract

D. are looking to its waterfront as a way of improving the quality of urban life and attracting

E. are looking to their waterfronts as a way they can improve the quality of urban life and attract

1. One of my (friend / friends) (is an IT professional / are IT professionals).

CORRECT: One of my friends is an IT professional.

2. This is one of those (book / books) that (was / were) published last year.

CORRECT BOOKS... WERE

3. Dhoni is one of those cricketers who (does / do) modelling assignments.

Correct: DO

4. He is one of my friends who (is an IT professional / are IT professionals).

CORRECT: He is one of my friends who are IT professionals.

5. He is only one / just one / but one of my friends who (is an IT professional / are IT professionals).

CORRECT: He is only one / just one / but one of my friends who are IT professionals.

6. He is the only one of my friends who (is an IT professional / are IT professionals).

CORRECT: He is **the only one** of my friends who is an IT professional.

In the sentence "...Cleveland is but one of a large number of communities on the Great Lakes that is .."

that acts as a relative pronoun for communities, so 'are' is required rather than 'is'

Eliminate A and B... Also, in D, 'its' is wrong... it should be 'their' for communities.

In E, the correct idiom should be TO IMPROVE and not as a way they can improve

Whenever there is a purpose to be stated, we use TO + VERB.

7. 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

THAT and THAT parallelism is needed... B, C, D out. This is a contrast meaning... so E out. Ans. A

A is the best choice. Choices B, C, and D incorrectly omit **that** after **agree**; **that is** needed to create the parallel construction **agree that there is waste . . . and that the government... spends**. Choice E, though it retains **that**, is grammatically incorrect: because E starts with an independent rather than a subordinate clause and separates its two independent clauses with a comma, it creates a run-on sentence with no logical connection established between the halves. In B, **the agreement ... to the fact** is unidiomatic, and B, C, and E alter the sense of the original sentence by saying that voters **agree** rather than that they **may agree**.

8. In one of the most stunning reversals in the history of marketing, the Coca-Cola Company in July 1985 yielded to thousands of irate consumers demanding that it should bring back the original Coke formula.
- A. demanding that it should
B. demanding it to
C. and their demand to
D. who demanded that it
E. who demanded it to

SUBJUNCTIVE:

Futuristic verb / Futuristic condition + THAT + ROOT form verb or BE

Demand is futuristic... followed by THAT... the next verb should be in root form BRING.

So D.

The Supreme Court decreed that he **should** take charge of the situation.

NOT: takes / should take / to take etc.

I insist that she **should** be quiet.

Not: to be / should be etc.

Choice D, the best answer, uses the grammatically correct expression **demanding that it bring back**, in which **demanding that it** is followed by the subjunctive verb **bring**. Choice A incorrectly uses **should bring** rather than **bring**; **demanding that** already conveys the idea of "should," and at any rate a modal auxiliary verb, such as **should** or **must**, cannot grammatically follow the expression **demanding that**. Similarly, B and E use the ungrammatical expression **demanding/demanding it to**. In C, the expression **yielded to... customers and their demand to bring...** unnecessarily states that the **company yielded** to the **customers** as well as to their **demand**. This expression also fails to specify that the **company** is expected to bring back the original formula.

9. Because of the enormous research and development expenditures required to survive in the electronics industry, an industry marked by rapid innovation and volatile demand, such firms tend to be very large.
- A. to survive
B. of firms to survive
C. for surviving
D. for survival
E. for firms' survival

In the non-underlined portion, SUCH FIRMS needs the word FIRMS in the sentence at least once in the sentence... Only B uses the word FIRMS.

E doesn't have the word FIRMS... it has firms' survival, which is equivalent to survival, not firms.

Jack's car ≡ CAR... not Jack.

The subject of the main clause (**such firms**) presumes a prior reference to the firms in question. Furthermore, the logical subject of to **survive** and the logical complement of **required** should be made explicit. All three demands are met by B, the best choice. Choices A, C, and D, with no reference to the firms in question, meet none of these demands. In choice E, the illogical and awkward use of a prepositional phrase (**for firms' survival**) buries the needed initial reference **to firms** in a possessive modifier.

10. Manifestations of Islamic political militancy in the first period of religious reformism were the rise of the Wahhabis in Arabia, the Sanusi in Cyrenaica, the Fulani in Nigeria, the Mahdi in the Sudan, and the victory of the Usuli "mujtahids" in Shiite Iran and Iraq.
- A. Manifestations of Islamic political militancy in the first period of religious reformism were the rise of the Wahhabis in Arabia, the Sanusi in Cyrenaica, the Fulani in Nigeria, the Mahdi in the Sudan, and
 - B. Manifestations of Islamic political militancy in the first period of religious reformism were shown in the rise of the Wahhabis in Arabia, the Sanusi in Cyrenaica, the Fulani in Nigeria, the Mahdi in the Sudan, and also
 - C. In the first period of religious reformism, manifestations of Islamic political militancy were the rise of the Wahhabis in Arabia, of the Sanusi in Cyrenaica, the Fulani in Nigeria, the Mahdi in the Sudan, and
 - D. In the first period of religious reformism, manifestations of Islamic political militancy were shown in the rise of the Wahhabis in Arabia, the Sanusi in Cyrenaica, the Fulani in Nigeria, the Mahdi in the Sudan, and
 - E. In the first period of religious reformism, Islamic political militancy was manifested in the rise of the Wahhabis in Arabia, the Sanusi in Cyrenaica, the Fulani in Nigeria, and the Mahdi in the Sudan, and in

Consider this sentence:

Since the teacher introduced the classroom reward system, students have begun paying closer attention, completing homework, following directions, and have stopped causing disruptions during lessons.

Here, there are 2 main actions:

Begun A, B, C, and stopped D.

The word AND is used to connect BEGUN and STOPPED.

But A, B, C is a list... whenever a list ends, there has to be AND before the last element...

So the correction will be:

Since the teacher introduced the classroom reward system, students have begun paying closer attention, completing homework, **AND** following directions, and have stopped causing disruptions during lessons.

In the given sentences, there are two main lists:

RISE of A, B, C, D, and VICTORY of E... here the word AND has been used to connect RISE OF and VICTORY OF... but to end the list A, B, C, D, we need AND before D... so it should be A, B, C, and D.

So, there should be AND before the fourth element (the Mahdi in the Sudan)... only option E has it.

Also, VAN can give us the answer here... Verb form is preferred to a noun form... "Manifestation" is a noun... "was manifested" is a verb... only E gives the correct form.

E, the best choice, uses parallel phrases for the two major coordinate members (**in the rise of... and in the victory of ...**) and also for the series listed in the first of these (**s in t, u in v, w in x, and y in z**). E's placement of the **In... reformism** phrase at the beginning of the sentence is direct and efficient. Choices A, B, C, and D omit **and** before

the Mahdi, the last element in the first series; thus, they incorrectly merge the second major member (*the victory of*) into the series listed under the first member (*the rise of*). Furthermore, in A and B the *in...reformism* phrase has been awkwardly set between the subject and verb of the sentence.

11. Scientists have identified an asteroid, 2000 BF19, that is about half a mile wide and, if it strikes Earth, it can do tremendous damage to part of the planet but probably not cause planet-wide destruction.

- A. and, if it strikes Earth, it can do tremendous damage to part of the planet but
- B. and, if it would strike Earth, part of the planet could experience a tremendous amount of damage but it would
- C. and that, if it were to strike Earth, could do tremendous damage to part of the planet but would
- D. and that, if Earth is struck by it, can do part of the planet tremendous damage, but it would
- E. and that, if it strikes Earth, it could experience a tremendous amount of damage but

Hypothetical sentences are best written with the construction

IF + WERE ... WOULD or IF + past tense WOULD So only B.

A: 'it' after the comma cannot be correct as it breaks the parallelism... if we remove "if it strikes Earth", IT is not parallel. Also, hypothetical sentences are better written as IF + WERE.

B. If it would... always wrong... "it" is ambiguous

D. Passive... "but it would" is not parallel. Also, hypothetical sentences are better written as IF + WERE. "it" is ambiguous

E. "it" is ambiguous... 'it' after the comma cannot be correct as it breaks the parallelism... if we remove "if it strikes Earth", IT is not parallel. Also, hypothetical sentences are better written as IF + WERE.

12. In the Louisiana Purchase of 1803, the United States acquired 828,000 square miles for about four cents an acre, which more than doubled the country's size and that brought its western border within reach of the Pacific Ocean.

- A. In the Louisiana Purchase of 1803, the United States acquired 828,000 square miles for about four cents an acre, which more than doubled the country's size and that brought
- B. For about four cents an acre the United States acquired, in the Louisiana Purchase of 1803, 828,000 square miles, more than doubling the country's size and it brought
- C. With the Louisiana Purchase in 1803, the United States acquired 828,000 square miles for about four cents an acre, more than doubling its size and bringing
- D. The United States, in the Louisiana Purchase of 1803, for about four cents an acre, acquired 828,000 square miles, more than doubling the country's size, bringing
- E. Acquiring 828,000 square miles in the Louisiana Purchase of 1803, the United States bought it for about four cents an acre, more than doubling the country's size and bringing

Ans. C

Cause and Effect: so ING forms are required for all the effects.

A out

B out

D. there are only 2 effects... so there must be AND between the 2... more than doubling the country's size AND bringing

Also, "in the louisiana purchase" is placed AFTER "the united states". this placement implies that the united states itself is actually contained within the louisiana purchase.

* "for about four cents an acre" is placed in a place that is unclear.

E has a bigger issue of IT referring to an adjective (Louisiana)

13. Heavy commitment by an executive to a course of action, especially if it has worked well in the past, makes it likely to miss signs of incipient trouble or misinterpret them when they do appear.

- A. Heavy commitment by an executive to a course of action, especially if it has worked well in the past, makes it likely to miss signs of incipient trouble or misinterpret them when they do appear.
- B. An executive who is heavily committed to a course of action, especially one that worked well in the past, makes missing signs of incipient trouble or misinterpreting ones likely when they do appear.

- C. An executive who is heavily committed to a course of action is likely to miss or misinterpret signs of incipient trouble when they do appear, especially if it has worked well in the past.
- D. Executives' being heavily committed to a course of action, especially if it has worked well in the past, makes them likely to miss signs of incipient trouble or misinterpreting them when they do appear.
- E. Being heavily committed to a course of action, especially one that has worked well in the past, is likely to make an executive miss signs of incipient trouble or misinterpret them when they do appear.

This sentence explains that an executive who is blindly committed to a proven course of action is likely to overlook or misinterpret indicators that the plan may no longer be working. The sentence needs to make clear *who* may misinterpret these indicators.

A The passive construction causes the sentence to be wordy and confusing; the reference for *it* is ambiguous, leaving the reader with questions about who or what is likely to miss these signs.

B The sentence structure indicates that the *executive*, not his or her strategy, causes signs to be overlooked; the modifier *when they do appear* is misplaced.

C The reference for the pronoun *it* is unclear because many nouns have intervened between the appearance of the logical referent (*course of action*) and *it*.

D *Misinterpreting* should be an infinitive verb form to parallel *miss*; the phrasing throughout the sentence is wordy and awkward. Notice POSSESSIVE "executives' " ... we cannot use THEM

E Correct. The grammatical structure of this sentence and the appropriate placement of modifiers expresses the meaning clearly and concisely.

The correct answer is E.

14. Even though Clovis points, spear points with longitudinal grooves chipped onto their faces, have been found all over North America, they are named for the New Mexico site where they were first discovered in 1932.
- A. Even though Clovis points, spear points with longitudinal grooves chipped onto their faces, have been found all over North America, they are named for the New Mexico site where they were first discovered in 1932.
 - B. Although named for the New Mexico site where first discovered in 1932, Clovis points are spear points of longitudinal grooves chipped onto their faces and have been found all over North America.
 - C. Named for the New Mexico site where they have been first discovered in 1932, Clovis points, spear points of longitudinal grooves chipped onto the faces, have been found all over North America.
 - D. Spear points with longitudinal grooves that are chipped onto the faces, Clovis points, even though named for the New Mexico site where first discovered in 1932, but were found all over North America.
 - E. While Clovis points are spear points whose faces have longitudinal grooves chipped into them, they have been found all over North America, and named for the New Mexico site where they have been first discovered in 1932.

Discovery is a point of time... so we need WERE DISCOVERED...

Also, a thing can't discover itself... so we need the passive voice WERE DISCOVERED

"Have been discovered" will imply that discovery has happened over a period of time... illogical meaning.

"Discovered" will imply that Clovis Points discovered themselves... illogical.

WERE DISCOVERED is essential... it is only in choice A.

Even though, *although*, and *while* introduce clauses that appear to be logically incompatible but in fact are not. In this sentence, the apparent incompatibility that must be clearly expressed is that although the spear points are named for a particular place in New Mexico, they are in fact found throughout North America. Because their discovery took place in 1932 and is not ongoing, the correct verb tense is simple past, not present perfect.

A Correct. The *even though* clause expresses clearly that the seeming incompatibility is between where the spear points have been found (*all over North America*) and the naming of the spear points for a single site in New Mexico.

B The sentence structure indicates that the expected incompatibility is between the geographically based name of the points and their physical properties, which makes no sense; *where discovered* is missing a subject—the correct form is *where they were first discovered*.

C *Have been first discovered* is the wrong tense, since the discovery is a discrete event completed in the past.

D The sequence of information in this sentence is confusing; *even though* and *but* both introduce information that is contrary to expectation, so to use them both to describe a single apparent contradiction is redundant and nonsensical.

E *While* introduces a description of Clovis points and suggests that this appears incompatible with their appearance all over North America, which makes no sense; *have been first discovered* is the wrong tense.

The correct answer is A.

15. Used by many natural history museum curators in the preparation of animal skeletons for display, dermestid beetles feed on the decaying flesh of animal carcasses, pulling with its mouthparts to strip the bone of any residual fat or muscle tissue.
- A. dermestid beetles feed on the decaying flesh of animal carcasses, pulling
 - B. dermestid beetles feed on the decaying flesh of animal carcasses and pull
 - C. the dermestid beetle feeds on the decaying flesh of animal carcasses and pulls
 - D. the dermestid beetle feeds on the decaying flesh of animal carcasses, pulling
 - E. the dermestid beetle feeds on the decaying flesh of animal carcasses and it pulls

Remember:

If a sentence involves 2 actions – one main and the other subordinate – and if the second action is

- **effect / offshoot / result of the main action (cause)**
- **part of the main action**
- **dependent on the main action**
- **sub-ordinate to the main action**
- **embedded in the main action**
- **etc.**

WE USE the second verb in the –ING form...

The plural subject in the original sentence, "dermestid beetles," does not agree in number with the singular pronoun "its," which appears in the non-underlined part of the sentence. In order to correctly agree with "its," the subject must be singular: "the dermestid beetle."

(A) This choice is incorrect as it repeats the original sentence.

(B) The plural subject "dermestid beetles" does not agree in number with the singular pronoun "its," which appears in the non-underlined part of the sentence. In order to correctly agree with "its," the subject must be singular: "the dermestid beetle." Also, the present tense verb "pull" is incorrectly consistent with the present tense verb "feed." In this case, verb consistency is undesirable as it separates "feed" and "pull" into two independent and sequential actions: the beetles "feed on the decaying flesh" and "pull with...mouthparts." The logical meaning of the sentence, as dictated by the original version, is that the "pulling" occurs as part of the main verb "feed," not independent of it.

(C) While the singular subject "the dermestid beetle" correctly agrees in number with the singular pronoun "its," the present tense verb "pulls" is incorrectly consistent with the present tense verb "feeds." In this case, verb consistency is undesirable as it separates "feeds" and "pulls" into two independent and sequential actions: the beetle "feeds on the decaying flesh" and "pulls with...mouthparts." The logical meaning of the sentence, as dictated by the original version, is that the "pulling" occurs as part of the main verb "feeds," not independent of it.

(D) CORRECT. The singular subject "the dermestid beetle" correctly agrees in number with the singular pronoun "its." Also, the form "pulling" correctly implies that "pulling with its mouthparts" occurs as part of the main verb "feeds," not independent of it.

(E) The singular subject "the dermestid beetle" correctly agrees in number with the singular pronoun "its." However, the present tense verb "pulls" is incorrectly consistent with the present tense verb "feeds." In this case, verb consistency is undesirable as it separates "feeds" and "pulls" into two independent and sequential actions: the beetle "feeds on the decaying flesh" and "pulls with...mouthparts." The logical meaning of the sentence, as dictated by the original version, is that the "pulling" occurs as part of the main verb "feeds," not independent of it. Also, the use of the pronoun "it" is unnecessarily wordy; the subject of the verb "pulls," "the dermestid beetle," is clear without of the use of "it."

16. More than thirty years ago Dr. Barbara McClintock, the Nobel Prize winner, reported that genes can "jump," as pearls moving mysteriously from one necklace to another.
- A. as pearls moving mysteriously from one necklace to another
 - B. like pearls moving mysteriously from one necklace to another
 - C. as pearls do that move mysteriously from one necklace to others
 - D. like pearls do that move mysteriously from one necklace to others
 - E. as do pearls that move mysteriously from one necklace to some other one

B

"JUMP" written in quotes means hypothetical... so LIKE

Like cannot be followed by a VERB.. so like pearls DO in D is wrong.

Remember Like pearls moving... in this MOVING is an adjective (present participle), not a verb.

17. Most of the purported health benefits of tea comes from antioxidants—compounds also found in beta carotene, vitamin E, and vitamin C that inhibit the formation of plaque along the body's blood vessels.
- A. comes from antioxidants—compounds also found in beta carotene, vitamin E, and vitamin C that
 - B. comes from antioxidants—compounds that are also found in beta carotene, vitamin E, and vitamin C, and they
 - C. come from antioxidants—compounds also found in beta carotene, vitamin E, and vitamin C, and
 - D. come from antioxidants—compounds that are also found in beta carotene, vitamin E, and vitamin C and that
 - E. come from antioxidants—compounds also found in beta carotene, vitamin E, and vitamin C, and they

Benefits (plural) ... COME not COMES... So A, B out

This is one of the best questions to understand subtle parallelism.

After the underline (after the word AND) there is a verb 'INHIBIT' but in options C and E, there is no verb before AND... only D has a verb ARE...

So compounds that are found || and that inhibit.

Also, there is no "that and that" clause parallelism in this sentence. THAT here is a pronoun referring to COMPOUNDS...

Though by coincidence, you may feel that there is THAT and THAT parallelism here.

18. Sound can travel through water for enormous distances, prevented from dissipating its acoustic energy as a result of boundaries in the ocean created by water layers of different temperatures and densities.
- A. prevented from dissipating its acoustic energy as a result of
 - B. prevented from having its acoustic energy dissipated by
 - C. its acoustic energy prevented from dissipating by
 - D. its acoustic energy prevented from being dissipated as a result of
 - E. preventing its acoustic energy from dissipating by

Ans. C

ABSOLUTE PHRASE CONSTRUCTION... such constructions are always considered correct on the GMAT.

* take a look at this problem (along with its OA).

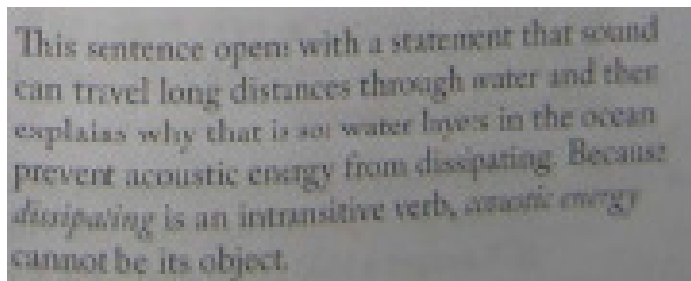
* **note, and memorize, the pattern of each correct answer.**

* try to **create your own sentences with the same structure**, to reinforce your knowledge.

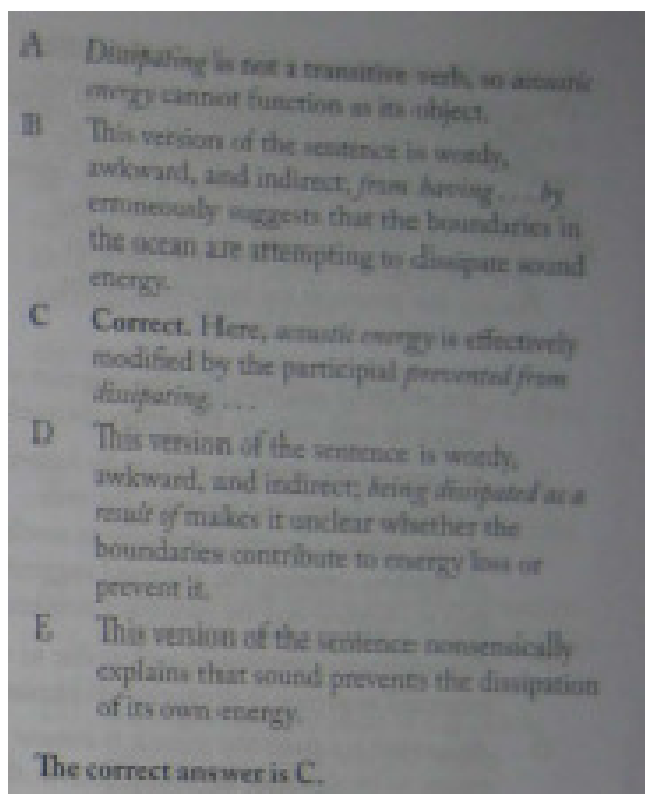
e.g.

joe ran after the bus, his arms flailing wildly as he attempted to capture the driver's attention.

OG Verbal Review 2 Explanation:



This sentence opens with a statement that sound can travel long distances through water and then explains why that is so: water layers in the ocean prevent acoustic energy from dissipating. Because dissipating is an intransitive verb, acoustic energy cannot be its object.



Absolute Phrases

Notice the following sentences (such constructions are considered correct)

1. Joan looked nervous, **her fears** *creeping* up on her.
2. Tom paled when he came home, **his mother** *standing* in the doorway.
3. *John*, **his arms flailing in the wind**, *called out desperately for help*.
4. The car, Lamborghini previously owned by Raj and red in color with gold plated tire rims, fell in the lake, the cold water filling the compartment.
5. She returned to her bench, **her face showing all the unhappiness that had suddenly overtaken her**.
6. The boy watched, **his eyes bulging in the dark**.
7. About the bones, ants were ebbing away, **their pincers full of meat**.
8. Six boys came over the hill half an hour early that afternoon, running hard, **their heads down, their forearms working, their breath whistling**.
9. The good dogs came stiffly out of their little houses, **hackles up and deep growls in their throats**.
10. Noiselessly Lenny appeared in the open doorway and stood there looking in, **his big shoulders nearly filling the opening**.
11. **His head aching, his throat sore**, he forgot to light the cigarette.
12. Miss Hearne, **her face burning**, hardly listened to these words.
13. Light flickered on bits of ruby glass and on sensitive capillary hairs in the nylon-brushed nostrils of the creature that quivered gently, gently, **its eight legs spidered under it on rubber-padded paws**.

Some more real GMAT problems using this logic:

With surface temperatures estimated at minus 230 degrees Fahrenheit, Jupiter's moon Europa has long been considered far too cold to support life, and with 60 square miles of water thought to be frozen from top to bottom.

- A. Europa has long been considered far too cold to support life, and with
- B. Europa has long been considered far too cold to support life, its
- C. Europa has long been considered as far too cold to support life and has
- D. Europa, long considered as far too cold to support life, and its
- E. Europa, long considered to be far too cold to support life, and to have

(a)

"and with ..." isn't parallel to anything.

AND sets up parallelism, so there must be something to which "with..." can be parallel (other prepositional phrase, or other adverbial modifier). there is no such thing.

(b)

correct.

this is a type of modifier with which you should be familiar. **(ABSOLUTE PHRASE)**

here's another example:

*john, **his arms flailing in the wind**, called out desperately for help.*

note that **the presence of frozen water SUPPORTS the claim that europa is "far too cold to support life", so it should be a MODIFIER.**

this is done here.

it's inappropriate to place these two things in parallel with AND.

(c)

AND is rhetorically inappropriate (see above).

"considered as" is unidiomatic here.

(d)

this is not a sentence. (the clause before "and" doesn't have a verb; "considered" is a participle, not a verb, here)

"considered as" is unidiomatic here.

(e)

"considered to be" is wrong,

this sentence has no verb at all! the only verb forms present are participles and infinitives, none of which is eligible to be the main verb of the sentence.

Margaret Courtney-Clarke has traveled to remote dwellings in the Transvaal to photograph the art of Ndebele women, whose murals are brilliantly colored, their geometrical symmetries embellished with old and new iconography and in a style that varies from woman to woman and house to house.

- A. whose murals are brilliantly colored, their geometrical symmetries embellished with old and new iconography and in a style that varies from woman to woman and house to house
- B. whose murals are brilliantly colored, their geometrical symmetries are embellished with old and new iconography, and their style is varying among women and houses
- C. whose murals are brilliantly colored, their geometrical symmetries are embellished with old and new iconography, and they are in styles that vary from woman to woman and house to house
- D. with murals brilliantly colored, their geometrical symmetries embellished with old and new iconography, and their style varies among women and houses
- E. with murals that are brilliantly colored, their geometrical symmetries embellished with old and new iconography, and their styles vary among women and houses

One of the most difficult problems:

Here parallelism cannot be applied... 'whose' refers to women... 'their' refers to murals... SO 'are colored' and 'are embellished' can never be parallel as there are 2 different subjects... so B and C are out...

D ...

with murals brilliantly colored **(PHRASE)**, their geometrical symmetries embellished with old and new iconography **(PHRASE)**, and their style varies among women and houses **(CLAUSE – because VARIES is a VERB) ... not parallel**

E.

with murals that are brilliantly colored **(CLAUSE)**, their geometrical symmetries embellished with old and new iconography **(PHRASE)**, and their styles vary among women and houses **(CLAUSE) ... not parallel.**

A uses Absolute phrase concept correctly...

19. The hognose snake puts on an impressive bluff, hissing and rearing back, broadens the flesh behind its head the way a cobra does, feigning repeated strikes, but, having no dangerous fangs and no venom, eventually, if its pursuer is not cowed by the performance, will fall over and play dead.
- A. broadens the flesh behind its head the way a cobra does, feigning repeated strikes, but, having no dangerous fangs and no venom,
 - B. broadens the flesh behind its head the way a cobra does and feigns repeated strikes, but with no dangerous fangs and no venom,
 - C. broadening the flesh behind its head the way a cobra does and feigning repeated strikes, but it has no dangerous fangs and no venom, and
 - D. broadening the flesh behind its head the way a cobra does and feigns repeated strikes, but with no dangerous fangs and no venom, and
 - E. broadening the flesh behind its head the way a cobra does, feigning repeated strikes, but with no dangerous fangs and no venom, and

hissing & rearing AND broadening & feigning... are all part of the BLUFF so they have to be in ING form.

Parallelism Hissing... so broadening A, B out

D has broadening and feigns... not parallel.

BUT indicates parallelism

C maintains this parallelism

The hognose snake puts.... but it has... here PUTS and HAS are parallel. E violates this parallelism.

It should be C. This choice has better parallelism than does choice E, and is phrased in a way that makes MUCH more sense. Choice E, while not strictly ungrammatical, is a 'garden path sentence' - one that reads incorrectly the first couple of times your eyes run over it, and that only makes sense if you go back and read it several more times. The specifics:

C:

The hognose snake puts on an impressive bluff, hissing and rearing back, broadening the flesh behind its head the way a cobra does and feigning repeated strikes, --
 > note the parallelism between these two parts: both are in the form '(verb)ING and (verb)ING'

20. Since 1990 the global economy has grown more than it did during the 10,000 years from the beginning of agriculture to 1950.
- A. Since 1990 the global economy has grown more than it did during the 10,000 years from the beginning of agriculture
 - B. Since 1990 the growth of the global economy has been more than that during 10,000 years, from when agriculture began
 - C. The growth of the global economy since 1990 exceeds that which had been for 10,000 years from the beginning of agriculture
 - D. The growth of the global economy since 1990 exceeds what it has been for 10,000 years, from when agriculture began
 - E. The growth of the global economy since 1990 exceeds what it did for the 10,000 years from the beginning of agriculture

'Since' denotes an ongoing action that started in the past... so in C, D, and E, 'exceeds' is definitely wrong.

As per VAN (verb preferred to an adjective and adjective preferred to a noun), only one option has 'has grown (verb)' and the remaining four have 'growth (noun)'

'Has been' cannot be used for something till 1950. So D is wrong for this reason as well.

From X to Y... X and Y both should be NOUNS.

'the beginning of agriculture' is a NOUN... 'when agriculture began' is a clause...

In E, it should be growth... exceeds what it **was**, not what it **did**.

You can't use the present perfect if the time interval is over. If the trend continues into the present day, then the present perfect is appropriate.

In D, E 'it' could refer to either 'growth' or 'global economy'?

Yes, correct. That is **another** reason to eliminate D, E (in addition to those discussed above).

If you see the word *since*, you can trust that the following clause will be in the present perfect tense.

In B, you can't use 'that' in this sort of construction, because constructions using 'that of' (or other preposition after 'that') must have EXACTLY parallel structures. In other words, if the second half says 'that during 10,000 years', then the preceding half **must** say 'the growth of ____ *during* something else' (or some other time preposition, such as *before* or *after*, in place of *during*).

21. Hydrocarbons, with which fruit flies perfume themselves in species-specific blends, are known to be important in courtship, and apparently this assists flies that taste the hydrocarbons on prospective mates to distinguish their own species from that of others.
- A. and apparently this assists flies that taste the hydrocarbons on prospective mates to distinguish their own species from that of
- B. and apparently this assists flies when they taste the hydrocarbons on prospective mates in distinguishing their own species from those of
- C. which apparently assists flies that taste the hydrocarbons on prospective mates in being able to distinguish their own species from
- D. apparently assisting flies to taste the hydrocarbons on prospective mates to distinguish their own species from those of
- E. apparently assisting flies that taste the hydrocarbons on prospective mates in distinguishing their own species from

CAUSE EFFECT... can't use pronouns such as "this" and "which"... Have to use ING form

Right idiom is assist X in doing Y.

'assist ... in' is the generally preferred form

Ans. E

choice d: 'those of others' is problematic; it should just be 'others' (it's clear that the intention is to refer to other species, not to something *of* other species).

another huge problem with choice d is its total distortion of the sentence's original meaning.

- the original meaning is that hydrocarbons assist those flies *that happen to taste them* in species identification.

- choice d asserts that hydrocarbons somehow help flies to taste hydrocarbons (other ones?) with the *intention*** of species identification, which is a whole different ballgame.

****the infinitive can signal intention, or purpose, in this sort of context.** for instance,

i ran over the glass in the road, flattening my tire --> the flattening of the tire was a result, but no information is given as to whether i intended it (i probably didn't)

i ran over the glass in the road to flatten my tire --> for some reason, i actually *wanted* to flatten the tire, so i chose this particular method of doing so.

22. Noting that the price of oil and other fuel components, a major factor in the cost structure of an airline, have risen and will continue to rise, the company management was pessimistic about their outlook for the upcoming quarter.
- A. have risen and will continue to rise, the company management was pessimistic about their
- B. have risen and will continue to rise, the company management was pessimistic about the
- C. will continue to rise, the company management was pessimistic about the
- D. has risen and will continue to rise, the company management was pessimistic about their
- E. will continue to rise, the company management was pessimistic about their

C

The original sentence supplies the plural verb construction "have risen" for the singular subject "price." Further, the phrase "have risen and will continue to rise" is redundant. Finally, the original sentence uses the plural pronoun "their" to refer to the singular subject "management."

(A) This choice is incorrect as it repeats the original sentence.

(B) This answer corrects the pronoun issue, but suffers from the lack of agreement between the subject "the price" and the verb "have risen." This answer choice also retains the redundant and wordy construction "have risen and will continue to rise."

(C) CORRECT. This answer replaces the redundant construction "have risen and will continue to rise" with the more concise "will continue to rise." This change is possible without any loss of content, since using "will continue to rise" already implies that the price of oil and fuel components has been increasing to date. Further, this modification resolves the subject-verb agreement issue in the original sentence. Finally, this answer choice replaces the plural pronoun "their" with the article "the," thus remedying the original lack of agreement between the noun "management" and pronoun "their."

(D) While supplying the appropriate singular verb "has risen" for the singular subject "the price," this choice is wordy and retains the incorrect pronoun "their" from the original sentence.

(E) While resolving the issues of redundancy and subject-verb agreement, this answer uses the plural pronoun "their" to refer to the singular noun "management."

23. Given its authoritative coverage of other science topics, the textbook's chapter on genetics is surprisingly tentative, which leads one to doubt the author's scholarship in that particular area.

A. the textbook's chapter on genetics is surprisingly tentative, which leads

B. the chapter of the textbook on genetics is surprisingly tentative, leading

C. the textbook contains a surprising and tentative chapter on genetics, which leads

D. the textbook's chapter on genetics is surprisingly tentative and leads

E. the textbook is surprisingly tentative in its chapter on genetics, leading

E

Misplaced modifier: A, B, D out... cause effect.. C out.

The original sentence contains several errors. First, the opening modifier "given its authoritative coverage of other science topics" describes the textbook as a whole, yet the subject of the main clause is "the textbook's chapter on genetics." Second, the relative pronoun "which" is used here to modify the entire clause "the textbook's chapter on genetics is surprisingly tentative." "Which" must modify the immediately preceding noun only; it cannot modify the action of an entire clause, as it does here.

(A) This choice is incorrect as it repeats the original sentence.

(B) The modifier issue is not corrected here, since "the chapter" remains the subject of the main clause (as opposed to "the textbook"). However, this choice does correct the misuse of "which" by replacing it with "leading."

(C) The modifier issue is corrected here by making "the textbook" the subject of the main clause. However, the misuse of "which" is retained. The relative pronoun "which" is used here to modify the entire clause "the textbook's chapter on genetics is surprisingly tentative." "Which" must modify the immediately preceding noun only; it cannot modify the action of an entire clause, as it does here.

Also, the phrase "surprising and tentative" implies that the chapter on genetics is both "surprising" and "tentative," two characteristics that are independent of one another. However, it is clear in the original

sentence that "surprisingly" is meant to be an adverb that modifies the adjective "tentative." The chapter is "surprisingly tentative," not "surprising and tentative."

(D) The modifier issue is not corrected here, since "the textbook's chapter" is the subject of the main clause (as opposed to "the textbook").

Moreover, the verb "leads" is incorrectly parallel with "is" when it should be subordinate (e.g., "leading"). This makes it less clear that doubting the author's scholarship is a result of the tentativeness of the chapter on genetics.

(E) CORRECT. The modifier issue is corrected here by making "the textbook" the subject of the main clause.

Moreover, "which" is replaced by "leading," thus eliminating the incorrect use of "which" while preserving the meaning of the sentence.

24. Since 1989, after the Berlin Wall had been demolished, one of the most problematic ethnic groups in the reunified Germany, in cultural and economic assimilation terms, were the former East Germans, who have had to acclimate to an entirely different political system.

- A. after the Berlin Wall had been demolished, one of the most problematic ethnic groups in the reunified German, in cultural and economic assimilation terms, were the former East Germans
- B. after the Berlin Wall was demolished, one of the most problematic ethnic groups in the reunified Germany, in cultural terms as well as those of economic assimilation, were the former East Germans
- C. when the Berlin Wall was demolished, one of the reunified Germany's most problematic ethnic groups, in terms of cultural and economic assimilation, was the former East Germans
- D. when the Berlin Wall was demolished, one of the most problematic ethnic groups in the reunified Germany, in terms of cultural and economic assimilation, has been the former East Germans
- E. after the Berlin Wall had been demolished, one of the most problematic ethnic groups in the reunified Germany, in both terms of cultural and economic assimilation, have been the former East Germans

D

SINCE means ongoing action... so we have to use 'has been' or 'have been'... here there is one group... so HAS been... D

The subject of the sentence is "one of the most problematic ethnic groups", a singular noun. The verb, however, is "were," which is plural. We need to find a choice that uses a singular verb instead.

(A) This choice is the same as the original sentence.

(B) This choice does not correct the subject-verb issue; it still uses "were" to refer to "group."

(C) This choice uses the singular "was," but the simple past is not the appropriate tense here because of the ongoing nature of the problem. Moreover, "the reunified Germany's most problematic ethnic groups" is an awkward construction.

(D) CORRECT. This choice uses the singular "has been," which is also in the present perfect tense, indicating the ongoing nature of the problem. Moreover, "in terms of cultural and economic assimilation" is a more idiomatic and elegant phrasing than that of the original.

(E) This choice does not correct the subject-verb issue; it uses "have been" to refer to "group."

25. The Federal Reserve announcement said that growth had accelerated after slowing in the second quarter and that the policy makers remain concerned about the prospects of inflation, even though there are few signs of higher energy prices driving up the cost of other goods so far.

- A. that growth had accelerated after slowing in the second quarter and that the policy makers remain concerned about the prospects of inflation, even though there are few
- B. growth had accelerated after slowing in the second quarter and that the policy makers remain concerned about the prospects of inflation, even though there are few
- C. that growth had accelerated after slowing in the second quarter and the policy makers remain concerned about the prospects of inflation, even though there are few

- D. growth had accelerated after slowing in the second quarter and the policy makers remain concerned about the prospects of inflation, even though there are few
- E. that growth accelerated after slowing in the second quarter and that the policy makers remain concerned about the prospects of inflation, even though there are few

A

SAID THAT and THAT... A/E.

Acceleration happened before the announcement (PAST)... so HAD accelerated. A it is.

The original is correct. The equivalent elements, "that growth had accelerated..." and "that the policy makers remain..." are parallel clauses beginning with "that." The verb tenses are also correct; the action that occurred in the most distant past ("had picked up pace") uses the past perfect; the later past event ("statement also said") uses the simple past. Also, "few" is correct, since it modifies the quantifiable noun "signs."

(A) CORRECT. This choice is correct as it repeats the original sentence.

(B) This choice is not parallel; "that" is required before "growth had accelerated..." to make it parallel to "that the policy makers remain..."

(C) This choice is not parallel; "that growth had accelerated..." is not parallel to "the policy makers remain..."

(D) This choice is parallel, but the syntax is incorrect. **"That" can be colloquially omitted after the verb "said," but not in formal writing.**

(E) This choice is parallel, but incorrectly uses the simple past, "accelerated." This action is the earlier past event, as it must have occurred before the Fed commented on the trend. The earlier of multiple past events must use the past perfect.

26. Rather than accept the conventional wisdom that the earth was flat, Christopher Columbus was sent by the king and queen of Spain to see if he could reach India by traveling west.

- A. Rather than accept the conventional wisdom that the earth was flat, Christopher Columbus was sent by the king and queen of Spain to see if he could reach India by traveling west.
- B. Rather than accepting the conventional wisdom that the earth was flat, Christopher Columbus was sent by the king and queen of Spain to see if he could reach India by sailing west.
- C. Instead of accepting the conventional wisdom that the earth was flat, Christopher Columbus sailed west to see whether he could reach India, having been sent by the king and queen of Spain.
- D. Rather than accept the conventional wisdom that the earth was flat, Christopher Columbus sailed west to see whether he could reach India, having been sent by the king and queen of Spain.
- E. Instead of accepting the conventional wisdom that the earth was flat, Christopher Columbus was sent by the king and queen of Spain to sail west to see if he could reach India.

THE GMAT prefers 'rather than' to 'instead of' and 'whether' to 'if'.

So, D.

The original sentence contains several errors. First, the construction "X rather than Y" requires parallelism between X and Y, but the original sentence pairs an active verb ("accept") with a passive one ("was sent"). Second, the use of "if" in this context is incorrect. On the GMAT, "if" is used only to introduce conditional clauses (e.g. "if X, then Y"). Here, "whether" should be used instead of "if" to indicate uncertainty about reaching India by traveling west.

(A) This choice is incorrect as it repeats the original sentence.

(B) The construction "X rather than Y" requires parallelism between X and Y, but this choice pairs an active verb

("accepting") with a passive one ("was sent"). Second, the use of "if" in this context is incorrect. On the GMAT, "if" is used only to introduce conditional clauses (e.g. "if X, then Y"). Here, "whether" should be used instead of "if" to indicate uncertainty about reaching India by traveling west.

(C) This choice begins with "instead of," which is incorrectly used to compare the verbs "accepting" and "sailed." When comparing verbs, "rather than" is the correct choice.

(D) CORRECT. This choice uses the construction "X rather than Y" to correctly compare the parallel active verbs "accept" and "sailed." The uncertainty about reaching India by traveling west is correctly indicated by the word "whether."

(E) This choice begins with "instead of," which is incorrectly used to compare the verbs "accepting" and "sailed." When comparing verbs, "rather than" is the correct choice.

Even if "instead of" were correct, the construction "X instead of Y" requires parallelism between X and Y, but this choice pairs an active verb ("accepting") with a passive one ("was sent"). Finally, the use of "if" in this context is incorrect. On the GMAT, "if" is used only to introduce conditional clauses (e.g. "if X, then Y"). Here, "whether" should be used instead of "if" to indicate uncertainty about reaching India by traveling west.

27. In the remote western province of China, the prevailing price for a large bowl of noodles, which are a staple in the region, rose from 27 cents to 31 cents overnight, prompting allegations that noodle shop owners had colluded to fix their prices.

- A. rose from 27 cents to 31 cents overnight, prompting allegations that noodle shop owners had
- B. rose from 27 cents to 31 cents overnight, and prompts allegations that noodle shop owners had
- C. had risen from 27 cents to 31 cents overnight, prompting allegations that noodle shop owners
- D. had risen from 27 cents to 31 cents overnight, prompting allegations that noodle shop owners had
- E. raised from 27 cents to 31 cents overnight, prompting allegations that noodle shop owners had

COLLUSION first... prices rose next and allegations prompted as a result..

So HAD COLLUDED... ROSE... prompting.

There are three actions in the underlined portion of the sentence. The logical time line is that (1) the noodle shop owners (allegedly) colluded to fix their prices, so (2) the price of a bowl of noodles suddenly increased, causing (3) the allegations against the noodle shop owners. All three actions took place in the past. The original sentence uses the simple past "rose" to indicate that the second action took place in the past. The construction "rose...prompting allegations" correctly indicates the cause and effect relationship between the second and third actions. Finally, the use of the past perfect "had colluded" correctly indicates that the alleged collusion took place prior to the other two past actions.

(A) CORRECT. The original sentence avoids all of the errors in the other choices.

(B) The construction "rose...and prompts" fails to convey the cause and effect relationship between the price increase and the leveling of allegations against the noodle shop owners. Furthermore, the use of the present tense "prompts" is incorrect: according to the original sentence, the allegations have already been made.

(C) The use of the past perfect "had risen" and the simple past "colluded" reverses the time line of events, illogically suggesting that the prices increased before the noodle shop owners colluded to raise their prices.

(D) The use of the past perfect "had risen" with the past perfect "had colluded" illogically suggests that the price increase and the alleged collusion occurred simultaneously. Furthermore, when correctly using the past perfect tense, the sentence must also have some other action in the simple past tense; here there is no such simple past action.

(E) The verb "to rise" is an irregular verb. The simple past tense is not "raised," but rather "rose."

28. So-called green taxes, which exact a price for the use of polluting or nonrenewable fuels, are having a positive effect on the environment and natural resource base of countries as varied as China, the Netherlands, and Hungary.

- A. as varied as
- B. as varied as are
- C. as varied as those of
- D. that are as varied as

E. that are varied as are

Imagine the sentences:

I want to meet someone as intelligent as Jack... BEST

I want to meet someone as intelligent as IS Jack... OK

I want to meet someone as intelligent as Jack IS... OK

I want to meet someone as intelligent as THAT OF Jack... WRONG.

I want to meet someone WHO IS as intelligent as Jack... WORDY

I want to meet someone WHO IS as intelligent as IS Jack... WRONG

As per the above analysis, A is the best answer.

we don't need "are" because there is no ambiguity. if the sentence were ambiguous without "are", then we would need to insert it. (note that the sentence is not actually *incorrect* if you add "are"; you just don't have to.)

examples:

i know more about biology than chemistry

correct. (i *could* say "...than about chemistry", but i don't have to, since there is no ambiguity here)

i know more about shakespeare than my brother.

here, i NEED a helping word.

if i mean that i am superior to my brother in terms of shakespeare knowledge, then i have to add "does".

if i mean that i know more about shakespeare than i know about my own brother, then i have to add "about".

same deal here. there's no ambiguity (as in the first example here), so you don't need a helping word.

(1) it's not necessary.

in general, you only put helping verbs (like this one) into the second half of a parallel construction for one of two reasons:

- the sentence is AMBIGUOUS WITHOUT the helping verb

or

- the parts of the parallel construction are so obnoxiously long that the sentence is difficult to understand without the helping verb.

(2) that's not the usual convention for the form "as ADJ as ...".

for instance, if i'm as old as my twin brother, then that's how i say it. i'm not "as old as *is* my twin brother".

in general, you shouldn't include such helping verbs, in parallel constructions unless they're NECESSARY.

pretty much the only way in which one of these helping verbs can be necessary is **if it gets rid of ambiguity**.

for instance:

i know more about shakespeare than my brother

is incorrect, because we don't know whether this means (1) my knowledge of shakespeare is superior to my brother's, or (2) i know more about shakespeare than i know about my own brother.

if you change this to

*i know more about shakespeare than **does** my brother*

then the ambiguity is removed.

if you have

i am taller than my brother

then you don't need "...is my brother", since there's no ambiguity to start with.

in your example, there's no such ambiguity in the first place, so you don't need the helping verb. although it's certainly not *wrong* to include that verb

The phrase "as varied as" indicates some kind of comparison, so what are you comparing? What is it that is actually varying here? The noun 'countries' before the phrase and the three specific countries listed after the phrase. When you're comparing, you need the things you're comparing in parallel format.

So: "countries" on one side and "China, the Netherlands, and Hungary" on the other. Proper, parallel comparison.

when you have a COMPARISON construction such as the one here ("as varied as..."), it *must* refer to whatever noun, noun phrase, or other type of construction IMMEDIATELY follows.

you *cannot* ignore intervening words. so if you have "as varied as those of...", then you *must* regard "those of..." as the object under comparison.

29. Nearly 2000 years after its initial construction, the United Nations declared the Roman aqueduct of Segovia to be a Heritage of Humanity in 1985, prompting the Spanish government to begin renovations on the aqueduct, which had been deteriorating.

- A. Nearly 2000 years after its initial construction, the United Nations declared the Roman aqueduct of Segovia to be a Heritage of Humanity in 1985, prompting the Spanish government to begin renovations on the aqueduct, which had been deteriorating.
- B. Since its initial construction nearly 2000 years earlier, the Roman aqueduct of Segovia had been deteriorating, prompting the Spanish government to begin renovations after the United Nations declared the aqueduct to be a Heritage of Humanity in 1985.
- C. After being declared a Heritage of Humanity by the United Nations in 1985, the Spanish government began renovations on the Roman aqueduct of Segovia, which had been deteriorating since its initial construction nearly 2000 years earlier.
- D. In 1985, the United Nations declared the Roman Aqueduct of Segovia to be a Heritage of Humanity and prompted the Spanish government to begin renovations on the aqueduct, which had been deteriorating since its initial construction nearly 2000 years earlier.
- E. In 1985, the United Nations declared the Roman aqueduct of Segovia a Heritage of Humanity, prompting the Spanish government to begin renovations on the aqueduct, which had been deteriorating since its initial construction nearly 2000 years earlier.

CORRECT IDIOM: Declare X Y... not TO BE.

A, B, D out.

C uses a wrong modifier...

The modifying phrase "After being declared...in 1985" incorrectly modifies the adjacent noun "Spanish government." It is not the "Spanish government" that was declared a Heritage of Humanity, but rather the "Roman aqueduct."

So E

The original sentence contains a misplaced modifier, which alters the intended meaning of the sentence. The modifying phrase "Nearly 2000 years after its initial construction" incorrectly modifies "the United Nations," the adjacent noun. However, it is the "Roman aqueduct" that was constructed nearly 2000 years earlier, not "the United Nations." Further, "declared the Roman aqueduct...to be a Heritage of Humanity" uses an incorrect idiom: "declare X to be Y." The correct form of the idiom is: "declare X Y."

(A) This choice is incorrect as it repeats the original sentence.

(B) This sentence implies that it was the deterioration of the aqueduct that prompted the "Spanish government to begin renovations." However, the intended meaning, as dictated by the original sentence, is that the United Nations' declaration prompted the renovations. Further, "declared the Roman aqueduct...to be a Heritage of Humanity" uses an incorrect idiom: "declare X to be Y." The correct form of the idiom is: "declare X Y."

(C) The modifying phrase "After being declared...in 1985" incorrectly modifies the adjacent noun "Spanish government." It is not the "Spanish government" that was declared a Heritage of Humanity, but rather the "Roman aqueduct." Additionally, the modifying phrase "which had been deteriorating..." incorrectly modifies the immediately preceding noun, "Segovia." Again, it was not "Segovia" that had been deteriorating, but rather the "Roman aqueduct."

(D) The verbs "declared" and "prompted" are written with parallel structure. This changes the original meaning of the sentence by making these actions independent and sequential. However, the intended meaning is that the "prompting" occurred not independently of the declaration, but as a consequence of the declaration. Further, "declared the Roman aqueduct...to be a Heritage of Humanity" uses an incorrect idiom: "declare X to be Y." The correct form of the idiom is: "declare X Y."

(E) CORRECT. This sentence is clear in meaning. The modifying phrase "which had been deteriorating..." correctly modifies the immediately preceding noun "aqueduct." Also, the phrase "prompting the Spanish government..." is

subordinate to "declared," making it clear that the "prompting" occurred as a result of the declaration. Finally, "declared the Roman aqueduct...a Heritage of Humanity" uses the correct form of the idiom: "declared X Y."

30. The Environmental Protection Agency frequently puts mandatory controls on toxic substances that present as little risk as one in a million chances to cause cancer.
- A. as little risk as one in a million chances to cause
 - B. as little risk as one chance in a million of causing
 - C. as little risk as one chance in a million that it will cause
 - D. a risk as little as one chance in a million for causing
 - E. a risk as little as one chance in a million for it to cause

Correct Idiom: *risk of causing*. Ans. B

the word whose idiomatic usage is being tested is *risk*, not *chance*.

this is a bit hard to see in this particular sentence, so here's an analogy
as small a collection as three pirated albums has occasionally drawn the attention of the recording industry.
in this case, 'collection', not 'albums', is the subject of 'has drawn' (which can be inferred from the fact that 'has' is singular).

this is the case because this sentence is equivalent to the following rearranged version:

a collection as small as three pirated albums has occasionally drawn the attention of the recording industry.

--

the same reasoning applies here; you're looking for idiomatic usage that agrees with 'risk', not 'chance'.

'chance to' is NOT used when 'chance' refers to a mathematical probability (as it does in this context). in the case of mathematical probabilities, you can *only* use 'chance **of**'.

for instance, you can't say *this treatment has a 70% chance to cure the disease*; you have to say *chance of curing*. the analogy is meant to show that the word "chance" is, in all of these choices, part of a modifier that is entirely disposable.

the first three choices are analogous to my first sentence above:

original:

*as little **risk** as one chance in a million **of causing***

analogy:

*as small **a collection** as three pirated albums **has occasionally drawn**...*

original:

*a **risk** as little as one chance in a million **for causing*** (note this is unidiomatic, but the correspondence is the same)

analogy:

a collection** as small as three pirated albums **has occasionally drawn

compare these side-by-side. note that the throwaway modifiers are in the same places.

the grammar is not quite the same (the second part is a prepositional phrase in the original, but a verb in the analogy). however, the correspondence is exactly the same, so the analogy is good enough for illustrative purposes.

31. Heirloom tomatoes, grown from seeds saved from the previous year, only look less appetizing than their round and red supermarket cousins, often green and striped, or have plenty of bumps and bruises, but are more flavorful.
- A. cousins, often green and striped, or have plenty of bumps and bruises, but are
 - B. cousins, often green and striped, or with plenty of bumps and bruises, although
 - C. cousins, often green and striped, or they have plenty of bumps and bruises, although they are
 - D. cousins; they are often green and striped, or with plenty of bumps and bruises, although
 - E. cousins; they are often green and striped, or have plenty of bumps and bruises, but they are

USE of SEMICOLON:

On the GMAT, the Semi-colon is used in the following situations:

If a sentence has 2 independent clauses (2 balanced sentences) that are logically connected but independent in structure, then the semi-colon must be used to join them.

Imagine the sentence:

Jack and Joan are inseparable; they do everything together.

In this sentence, the 2 parts can be written as 2 independent sentences.

"Jack and Joan are inseparable." IS A PROPER AND BALANCED SENTENCE.

"They do everything together." IS A PROPER AND BALANCED SENTENCE AS WELL.

So, in this sentence, the use of the semi-colon is definitely justified.

The word THEY can surely be written in the second part... as the semicolon is about structural independence and not about meaning independence.

Now imagine the sentence:

Although he is poor, he is very honest.

In this, the first part "Although he is poor" is definitely not a full sentence... (this is called a dependent clause)

But the second part "He is very honest." Is a proper and balanced sentence. (this is called an independent clause)

So in this case, the use of the semicolon is not justified... we have to use the comma only.

To summarize:

Independent clause + Independent clause – use the semicolon

Independent clause + Dependent clause – use the comma

Dependent clause + Independent clause – use the comma

Dependent clause + Dependent clause – **NOT a proper sentence.**

A, B, C... have wrong modifier – the cousins are not green and striped. Also all three don't use the semi-colon.

(D) cousins; **they are** often green and striped, **or with** plenty of bumps and bruises, although - "or with plenty of bumps " - not parallel

(E) cousins; **they are** often green and striped, **or have** plenty of bumps and bruises, but **they are** - "they are ... green and striped or (they) have" - parallel

"Although" cannot be used to introduce phrases. It should be followed with a subordinate clause, which has a subject and verb.

AND, OR, and BUT have to maintain strict parallelism on either side.

32. Today's technology allows manufacturers to make small cars more fuel-efficient now than at any time in their production history.
- A. small cars more fuel-efficient now than at any time in their
 - B. small cars that are more fuel-efficient than they were at any time in their
 - C. small cars that are more fuel-efficient than those at any other time in
 - D. more fuel-efficient small cars than those at any other time in their
 - E. more fuel-efficient small cars now than at any time in

You must have the word "any other"

Jack is taller than any boy in his class is wrong... this will imply that Jack is also taller than himself.

It should be Jack is taller than any OTHER boy in his class... so A, B, E out.

Option D gives the meaning that MORE CARS (number), whereas we need the meaning MORE EFFICIENCY... clearly this is borne out by C. So D out.

D:
more fuel-efficient small cars than (more fuel-efficient small cars) at any other time in their

we cannot separate more fuel-efficient as it is an adjective to noun small cars

Whereas option C is correctly written:

Small cars that more fuel-efficient than small cars at any other time.....

"their" could refer either to "manufacturers" or "cars"; thus, we can eliminate any answer choices that include "their."

the primary error in (e) is redundancy - Because the sentence is discussing "today's" technology it is redundant to say "now." I also think that the meaning of (e) is ambiguous: are manufacturers making cars that are more fuel efficient, or are manufacturers simply making more cars (number of cars)?

the sentence is supposed to say that today's small cars are more fuel-efficient than *previous small cars* -- i.e., OTHER small cars.

this is important, because you can't use a "they"/"their" construction (which would illogically imply that you're talking about the *same* small cars mentioned in the first part of the sentence).

the use of "those" in (c), on the other hand, accomplishes this distinction nicely.

analogy:

sprinters in texas can run faster than they can in north dakota.

--> illogical; in this sentence, "they" would be taken to mean "sprinters in texas" (i.e., not just *sprinters*).

sprinters in texas can run faster than those in north dakota.

--> makes sense; "those" = sprinters, in this case.

same thing with "they/their" vs. "those" in these instances.

Yep Pronouns must have one, clear, unambiguous antecedent. Does their refer to manufacturers? Small cars? Clearly, I want it to refer to small cars (logically), but it could refer to manufacturers. Need to make this clear (which C does by just removing it from the equation).

It's also important to use the word "other" - technically, they're not more efficient than those at ANY time in production history - because part of that history includes right now, when they're more fuel-efficient. So, they're only more efficient than those at any OTHER time in history.

33. Antarctica receives more solar radiation than does any other place on Earth, yet the temperatures are so cold and the ice cap is reflective, so that little polar ice melts during the summer; otherwise, the water levels of the oceans would rise 250 feet and engulf most of the world's great cities.
- A. is reflective, so that little polar ice melts during the summer; otherwise,
 - B. is so reflective that little of the polar ice melts during the summer; were it to do so,
 - C. so reflective that little polar ice melts during the summer, or else
 - D. reflective, so that little of the polar ice melts during the summer, or
 - E. reflects so that little of the polar ice melts during the summer; if it did

Temperatures ARE so cold AND the ice-cap IS so reflective... parallelism and Subject Verb Agreement.

So B

Also, notice the semicolon usage. We have to use the semicolon as the first part is balanced.

B. is so reflective that little of the polar ice melts during the summer; were it to do so,

--- CORRECT. Proper usage of idiom : *Xs are so cold and so Y is so reflective that* . And also phrase "*were it to do so*" introduces hypothetical situation/uncertainty which is required in the second half of the whole sentence.

34. Industrialization and modern methods of insect control have improved the standard of living around the globe while at the same time they have introduced some 100,000 dangerous chemical pollutants, having gone virtually unregulated since they were developed more than 50 years ago.
- A. while at the same time they have introduced some 100,000 dangerous chemical pollutants, having
 - B. while at the same time introducing some 100,000 dangerous chemical pollutants that have
 - C. while they have introduced some 100,000 dangerous chemical pollutants at the same time, which have
 - D. but introducing some 100,000 dangerous chemical pollutants at the same time that have
 - E. but at the same time introducing some 100,000 dangerous chemical pollutants, having

Ans. B

COMMA -ING modifiers are adverbial. They:

*** modify the ENTIRE PRECEDING CLAUSE**

*** are ATTRIBUTED TO THE SUBJECT of the PRECEDING CLAUSE**

the second of these principles tells us that

Industrialization and modern methods of insect control

are what have "gone virtually unregulated" in choice A and E.

this is incorrect; it's the *chemicals* that have gone virtually unregulated. So A, E out.

If we use BUT... we must have precise Parallelism (have improved... have introduced)... So D, E out.

Also, there are two results... one a desirable (intended) result and the other an undesirable result...

they cannot be put in absolutely parallel form... the second is an accidental offshoot of the first... so C is wrong.

Also, the use of 'which' is wrong in C... as the last part of the sentence is required for the correct meaning of the sentence. In such situation, 'that' is considered right.

In choice d, the placement of 'at the same time' is illogical: it means that all 100,000 of the pollutants are released at exactly the same time (as in a big explosion). while that would certainly be entertaining to watch, it's obviously not the intended meaning of the sentence.

The sentence is attempting to indicated that *the chemical pollutants* have gone unregulated since they were developed, a sentiment indicated clearly and correctly in answer choice B.

In answer choice (A) the modifier *having* does not clearly describe *the pollutants*. In fact, when the sentence is rewritten, *having* seems to most closely describe *they*, the subject of the clause (They, having gone virtually unregulated....., have introduced some 100,000 dangerous chemical pollutants).

if you are going to use 'but', you need either a completely new clause ('...but they have also introduced), or another verb that is *parallel* to the verb already used ('...but have also introduced').

35. A New York City ordinance of 1897 regulated the use of bicycles, mandated a maximum speed of eight miles an hour, required of cyclists to keep feet on pedals and hands on handlebars at all times, and it granted pedestrians right-of-way.
- A. regulated the use of bicycles, mandated a maximum speed of eight miles an hour, required of cyclists to keep feet on pedals and hands on handlebars at all times, and it granted
 - B. regulated the use of bicycles, mandated a maximum speed of eight miles an hour, required cyclists to keep feet on pedals and hands on handlebars at all times, granting
 - C. regulating the use of bicycles mandated a maximum speed of eight miles an hour, required cyclists that they keep feet on pedals and hands on handlebars at all times, and it granted
 - D. regulating the use of bicycles, mandating a maximum speed of eight miles an hour, requiring of cyclists that they keep feet on pedals and hands on handlebars at all times, and granted
 - E. regulating the use of bicycles mandated a maximum speed of eight miles an hour, required cyclists to keep feet on pedals and hands on handlebars at all times, and granted

Imagine the sentence:

The man speaking at the event talked about the dangers of the war, cracked many jokes, and enthralled the audience by his witty one-liners.

This is correct as 'speaking' is the adjective... and the other three underlined parts are verbs in parallel form.

As per this structure, the right answer is E.

A

not parallel.

you can't have just "mandated" in parallel to "IT granted".

"required of X to do Y" is also unidiomatic.

finally, "regulated the use of bicycles" SHOULD NOT be parallel to the other elements, because the ideas aren't parallel. (all the other ideas in the list are subsumed under "regulated the use of bicycles".)

B

you can't have a list without "and" in front of the final element.

as in (a), "regulated the use of bicycles" SHOULD NOT be parallel to the other elements, because the ideas aren't parallel. (all the other ideas in the list are subsumed under "regulated the use of bicycles".)

C

not parallel.

you can't have just "mandated" in parallel to "IT granted".

also, "required X that they do Y" is not idiomatic.

D

not a sentence. you can't use "-ing" forms as verbs.

also, "granted" is not parallel to the "-ing" forms anyway

E..

correct.

note that "regulating the use of bicycles" is NOT parallel to the other items. this is the way the sentence should be written.

36. Many environmentalists, and some economists, say that free trade encourages industry to relocate to countries with ineffective or poorly enforced antipollution laws, mostly in the developing world, and that, in order to maintain competitiveness, rich nations have joined this downward slide toward more lax attitudes about pollution.
- A. that, in order to maintain competitiveness, rich nations have joined this downward slide toward more lax attitudes about pollution
 - B. that, for maintaining competitiveness, rich nations join in this downward slide toward more lax attitudes about pollution
 - C. that rich nations join this downward slide toward more lax attitudes about pollution because of wanting to maintain competitiveness
 - D. that in rich nations, joining this downward slide toward more lax attitudes about pollution is a result of wanting to maintain competition
 - E. that wanting to maintain competition is making rich nations join in this downward slide toward an attitude about pollution that is more lax

SUPERB meaning clarity problem... you must be able to guess that this is a recent phenomenon... so the answer cannot use the word JOIN as an eternal truth.

B: to maintain is the right idiom (to show intention)

C: "nations join" means present simple tense... shows eternal truth... not a recent phenomenon. "Because of wanting" is worse than "Because they want"

D, E are plain BAD. The major trouble is "WANTING to maintain".

here are a couple of problems with choice b:

- 'for maintaining competitiveness' is bad idiomatic usage: it's an incorrect way to express intent or purpose. (the construction in choice a is surprisingly wordy - *in order to* could be replaced with just *to*, with no loss of meaning - and might not make it onto the real exam.)

- 'rich nations *join in this downward slide*': fatal change in meaning. this wording implies that the rich nations are colluding with each other, metaphorically holding hands, deciding *together* to become more lax about pollution. (choice a expresses the correct meaning, which is that the slide is happening and that rich nations are individually joining it.)

- the simple present tense *join* implies that there is some sort of timeless truth about the statement being made. that's the wrong meaning: the sentence is meant to say that the rich nations *have begun to do this* as a result of current trends. if you don't understand the difference, consider the following analogous examples:

private universities have admitted more females than males --> meaning: this is an ongoing or cumulative trend, continuing into the present from some designated starting point

private universities admit more females than males --> meaning: this is a fundamental truth about the way private universities operate

37. Like any star of similar mass would do, once the Sun has exhausted the hydrogen in its core, it expands into a red giant, eventually ejecting its outer envelope of gases to become a white dwarf.
- A. Like any star of similar mass would do, once the Sun has exhausted the hydrogen in its core, it expands into a red giant, eventually ejecting
 - B. Like any star of similar mass, once the hydrogen in the Sun's core is exhausted, then it expands into a red giant and eventually ejects
 - C. As in the case of any star of similar mass, once the hydrogen in the Sun's core is exhausted, it will expand into a red giant, and eventually ejecting
 - D. As any star of similar mass would, once the hydrogen in the Sun's core is exhausted it will expand into a red giant and will eventually eject
 - E. As would be the case with any star of similar mass, once the Sun exhausts the hydrogen in its core, it will

expand into a red giant and eventually eject

- A: Like followed by a VERB – wrong
- B, C: Possessive – it refers to core
- D: it refers to hydrogen

Also, REMEMBER this construction... AS is the case... as was the case... as would be the case... such constructions are always considered RIGHT on the GMAT.

Sentence is making a projection. So, future tense is needed. A and B are out. The 'its' after the underlined portion should refer back to Sun and not Sun's core. C and D have 'Sun's Core' and 'it' cannot refer to a possessive.

what's more important is to notice that, in choices C and D, "it" refers to "hydrogen" (the subject of the previous clause). This reference leads to the absurd idea that the _hydrogen_ will expand into a red giant AFTER IT'S ALL GONE. Choice C also exhibits a rather obvious parallelism defect, which also happens to be ungrammatical: "and eventually ejecting" not only fails to be parallel to "will expand," but is also, well, wrong.

Choice B is all kinds of wrong. Since "like any star of similar mass" doesn't have a subject, we need "the Sun" right after the comma (and it isn't there). Like choices C and D, this sentence mistakenly employs "it" to refer to hydrogen. eliminate choice "A" on the basis that it is starting a clause with "like"----->"**Like** any star of similar mass would do".

like is limited to introducing nouns (or their equivalents, such as pronouns and noun phrases). *like* cannot introduce clauses.

38. As the former chair of the planning board for 18 consecutive years and a board member for 28 years, Joan Philkill attended more than 400 meetings and reviewed more than 700 rezoning applications.
- A. As the former
 - B. The former
 - C. Former
 - D. She was
 - E. As the

Answer choice A indicates that Joan, for 18 years, was the *former* chair; it is nonsensical to think that she would be attending meetings while she was the *former* chair. **A, B, C out...**

The sentence is attempting to indicate that Joan served for 18 years as the chair, and during this time she attended meetings. Thus, E is more clear and precise in its meaning than is A.

D needs a semi-colon as the left part is balanced.

Ans. E

COMPULSORY Homework before Session 2

Indicate grammar errors, if any, in the following sentences:

1. Every day, the scent of apples and cinnamon sticks permeate throughout the cider mill, causing most visitors to purchase snacks while on the tour.

CORRECTION:

Every day, the ~~scent of apples and cinnamon sticks~~ **permeates** throughout the cider mill, causing most visitors to purchase snacks while on the tour.

SCENT is singular... so the singular verb PERMEATES should be used... also, the meaning of the word 'permeate' is to 'spread throughout' the available space... so we don't need the word 'throughout'.

2. This is one of those (book / books) that (was / were) published last year.

CORRECTION: This is one of those **books** that **were** published last year.

This might sound awkward... normally we might want to associate ONE... WAS...

But here, THAT as a pronoun refers to BOOKS... hence we need WERE... also, WERE gives the logically correct meaning.

3. Dhoni is one of those cricketers who (does / do) modelling assignments.

CORRECTION: Dhoni is one of those cricketers who **DO** modelling assignments.

This might sound awkward... normally we might want to associate ONE... DOES...

But here, WHO as a pronoun refers to CRICKETERS... hence we need DO... also, DO gives the logically correct meaning.

4. One of my (friend / friends) (is an IT professional / are IT professionals).

Correction: One of my friends is an IT professional.

Here we are talking about one person only.

- a. He is one of my friends who (is an IT professional / are IT professionals).

CORRECTION: He is one of my friends who are IT professionals.

This might sound awkward... normally we might want to associate ONE... IS...

But here, WHO as a pronoun refers to FRIENDS... hence we need ARE... also, ARE gives the logically correct meaning.

- b. He is only one / just one / but one of my friends who (is an IT professional / are IT professionals).

CORRECTION: He is only one / just one / but one of my friends who are IT professionals.

This might sound awkward... normally we might want to associate ONE... IS...

But here, WHO as a pronoun refers to FRIENDS... hence we need ARE... also, ARE gives the logically correct meaning.

- c. He is the only one of my friends who (is an IT professional / are IT professionals).

CORRECTION: He is THE only one of my friends who IS an IT professional.

Watch out: Here THE ONLY ONE means there is only one person... so IS.

d. The French (is / are) usually fashion-conscious people.

CORRECTION: The French ARE usually fashion-conscious people.

The + Adjective... is usually considered plural for the entire group.

The poor, the needy, the underprivileged, the rich, the wounded, the brave etc. all are plural.

By the same logic, the GMAT considers all "the + tribe" constructions plural:

The ONEIDA, THE MOHAWK, THE TOLTEC, THE ANASAZI etc. are all considered plural.

5. They each (is / are) applying for the same job.

CORRECTION: They each **ARE** applying for the same job.

Here the subject is THEY... (EACH is only an intensifier... just a filler)...

They each **ARE** applying for the same job.

But if the sentence is "Each of them IS applying for the job."... Here 'IS' is correct because the subject is EACH.

"Each of them IS applying for the job."...

6. What concern me (is the election result / are the election results).

Here the verb is CONCERN (this does not end in 's', so this is a plural verb).

So the right answer will be:

CORRECTION: What concern me are the election results.

Had the sentence been "What concerns me ..." then the subject must be singular.

CORRECT: What concerns me is the election result.

7. Around the corner, there (is / are) a bakery and a supermarket.

If you flip this sentence, it will become: There ARE a bakery AND a supermarket around the corner.

On the GMAT, two subjects joined by AND are always considered PLURAL.

Correction: Around the corner, there ARE a bakery and a supermarket.

8. A new generation of electronic products, gizmos, and gadgets, which happen to be as short-lived as one would expect, leading to utter chaos among the members of the common citizenry, (creep / creeps) up every year.

Correction:

A new **GENERATION** of electronic products, gizmos, and gadgets, which happen to be as short-lived as one would expect, leading to utter chaos among the members of the common citizenry, **CREEPS** up every year.

It is important to remove the clutter between the subject and the verb.

9. Each of the five boys (do / does) (his / their) homework in time.

CORRECTION: **EACH** of the five boys **DOES HIS** homework in time.

The subject of the sentence is clearly EACH.

Check the following (10-20) for parallel structure:

10. According to the teachings of the Buddhist and Hindu religions, attaining nirvana is to enter a state of supreme liberation.

This question tests X is Y Parallelism.

In such constructions, X must be parallel to Y.

"attaining nirvana is to enter" is definitely not parallel.

This could be corrected in 2 ways:

TO ATTAIN ... is TO ENTER

OR

ATTAINING ... is ENTERING.

11. He said that the college rusticated him and his future was bleak.

This sentence tests THAT and THAT Parallelism.

For any **reporting verbs** such as say, find, report, prove etc., the following is a rule on the GMAT:

The reporting verb is followed by THAT...

So THAT can be called a clause INTRODUCER...

The word THAT is repeated with every CLAUSE (a part of a sentence that contains a VERB)

CORRECTION: He said **THAT (THAT is compulsory)** the college **HAD** rusticated him (CLAUSE) and **THAT** his future was bleak (CLAUSE).

"HAD rusticated" is compulsory here... "Rusticated" alone will not suffice.

Here is the reason:

Imagine the sentence:

The teacher came to know that John had cheated in the test.

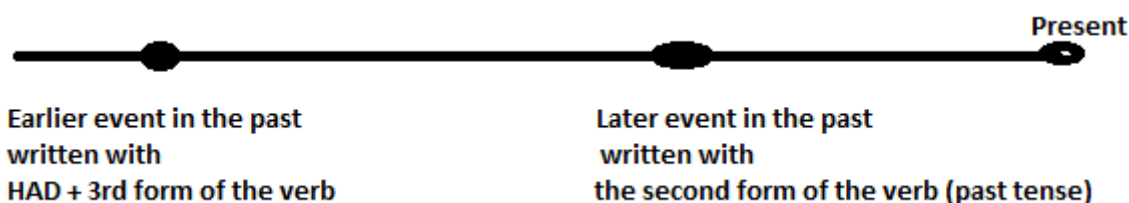
Here, there are 2 actions in the past...

John cheated (earlier) teacher came to know (later)

There is a clear time difference between the two events.

In this situation, the event happening earlier is written with HAD + 3rd form (past participle) of the Verb and the event happening later is written with the past tense (second form of the verb).

This conforms to the diagram below:



So in this sentence, there are 2 past actions: rustication (earlier) and He said (later):

CORRECTION: He said **THAT (THAT is compulsory)** the college **HAD** rusticated him (CLAUSE) and **THAT** his future was bleak (CLAUSE).

The words AND / OR / BUT maintain strict parallelism on either side.

Part 2 CORRECTION: The scientist proved **THAT** the research needed a new investment (CLAUSE) but **THAT** he would not like federal intervention (CLAUSE).

CAUTION: If the word THAT is used as a pronoun, THAT and THAT parallelism is not compulsory.

Imagine the sentence:

Countries that invest heavily in military and thus gain some kind of forced hegemony in world affairs don't get the respect that they would otherwise get.

Here **THAT** is a pronoun referring to **countries**. So here, after that word AND, the word THAT is not compulsorily repeated.

12. The rebels demanded the withdrawal of government forces from disputed regions, significant reductions in overall troop levels, (raising / the raising of) the rebel flag on holidays, AND a general pardon.

The concept of GERUND:

Gerund is –ING form of the Verb used as a NOUN.

Imagine the sentences:

Reading this book took me 3 hours. ACCEPTABLE sentence!

The reading of this book took me 3 hours. ACCEPTABLE sentence!

The read (???) of this book took me 3 hours. **NOT correct...**

So sometimes we don't have a choice: we have to use the ING / ING OF forms as there is no noun such as READ.

Now imagine the sentences:

Studying this book took me 3 hours. ACCEPTABLE sentence!

The studying of this book took me 3 hours. ACCEPTABLE sentence!

The STUDY of this book took me 3 hours. **ACCEPTABLE sentence!**

In this sentence, there is a choice we can use both ING / ING OF and a Standard Noun.

Now ask a question:

WHAT took me 3 hours? – We can say Reading this book / the reading of this book / studying this book / the studying of this book / the study of this book... ALL THESE ARE NOUNS.

Rules on the GMAT:

- If there is a choice between a gerund (ING form noun – let's say 'studying' or 'the studying of') and a standard noun (study), we always prefer the standard noun.
- If there is a choice between an –ING and –ING OF noun, we prefer –ING OF.
- In terms of parallelism:
 - A standard noun can be parallel to another standard noun.

- A standard noun can be parallel to an ING OF noun.
- A standard noun CANNOT be parallel to an ING noun.
- An ING OF noun CANNOT be parallel to an ING noun.

Now in the given sentence:

The rebels demanded the **withdrawal** of government forces from disputed regions, significant **reductions** in overall troop levels, (raising / **the raising of**) the rebel flag on holidays, AND a general **pardon**.

There are 3 standard nouns: withdrawal, reductions, and pardon.

As per the rule above, a standard noun can be parallel to ING OF but not parallel to ING, the correct answer will be THE RAISING OF.

13. The rebels demanded the **withdrawal** of government forces from disputed regions AND (releasing / the releasing of / **the release of**) certain political prisoners.

Here we have a choice: ING noun / ING OF noun / standard NOUN.

So as per rule 1, we will pick up the standard noun: THE RELEASE OF.

Here Standard noun **withdrawal** is parallel to another standard noun **release**.

More examples of Gerund (in each of the sentences below, the part in BOLD is the Gerund = Noun)

Fishing is fun.

My favorite occupation is **reading**.

Pointless **questioning** makes me sick.

He is crazy about **singing**.

They are afraid of **swimming** in the sea.

Sam dreams of **being** a pop-star.

My uncle is afraid of **going by plane**.

Cooking is one of her hobbies.

Getting a good job is not easy.

Driving becomes more and more expensive.

Making fun of other people is not nice.

Smoking costs a lot of money.

I don't like **writing** letters.

I dislike his **coming** here uninvited.

I don't like **playing** cards.

You should give up **smoking**.

He is interested in **making friends**.

We insist on **cooking** the dinner ourselves.

Cycling is fun.

Finding a parking space is quite difficult in this area.

No **smoking** in this area.

Learning about other cultures makes people more tolerant.

I don't like **writing**.

She is good at **dancing**.

14. The match was interesting but fixed.

This question is a case of BLIND (of looks) parallelism v/s ACTUAL (of roles) parallelism.

We must not see that interest-ING and fix-ED don't look parallel.

We must look at the roles of each word:

The word INTERESTING is an ADJECTIVE (Present Participle)

The word FIXED is also an ADJECTIVE (PAST Participle).

As the role of each word is just the same (adjective), the sentence given above is CORRECT.

The sizzler was spicy, appetizing, but a bit overcooked.

SPICY is a STANDARD ADJECTIVE.

APPETIZING is an ADJECTIVE (PRESENT PARTICIPLE)

OVERCOOKED is an ADJECTIVE (PAST PARTICIPLE)

Again this sentence is CORRECT.

Because of strained budgets and fading public support, Indian Hockey is dying a slow death.

STRAINED is an ADJECTIVE (past participle)

Fading is an ADJECTIVE (present participle)

The sentence is CORRECT.

Adjectives, Past Participles, and Present Participles (used as adjectives)

Standard Adjective | | Past Participle | | Present Participle.

*In each of the sentence parts below, the word in **BOLD** is the adjective...*

an interesting book	a sleeping child	two playing dogs	the winning number
several travelling bags	the moving power	a touching moment	an exciting film
a working man	running water	the lost son	an interested audience
a broken leg	an emptied bottle	a closed door	a decorated room
two packed bags	the written letters	the sold car	the bought apples

*In each of the sentences below, the word(s) in **BOLD** is/are the adjective / adjective equivalent (modifier)*

- **Talking** to her friend she forgot everything around her.
- **Being** vegetarians they don't eat meat.
- **Wagging** its tail the dog bit the postman.
- **Being** a good boy he helped his mother in the kitchen.
- **Not having** enough money they spent their holidays at home last year.
- She jealously watched her boyfriend **flirting** with another girl.
- Each Saturday, we have a pizza **delivered** to our home.
- We had our last party **organized** by professionals.
- I have a cat **called** Tari.
- **Accused** of murder he was arrested.
- **Shocked** by the bad news she burst into tears.
- **Having drunk** too much he didn't drive home himself.
- **Not having slept** for two days she wasn't able to concentrate.
- **Having been typed** by the secretary, the letter was signed by the boss.
- I am very **interested** in history.
- The party was **boring**.
- The **barking** dog kept us awake at night.
- The car race was **exciting**.
- **Excited** about their birthday party, the girls could not sleep.
- The cup **filled** with milk stood on the table.
- **Born** into a rich family, she got everything she wished for.
- The boy **carrying** a blue parcel crossed the street.
- The battle **fought** at this place was very significant.
- The books **sent** to us are for my aunt.
- **Being** very tall, he became a basketball player.
- The picture **stolen** from a museum was offered on EBay.
- The song **sung** last night is still in my head.
- The documentation **telecast** last Tuesday was impressive.
- **Having** saved a little money, he travelled to Australia.
- **Not having a boyfriend**, she flirted with every guy she met.
- **Being** on holiday, she couldn't go to the party.
- Passengers **wanting** to go to Liverpool had to change in Manchester.
- The house **standing** at the end of the road will soon be sold.
- The conference **planned** by non-governmental organizations was about globalization.
- Irish people **living** in Great Britain have the right to vote in British elections.
- The problems **discussed** will be essential for your exam.
- Last month I read a book **written** by a Scottish author.

15. The man speaking at the event talked about the dangers of the war, cracked many jokes, and enthralled the audience by his witty one-liners.

This is **correct** as 'speaking' is the adjective... and the other three underlined parts are verbs in parallel form.

Don't apply blind parallelism and **misinterpret** that speaking / talked / cracked / enthralled are not all parallel. They are not supposed to be parallel.

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

This is actually parallel because of the correct usage in of participles (**originating** and **perpetuated**) even though they are structurally dissimilar.

Variations **ORIGINATING** from (**originating** acts as an adjective that modifies Variations) and **PERPETUATED** by (again **perpetuated** acts as an adjective that modifies Variations).

Already CORRECT.

If there is a confusion regarding which form to use (-ING or -ED), do the following test:

Use WAS / WERE along with the given verb.

Variations WERE **ORIGINATING**. – This is surely correct as "origination" is not intentional. "WERE ORIGINATING" definitely implies something unintentional.

Variations WERE **ORIGINATED**. This is definitely wrong as "origination" is not intentional. "WERE originated" definitely implies something INTENDED.

This will clearly depend on the meaning of the word "Originate." This word has a meaning that definitely signifies "NO SPECIFIC INTENTION" on part of any person. Something originates on its own, without an intended effort by an external agency.

Variations WERE **PERPETUATED**. This is surely CORRECT as "perpetuation" is intentional. "WERE PERPETUATED" definitely implies something intentional.

Variations WERE **PERPETUATING**. This is surely WRONG as "perpetuation" is intentional. "WERE PERPETUATING" definitely implies something unintentional.

This will clearly depend on the meaning of the word "Perpetuate." This word has a meaning that definitely signifies "SPECIFIC INTENTION" on part of any person. Something does not perpetuate on its own; an intended effort by an external agency is a MUST.

Imagine 2 more sentences:

Erupting at an absolutely wrong time, the volcano posed a major problem for the local residents.

Here, 'eruption' is unintentional – so we use Present Participle (Adjective) ERUPTING.

Designed to perfection, the new car was the cynosure of all eyes.

Here, 'design' is intentional – so we use Past Participle (Adjective) Designed.

17. The growth of the railroads led to the abolition of local times, determined by when the sun reached the observer's meridian and differing from city to city, and to the establishment of regional times.

The sentence is correct as given. As discussed above:

...somebody **determined times**... INTENTIONAL so DETERMINED.

but

times differed... UNINTENTIONAL so DIFFERING

Here's the key: 'Determined' isn't a verb here. It's a PARTICIPLE: a verb form that functions as an adjective.

The local times were WEIRD (adjective).

The local times were DETERMINED (participle acting as adjective) by...

So you need to pick the second half that's also 'participle acting as adjective'. Try them both:

The local times were DIFFERED: uh oh, that doesn't work.

The local times were DIFFERING from city to city. That works. It's a 'present participle' rather than a 'past participle', but it's the only one of the two that's a participle at all.

It's a bit tricky to answer these questions sometimes, but the main idea behind whether to choose the -ing form or the -ed form this:

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

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

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

Before I go further, let me offer two examples that will make things clearer as we go along:

- speaking person (the -ing form)
- spoken words (the -ed form)

In this type of question, we always have two elements:

- a participle, which is either in the -ing or -ed form
- a noun that is modified by this participle

So, using the previous examples, **speaking** modifies **person** and **spoken** modifies **words**.

The next step is to realize that these participles all come from verbs--**speaking** and **spoken** both come from the verb **speak**.

Now, using these examples, and applying them to the rules I mentioned at the beginning, we will notice that if we made a sentence, **person** would be the subject of the verb **speak** and **words** would be the object of the verb **speak**. Using this procedure, we can figure out whether should use the -ing or -ed form of a participle that modifies a noun. And that's it!!

Of course, this is easy when the vocabulary is easy, and we often get confused when we are using difficult vocabulary because we sometimes don't know whether something is the subject or the object of the verb, but this procedure that I have explained is the only sure way to get the right answer.

In our sentence here, **which** replaces **times**, and **times** is the **object** of **determined**, but it is the **subject** of **differed**.

Extreme Caution: I know some of you have learned that we should only use the -ing form only for actions that are ongoing/in progress in the present, but that's simply not true. Participles have nothing to do with TENSES. We do occasionally use them correctly for past actions that were ongoing/in progress.

18. The stock market crashed, which caused a lot of people to lose money. OR The stock market crashed, and it caused a lot of people to lose money. OR The stock market crashed and caused a lot of people to lose money. OR The stock market crashed, causing a lot of people to lose money.

- The stock market crashed, which caused a lot of people to lose money. **Here the use of WHICH is clearly wrong.**

WHICH is a pronoun – by definition, pronouns can refer back only to nouns.

Here the word WHICH refers to 'crashed' – but 'crashed' is a verb. So the usage of WHICH is wrong.

- The stock market crashed, and it caused a lot of people to lose money.

Here the use of IT is clearly wrong.

IT is a pronoun – by definition, pronouns can refer back only to nouns.

Here the word IT refers to 'crashed' – but 'crashed' is a verb. So the usage of IT is wrong.

- The stock market crashed and caused a lot of people to lose money.

If we split this into two sentences, it becomes:

The stock market crashed

The stock market caused a lot of people to lose money.

This is clearly wrong meaning... the STOCKMARKET didn't cause people to lose money... the CRASH of the market did.

In these situations, we use –ING form of the verb to show the effect. So in any cause-effect relationship, we always use –ING form of the verb for the effect.

So the correct expression will be:

The stock market crashed, causing a lot of people to lose money.

19. Mumbai HOUSES 20 million people, the cultural capital of India, and has a lot of potential for a newcomer with dreams.

As this sentence is underlined in part, we can correct only the underlined part and will have to leave the non-underlined part INTACT.

If we split this into 3 sentences:

Mumbai HOUSES 20 million people. (Proper sentence... sentences have to contain a VERB... the verb here is HOUSES – such a part of a sentence is called a CLAUSE)

Mumbai the cultural capital of India. (NOT a Proper sentence... sentences have to contain a VERB. The verb 'IS' is missing here).

So it should have been: Mumbai IS the cultural capital of India.

Mumbai HAS a lot of potential for a newcomer with dreams. (Proper sentence... sentences have to contain a VERB... the verb here is HAS)

So the correction will be:

Mumbai HOUSES 20 million people, IS the cultural capital of India, and has a lot of potential for a newcomer with dreams.

In the sentence above, all three parts are clauses.

20. Since the teacher introduced the classroom reward system, students have begun paying closer attention, completing homework, following directions, and have stopped causing disruptions during lessons.

Here, there are 2 main actions:

Begun A, B, C, and stopped D.

The word AND is used to connect BEGUN and STOPPED.

But A, B, C is a list... whenever a list ends, there has to be AND before the last element...

So the correction will be:

Since the teacher introduced the classroom reward system, students have begun paying closer attention, completing homework, **AND** following directions, and have stopped causing disruptions during lessons.

21. In 1975, Sippy produced a film that became the biggest blockbuster that Indian Cinema had ever seen.

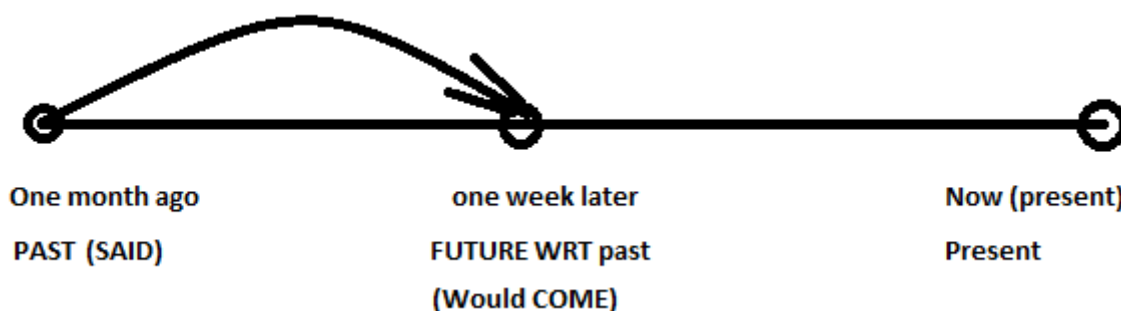
Consider the statement:

One month ago he said, "I will come next week." – This is called DIRECT SPEECH... the GMAT does not test you on direct speech at all.

In reported (indirect speech), the sentence will become:

One month ago he said that he would come the following week.

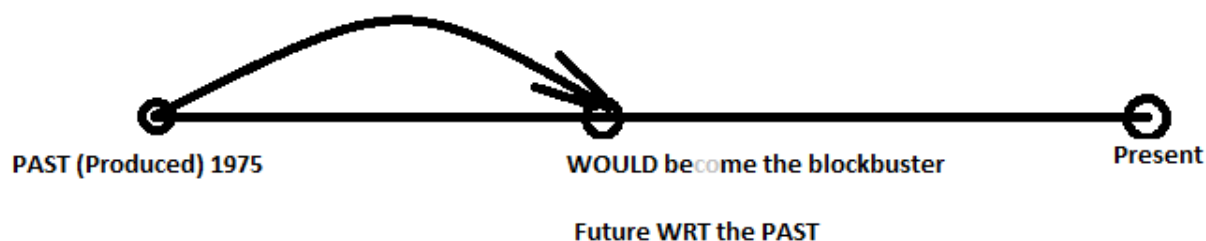
Now if we map this event on the timeline:



We can see that the point that is in the middle is FUTURE with respect to the past event...

The GMAT insists that any future with respect to the past be represented by the word WOULD.

CORRECTION: In 1975, Sippy produced a film that **WOULD** become the biggest blockbuster that Indian Cinema had ever seen.



22. The Supreme Court decreed that he should take charge of the situation. / I insist that she should be quiet.

This sentence needs a specialized construction called the SUBJUNCTIVE.

Here is the rule:

If in a sentence, there is a FUTURISTIC REPORTING VERB or a FUTURISTIC CONDITION followed by the word **THAT**, then the next verb in the sentence is expressed in its ROOT FORM or it should be the word **BE**.

The Supreme Court decreed (FUTURISTIC VERB) **that (followed by THAT)** he should take (this is the next verb – this should be in its ROOT form) charge of the situation.

So for the verb TAKE,

The root form is TAKE

All other forms took, taken, takes, taking, should take, will take, to take etc. are called the non-root forms.

Also, for all the verbs such as 'is, are, am, was, were, will, shall, will be, shall be, has, have, had, has been, have been, had been, etc.,' the root form is BE.

CORRECTION: The Supreme Court decreed that he **TAKE** charge of the situation.

CORRECTION: I insist that she **BE** quiet.

Some more examples:

All the following sentences are correct:

Ann suggested that he go to the Chinese restaurant.

I suggest that he study.

Is it essential that Tanya be there?

Don recommended that John join the committee.

He often asks that she bring a tape recorder to the interview sessions.

I propose that Amy apologize to Mark, and we forget this ever happened.

Alexandra never insists that Michael call her after a date, but he does anyway.

The attorney proposed that the session be adjourned until the following day.

I insist that the chairman resign!

Their main demand was that the lawsuit be dropped.

We insist that he do the job properly.

The committee proposes that she be appointed treasurer immediately.

It is essential that we be informed of your plans.

It is crucial that he be there before Tom arrives.

It is important that she attend the meeting.

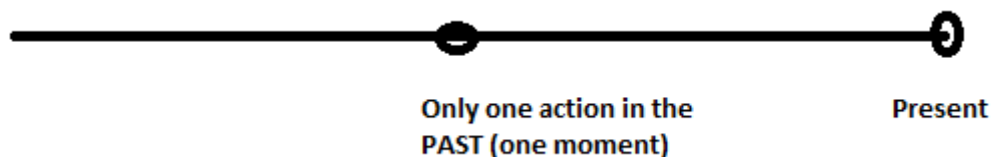
It is recommended that he take a gallon of water with him if he wants to hike to the bottom of the Grand Canyon.

The few questions below involve TENSES

Imagine the sentence:

He came at 5 pm.

This is just one action in the past spanning one moment (it happened and was over) ... this conforms to the diagram below:

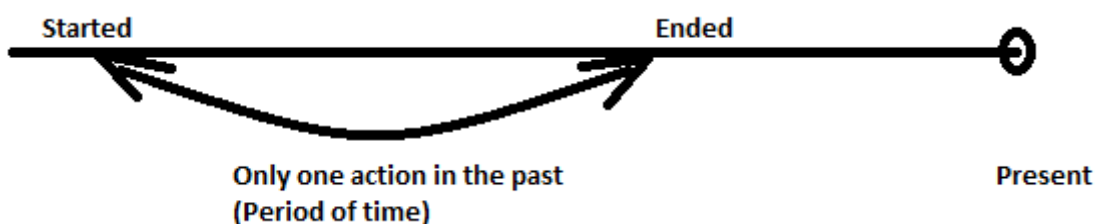


The above is called SIMPLE PAST or PAST INDEFINITE.

Imagine the sentence:

I lived in the US for 3 years.

This is just one action in the past spanning a period of time (it happened and was over) ... this conforms to the diagram below:

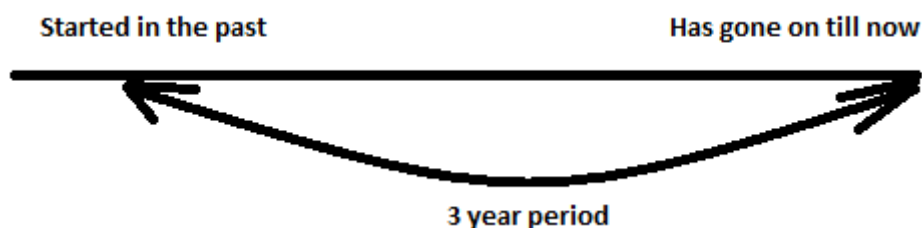


The above is called SIMPLE PAST or PAST INDEFINITE.

Imagine the sentence:

I have lived in the US for 3 years.

This is just one action that started in the past and has continued till this moment in the present. This conforms to the diagram below:



The above is called Present Perfect.

Imagine the sentence:

The teacher came to know that John had cheated in the test.

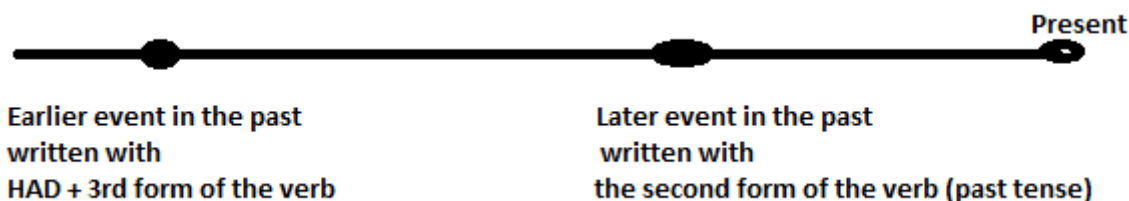
Here, there are 2 actions in the past...

John cheated (earlier) teacher came to know (later)

There is a clear time difference between the two events.

In this situation, the event happening earlier is written with HAD + 3rd form (past participle) of the Verb and the event happening later is written with the past tense (second form of the verb).

This conforms to the diagram below:



The above is called PAST Perfect.

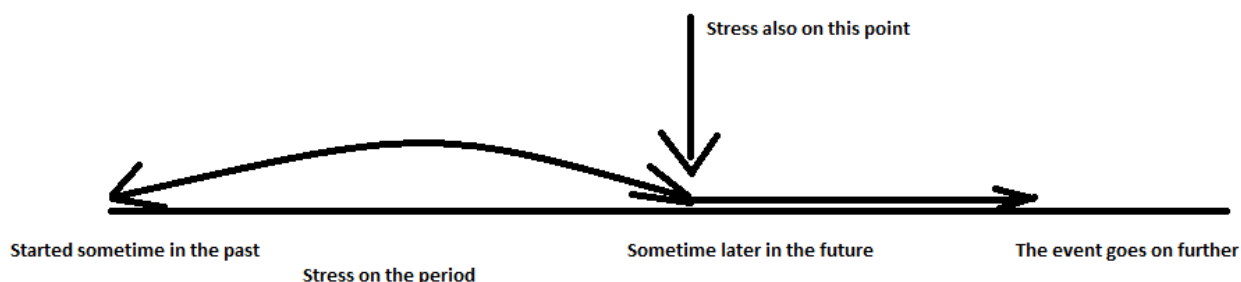
Imagine the sentence:

By the age of 25, he had won 10 Gold Medals.

Here, we want to stress the period (by the age of 25)... also, we want to stress the point (age of 25)... possibly the event goes on further (he may have won more medals after the age of 25)....

In this situation, we write HAD + 3rd Form of the verb on the POINT stressed in the past.

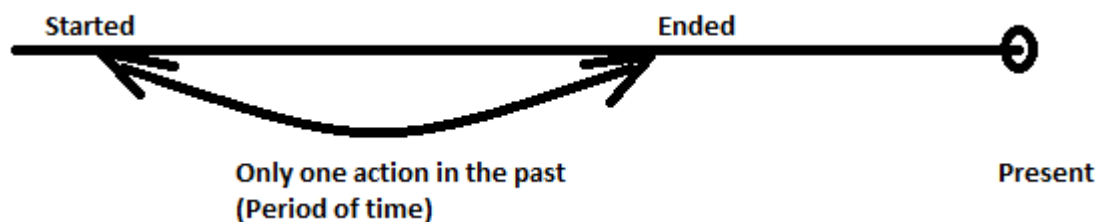
This conforms to the diagram below:



The above is called PAST PERFECT.

23. India (has progressed / had progressed / progressed) throughout the 20th century.

This is just one action in the past spanning a period of time (it happened throughout the 20th century and was over ... 20th century is OVER) ... this conforms to the diagram below:



So the answer will be:

India progressed throughout the 20th century.

The above is called SIMPLE PAST or PAST INDEFINITE.

24. The patient (had died / died) before the doctor (reached / had reached).

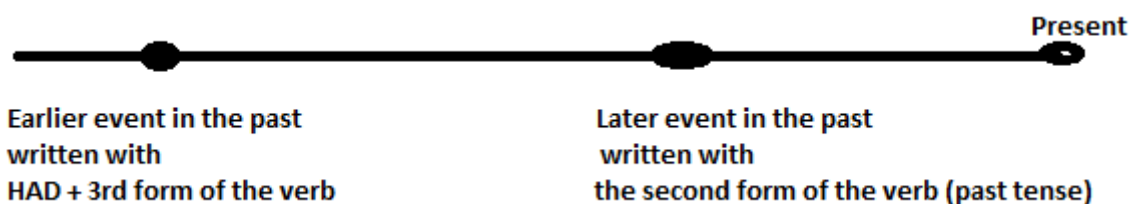
Here, there are 2 actions in the past...

The patient dies (earlier) the doctor reached (later)

There is a clear time difference between the two events.

In this situation, the event happening earlier is written with HAD + 3rd form (past participle) of the Verb and the event happening later is written with the past tense (second form of the verb).

This conforms to the diagram below:



So the correct answer will be:

The patient had died before the doctor reached.

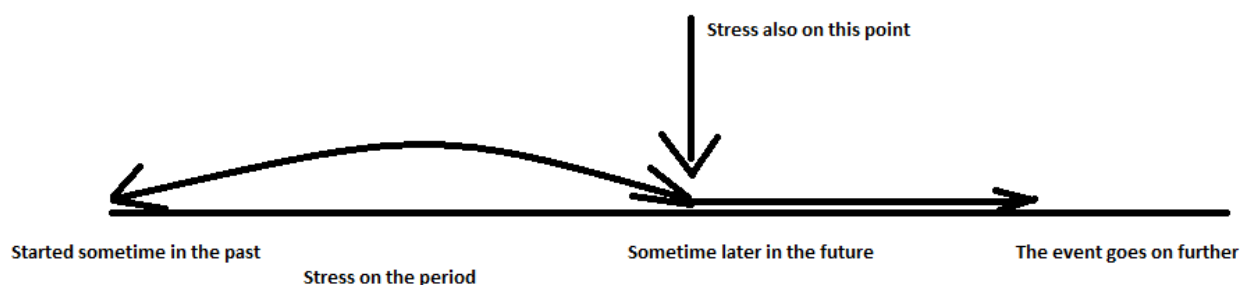
The above is called PAST PERFECT.

25. By the age of 21, Akbar (ruled / had ruled) India for eight years.

Here, we want to stress the period (by the age of 21)... also, we want to stress the point (age of 21)... possibly the event goes on further (he may have ruled after the age of 21)....

In this situation, we write HAD + 3rd Form of the verb on the POINT stressed in the past.

This conforms to the diagram below:



Hence the correct answer will be:

By the age of 21, Akbar had ruled India for eight years.

Similarly, for the sentence:

By 1991, Jazz music (became / had become) very popular in India.

The correct answer will be:

By 1991, Jazz music had become very popular in India.

The above is called PAST PERFECT.

A special note on the usage of HAD:

A lot of students think that HAD always denotes Past Perfect (2 events in the past with a time lag).

This is not true.

Imagine the sentence:

This morning I had \$10000 with me.

Here, HAD denotes SIMPLE PAST (one event in the past).

So, you must be cautious:

HAD alone is always Simple Past.

Had + 3rd form of any verb is Past Perfect.

The usage of HAD HAD:

He HAD HAD a great life before the calamity struck.

Here, the second HAD is correct... Imagine it as

He HAD ENJOYED a great life before the calamity struck.

So here the second HAD $\equiv$ any other verb (enjoyed, for example).

Similarly, the sentence:

He has had a great life $\equiv$ He has enjoyed a great life.

So here HAD $\equiv$ any other verb (enjoyed, for example).

Similarly, the sentence:

I have had a great life $\equiv$ I have enjoyed a great life.

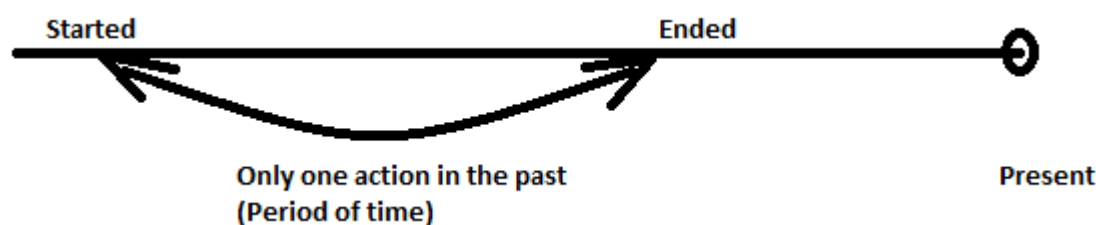
So here HAD $\equiv$ any other verb (enjoyed, for example).

26. It is raining for 3 hours / it has rained for 3 hours / it has been raining for 3 hours.

If the sentence is:

It rained for 3 hours.

This is just one action in the past spanning a period of time (it rained for 3 hours and was over) ... this conforms to the diagram below:



The above is called SIMPLE PAST or PAST INDEFINITE.

If the sentence is:

It is raining for 3 hours.

THIS is clearly **WRONG**.

By definition, continuous tenses denote only a moment (never a PERIOD).

If we say, "it is raining"... this will mean only this moment... exactly NOW... we are not sure whether it was raining 5 minutes earlier or will be raining 5 minutes later.

The above is called Present Continuous / Present Progressive.

If we say, "When I peeped inside his room, he was sleeping"...

In this sentence, we are sure of only one moment... only at the moment when I peeped inside... we don't know whether he was sleeping one moment earlier or will be sleeping one moment later.

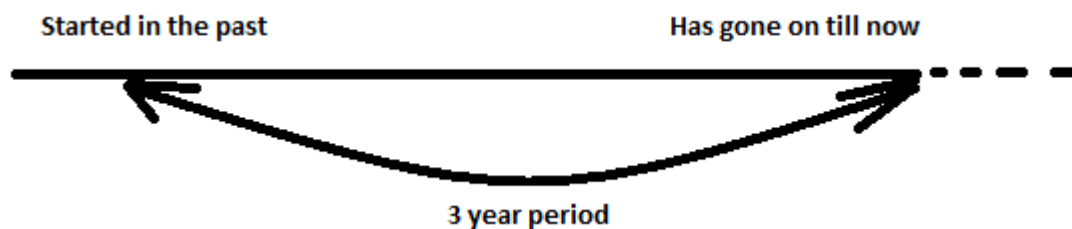
The above is called PAST Continuous / Present Progressive.

So, when we say, "it is raining for 3 hours"... this is clearly wrong as there is a time period involved (3 hours).

If the sentence is:

It has rained for 3 hours.

This is just one action that started in the past and has continued till this moment in the present. This conforms to the diagram below:



In the sentence above, we are NOT sure whether the action continues after the present... the dotted line represents uncertainty.

The above is called Present Perfect.

If the sentence is:

It has been raining for 3 hours.

This is just one action that started in the past and has continued till this moment in the present. This conforms to the diagram below:



In the sentence above, we are sure whether the action continues after the present ... the continuous line represents continuity into the future.

The above is called Present Perfect Continuous / Present Perfect Progressive.

27. Although it (stopped / has stopped) raining, I am still feeling cold.

In this case, the word STILL tells us that we need the PRESENT tense... we can use HAS STOPPED as the effect of the rain continues.

More on tenses

Tense is a form of a verb which shows the time at which an action happened.

It is significant to know the tense of a verb, because if we know the tense, we know the time of action as well as the state of action.

Take a simple sentence, **I love you**. It is different from:

1. I **had loved** you (before I left college)
2. I **loved** you (in college)
3. I **shall love** you (if you spend some more money on me).

The difference is of course in the tense. You know that the sentence **I love you** is in the **present**; sentences (1) and (2) are in the **past**; and (3) is in the **future**. So, you have no problem with time. You can easily know whether it is in the past, present or future.

The story of Harvard Prospect

Suppose there's a student of Ivy-GMAT called Harvard Prospect, who normally goes to sleep while reading grammar. If I were to report that, I would say **He sleeps**. This is the **simple present tense**, which is used when we talk about things in general. In this case, it is a habitual action. Since I am simply making a statement about his habit, the verb takes the simple present tense.

Suppose I enter his room for a surprise check one day at, say, 1 p.m., and I see that **he is sleeping**. This is the **present continuous tense**. I do not use the simple present tense here because I may not be making a simple statement that **he sleeps**. I am making a statement about what he was doing **when** I observed him. So, it is more definite. I see that at that moment that action was continuing. I do not know whether he has been sleeping for some time or whether he is fully asleep. I just observe him at a particular point of time and I see an action continuing. Hence, the present continuous tense.

Suppose I go to his room again at 1.30 p.m. I now see that **he has slept**. It is the **present perfect tense** as the action is complete; he is completely asleep. At 1 p.m., when I noticed him for the first time, I was not sure if he was completely asleep. Now I am. At the same time, I do not know if he has been completely asleep for the past 10 to 15 minutes. I observe him now, at 1.30 p.m., and I see that the action is in the complete state.

I have used the verb sleep as example, because this verb demonstrates well, the play on the word **complete**. The word **complete** is applicable in both the senses of its meaning, **completed** as in over and **complete** as in completely. **He has slept** can also mean that he has finished sleeping and has got up. It can also mean that he is completely asleep, and not just dozing. Most other verbs generally take **the perfect tense in the sense of the action being over**. For example, **he has drunk two glasses of lemonade**, means he has finished drinking two glasses.

Now, if I go to Harvard Prospect's room again at 3.30 p.m., I see that **he has been sleeping** for the past two hours. This is the **present perfect continuous tense**. That is, the action is still continuing and has been continuing for some time now. The difference between the continuous tense and the perfect continuous is that in continuous, we only know that at the time of reference, the action is continuing. In the case of perfect continuous, the action is continuing, but we are also given information about a time period for which it has been continuing.

We must be careful about another thing here, about the difference between **for** and **since**. He has been sleeping **for two hours**, or **since 1.30 p.m.**, i.e. **for** a duration and **since** a point of time. We should be careful that **for** is not used with the word **all**. He has been **sleeping all morning**. Also, we use **since** when we refer to some action. He has been **sleeping since he returned**.

You may question that we also use the simple tense when giving information about duration. For example, I slept **for two hours**. Yes, this is correct. It is not necessary that whenever we mention duration of action, it must be the perfect continuous. It is the other way round. Whenever we use the perfect continuous, the duration of action should be specified.

So, are you clear about the tenses for the corresponding states of action? If you are clear, then you have understood tenses. This is because it is all the same in the past and the future. It is just that the time changes. If we go to the past or the future tenses, we see that they are the same as the present tenses. It has only changed from the present to the past or the future.

Suppose I want to tell a colleague the next day about my surprise check at Harvard Prospect's place, I would change only the time of the tense in the same sentences.

1. You know Harvard Prospect **slept** yesterday.
2. I went to observe him for the first time at 1 p.m., and I saw that **he was sleeping**.
3. I observed him again at 1.30 p.m. and I saw that **he had slept**.
4. When I saw him for the last time at 3.30 p.m., I was surprised to see that **he had been sleeping** for two hours, since 1.30 p.m.

We see that the sentences are the same except for the fact that they are reported as having happened in the past.

He slept is a **simple statement** about **something that happened in the past**. **He was sleeping** suggests that at the point of observation, **that action was continuing**. It doesn't say from when it has been continuing as in the case of present continuous. **He had slept** gives the information that at the point of observation **the action was complete**. **He had been sleeping** tells us that he was still sleeping when last observed and had been doing so for some time.

Suppose I were to tell someone to check on Harvard Prospect the next day and ask him to verify my prediction about his habit. I would now change the same sentences to read:

1. He **will sleep** tomorrow.
2. If you go to his place around 1 p.m., he **will be sleeping**.
3. If you again check on him around 1.30 p.m., you will see that he **will have slept**.
4. Go to him again around 3.30 p.m. and he **will have been sleeping** for two hours.

	Present	Past	Future
Simple	He sleeps.	He slept.	He will sleep.
Continuous	He is sleeping.	He was sleeping.	He will be sleeping
Perfect	He has slept.	He had slept.	He will have slept.
Perfect continuous	He has been sleeping.	He had been sleeping.	He will have been sleeping.

Now, don't you dare follow Harvard Prospect's example and go to sleep! You have some work to do.

Correct the following sentences.

1. I **had been married** in 1990.
2. She **finished** her work when I met her.
3. They **had gone to Calcutta** last night.
4. Who **had invented** the gramophone?
5. The fair **had been over** ten days ago.
6. He **had come to my room** while I was reading.
7. I saw her when I **had been passing** yesterday.
8. He **was ill** for a week when the doctor was sent for.
9. The rain **had ceased yesterday**.
10. I **have written my application** yesterday.
11. The lion **had been caged** last night.
12. I **understood** what you say.
13. I **lived** in Bombay for twenty years.
14. He **had come** only yesterday.
15. Examinations **have been held** next month.

Solutions

- | | |
|---|--------------------------|
| 1. married or was married | 2. had finished |
| 3. went to Calcutta | 4. invented |
| 5. was over | 6. came into my room |
| 7. was passing | 8. had been ill |
| 9. ceased yesterday | 10. wrote my application |
| 11. was caged | 12. understand |
| 13. have lived | 14. came |
| 15. will be held or are going to be held. | |

Observe and learn

1. Betty taught for ten years. (**Simple past**)

The implication is that Betty has retired.

2. Betty has taught for ten years. (**Present perfect**)

Implies that she is still teaching.

3. John raised vegetables and later sold them. (**Past**)

4. John sold vegetables that he had raised. (**Past perfect**)

5. Renee washed the car when George arrived. (**Simple past**)

She waited until George arrived and then washed the car.

6. Renee had washed the car when George arrived. (**Past perfect**)

She had already finished washing the car by the time he arrived.

7. This Saturday I will finish my housework. (**Simple future**)

8. By Saturday noon, I will have finished my housework. (**Future perfect**)

9. The children **love** their new tree house, which they **built** themselves.

“Love” is present tense, referring to a current state (they still love it now). “Built” is past, referring to an action completed before the current time frame (they are not still building it.)

10. Before they even **began** deliberations, many jury members **had reached** a verdict.

“Began” is past tense, referring to an action completed before the current time frame. “Had reached” is past perfect, referring to action from a time frame before that of another past event (the action of reaching was completed before the action of beginning.)

11. Workers **are installing** extra loudspeakers because the music in tonight’s concert **will need** amplification.

“Are installing” is present progressive, referring to an ongoing action in the current time frame (the workers are still installing, and have not finished). “Will need” is future, referring to action expected to begin after the current time frame (the concert will start in the future, and that’s when it will need amplification.)

12. I **have run** in four marathons.

Implication is I may run in more marathons.

13. Before injuring my leg, I **ran** in four marathons.

Implication is my injury prevents me from running in any more marathons.

14. By the time the Senator **finished** (**past**) his speech, the audience **had lost** (**past perfect**) interest.

15. By the time the Senator **finishes** (present: habitual action) his speech, the audience **has lost** (present perfect) interest.
16. By the time the Senator **finishes** (present: suggesting future time) his speech, the audience **will have lost** (future perfect) interest.
17. After everyone **had finished** (past perfect) the main course, we **offered** (past) our guests dessert.
18. After everyone **has finished** (present perfect) the main course, we **offer** (present: habitual action) our guests dessert.
19. After everyone **has finished** (present perfect) the main course, we **will offer** (future: specific one-time action) our guests dessert.
20. Long before the sun **rose** (past), the birds **had arrived** (past perfect) at the feeder.
21. Long before the sun **rises** (present: habitual action), the birds **have arrived** (present perfect) at the feeder.
22. Long before the sun **rises** (present: suggesting future time), the birds **will have arrived** (future perfect) at the feeder.

Incorrect	Correct
The ocean contains rich minerals that washed down from rivers and streams.	The ocean contains rich minerals that wash down from rivers and streams. <i>“Contains” is present tense, referring to a current state. “Washed down” is past, but should be present (“wash down”) because the minerals are still being washed down.</i>
About noon the sky darkened , a breeze sprang up , and a low rumble announces the approaching storm.	About noon the sky darkened , a breeze sprang up , and a low rumble announced the approaching storm.
Yesterday we had walked to school but later rode the bus home.	Yesterday we walked to school but later rode the bus home. <i>“Had walked” is past perfect tense but should be past to maintain consistency with the time frame (“yesterday”). “Rode” is past, referring to an action completed before the current time frame.</i>
Kapil Dev had played for more than a decade when Tendulkar entered the Indian team.	Kapil Dev had been playing for more than a decade when Tendulkar entered the Indian team.
He <i>hinted</i> that he wants money.	He <i>hinted</i> that he wanted money.
He <i>replied</i> that he will come.	He <i>replied</i> that he would come.
I never <i>thought</i> that I shall see him again.	I never <i>thought</i> that I should (or would) see him again.
Newton discovered that the apple fell due to gravity.	Newton <i>discovered</i> that the apple falls due to gravity.
He <i>said</i> that honesty was the best policy.	He <i>said</i> that honesty is the best policy.

Incorrect	Correct
Just as the sun rose, the rooster crows .	Just as the sun <i>rose</i> , the rooster crowed . OR Just as the sun <i>rises</i> , the rooster crows .
Mozart finished about two thirds of the Requiem when he died.	Mozart had finished about two thirds of the Requiem when he died.
By the time I write to Leo he will probably move .	By the time I write to Leo, he will probably have moved .
Being a French colony, Senegal is a Francophone nation.	Having been a <i>French colony</i> , Senegal is a Francophone nation.
The criminal escaped from custody and is believed to flee the country.	The criminal escaped from custody and is believed to have fled the country.
Some archaeologists believe that the Minoans of 3,700 years ago had practised a religion that involved human sacrifice.	Some archaeologists believe that the Minoans of 3,700 years ago practised a religion that involved human sacrifice.
If the experiment works, it will be representing a quantum leap forward for pharmaceutical chemistry.	If the experiment works, it will represent a quantum leap forward for pharmaceutical chemistry.
He had seen that movie recently, so he doesn't want to see it tonight.	He saw that movie recently, so he doesn't want to see it tonight.
When she retires, she will save enough money to allow her to live comfortably.	When she retires, she will have saved enough money to allow her to live comfortably.
She already closed the door behind her when it occurred to her that she wasn't able to get back in later.	She had already closed behind her when it occurred to her that she wouldn't be able to get back in.
I did not see (or had not seen) him since last Saturday.	I have not seen him since last Saturday.
If it rains tomorrow, we cancel our plans.	If it rains tomorrow, we will cancel our plans.
When Bill arrived, Sal still did not begin to unload the truck.	When Bill arrived, Sal still had not begun to unload the truck.
To go to war is to have travelled to hell.	To go to war is to go to hell. OR To have gone to war is to have travelled to hell.
Seeing the obstacle would have allowed him to alter his course.	Having seen the obstacle would have allowed him to alter his course. OR Seeing the obstacle would allow him to alter his course.

Types of tenses

Present simple

Incorrect	Correct
He is taking a walk every morning.	He takes a walk every morning.

Two and two are making four.	Two and two make four. OR Two and two makes four.
Here is coming the bus!	Here comes the bus!
Michael reads the newspaper and then gave it back to Michelle.	Michael read the newspaper and then gave it back to Michelle.
Last week at the movies, this guy talks through the entire film.	Last week at the movies, this guy talked through the entire film.
The Indian team is going to the Caribbean next month. <i>Correct but less common construction.</i>	The Indian team goes to the Caribbean next month. <i>Correct and more common construction.</i>

Present simple tense is used to depict the following:

Present action: She **dances** beautifully.

Habitual action: He **practises** every day.

Literary (in the broadest sense) or artistic action:

1. In the comics, Dagwood Bumstead **begs** Blondie for food every time she cooks.
2. King Lear **is** already old when the play begins.
3. Chagall's characters **float** in midair in his paintings.

Timeless or universally accepted truth:

1. Galileo discovered that the earth **revolves** around the sun.
2. A bird in the hand **is** worth two in the bush.

Present continuous

Present continuous is used:

To express an action going on at the time of speaking

For example, if you are sitting indoors, and you lament not being able to go out because of the heavy rain, you say, "It **is raining** heavily". If you say, "It **rains** heavily", you are not referring to the falling of the rain at the moment of speaking, but to a phenomenon that occurs regularly, as in: "It **rains** heavily in equatorial regions and hilly areas."

To express a temporary action which may not be actually happening at the time of speaking

For example, if you are a teacher but work on a project temporarily, you say, "I **am working** on a project." This you may say in a conversation even though you are not *working* at the moment of speaking. You cannot say, "I **work** on a project." Because this would give the false impression that you are a project worker by

profession. As things stand in the given circumstances, the appropriate statements would be, “**I teach. I am working** on a project.”

To express an action that is planned or arranged to take place in the near future

He **is going** to the city tomorrow.

When the reference is to a particularly obstinate habit, the present continuous is used instead of present simple. An adverb like “always”, “continually” and “constantly” is also used.

Incorrect: It is no use scolding him; he always **does** what is forbidden.

Note that his doing what is forbidden has become a die-hard habit. The habit persists in spite of advice or warning. So, we should use the present continuous.

Correct: It is no use scolding him; he **is always doing** what is forbidden.

The following verbs are normally used in the present simple instead of the present continuous.

- Ø **Verbs of appearing:** appear, look, seem.
- Ø **Verbs of emotion:** want, wish, desire, feel, like, love, hate, hope, prefer, refuse.
- Ø **Verbs of perception:** see, hear, smell, notice, recognise.
- Ø **Verbs of possession:** belong to, consist of, contain, have, own, possess.
- Ø **Verbs of thinking:** agree, believe, consider, forget, imagine, know, mean, mind, remember, suppose, think, trust, understand.
- Ø **The verb ‘be’ :** **Incorrect:** The allegation **is appearing** to be true. **Correct:** The allegation **appears** to be true.

Do you think it is right to say: “He **is appearing** on the stage for the first time”? This is right because appear here does not mean look or seem. It means *present oneself formally or publicly*.

Present perfect

Present perfect is used:

To express past actions whose time is not known and not definite.

Incorrect	Correct
I wrote three books.	I have written three books. <i>The original sentence appears to be incomplete. The reader of the sentence immediately queries: “When did you write three books?” It would be a different case if you had said: “I wrote books”. Then the reader would infer that you wrote books in the past as a profession or hobby. But when you are being so specific as to say “three books”, we immediately feel the need of a time frame. Since no time frame is</i>

	<i>mentioned, we assume it to be by now (not definite). So, we have something to the effect: I have written three books by now. This by now is implied and need not be written.</i>
India has won the match last week.	India won the match last week.
They are building the road since March last.	They have been building the road since March last.
I have been knowing him for a long time.	I have known him for a long time.
He just came .	He has just come . <i>Remember that “just” can be used with the present perfect tense but not with the simple past tense.</i>

To depict an action that started in the past and is still going on

I have lived in this apartment for eight years. (... and I’m still here.)

To depict an action that has been completed but is somehow still connected to the present

- 1. I have bought a house on your block. (...and will now be living there.)**
- 2. He has drunk too much wine. (... and now has a headache.)**
- 3. The Aussies have won the World Cup! (... they have just won it, recently.)**

Past simple

Past simple tense is used:

After “It is time or it is high time”

It is time we started working.

To express past actions

1. I met her last year.
2. I visited Jaipur every year.
3. **The Aussies won the World Series last year.**
4. **I ate dinner and went to bed.**

Past continuous

Incorrect	Correct
When I saw her, she wrote a poem with full attention.	When I saw her, she was writing a poem with full attention.
She always chewed gum.	She was always chewing gum.

Past perfect

1. **Incorrect:** He **wrote** a novel even before he was 10 years old.
2. **Correct:** He **had written** a novel even before he was 10 years old.

If two actions happen in the past, the earlier one is denoted by past perfect while the later one is denoted by past simple.

1. The Yankees were winning (*past perfect*) when I fell (*past*) asleep.
2. I had deposited money in the bank when my friend came to borrow from me.

Future tense

Use the future tense to convey an action that has not yet taken place

1. Stacey will go **back to school one day**.
2. Nancy finishes school **next spring**.

The present tense “finishes” functions in the future tense as a result of its context (next spring), which is perfectly acceptable.

Use the future perfect tense to convey an action that will be completed in the future

By next year, Ellen will have written her third novel.

Progressive (continuous)

Use the progressive tense to convey a continuous or perpetual action taking place within any other tense (past, present or future)

1. Lisa is studying **economics**.
2. Tom has been praying **for rain**.
3. In September, Doug **will have been painting** for twenty years.

Will and would

We use **would** instead of **will**, when we are talking about something that had been predicted at some time in the past. It is like a **future-in-the-past** tense.

1. Everyone believed that he **would** marry Malti.
2. No one believed that he **would** score a century. (At some time in the past this had been predicted).

We also use **would** instead of **will**, when we talk about something that was predicted to happen in the **future** because it was habitual.

Had **Bradman** been alive today, he **would** have scored many more centuries.

Sometimes we use **would** with a negative connotation as in sentences with a dependent and independent clause.

I would if I could. (This sentence obviously means that I won't do it because I can't do it.)

Exercises

Exercise # 01

Choose the correct verb form from those given in brackets.

1. He (has, is having) a house in Bombay.
2. The earth (moves, moved) round the sun.
3. We (saw, have seen) the Prime Minister yesterday.
4. I shall meet you when he (comes, will come) back.
5. It started raining while we (played, were playing) football.
6. Can I have some milk before I (go, am going) to bed?
7. He (fell, had fallen) asleep while he was driving.
8. I am sure I (met, had met) him at the station yesterday.
9. He (is living, has been living) in this house (since, for) ten years.
10. He thanked me for what I (have done, had done) for him.
11. She (is, will be) twenty next Monday.
12. We (have been working, are working) in this factory (since, for) five years.
13. She (is wanting, wants) to be a doctor.
14. If you (start, started) at once, you will reach there by this evening.
15. He (went, had gone) out five minutes ago.

Exercise # 02

Choose the correct verb form from those given in brackets.

1. He (wants, is wanting) to talk to you.
2. You (bought, had bought) a new scooter last week.
3. I (have just cleaned, just cleaned) my shoes.
4. She (has done, did) a lot of work today.
5. I shall return your book when I (will come, come) next time.
6. She (has been, is) ill (since, for) a week.
7. I know all about this book because I (read, have read) it twice.
8. I (didn't see, have not seen) him since we met a year ago.
9. I (smell, am smelling) something burning.
10. My father (arrives, will have arrived) tomorrow morning.
11. We (finished, have finished) our lunch half an hour ago.
12. Did you think you (have seen, had seen) him sometime earlier also?
13. The train (has left, will have left) before we reach the station.
14. He jumped off the train while it (ran, was running, had been running).
15. He rarely (comes, is coming) these days.

Exercise # 03

Fill in the blanks with the correct form of the verb given against each sentence.

1. It is years since I ... him. (See)
2. Of late he ... me. (Not meet)
3. In a fit of rage, she ... up the letters. (Tear)
4. The old man ... by a mad dog. (Bite)
5. A better day for this function could not ... (Choose)
6. The cart ... in the mud. (Stick)
7. She had ... all through the winter. (Work)
8. I wish I ... him. (Know)
9. If only I ... her. (Know)
10. I ... him a week ago. (See)
11. He ... here for more than five years. (Work)
12. Take your raincoat in case it ... (Rain)
13. I ... to my office tomorrow. (Go)
14. He often ... late. (Reach)
15. My sister ... twenty on Deepawali day. (Be)

Exercise # 04

Correct the following sentences.

1. It is high time you **resolve** your differences.
2. He **retired** to bed before we reached there.
3. I **know** him **since** many years.
4. I **am having** a car.
5. He **left** for America next week.
6. I will return as soon as he **came**.
7. She **is reading** since the morning.
8. I wish I **know** him.
9. I **met** him before he came to the town.
10. You won't pass until you **will not work hard**.
11. I **write** an essay this time.
12. It is time we **will begin** the work.
13. Don't get down the bus **until it will not stop**.
14. He **lives** in Calcutta now.
15. I **am going** to office every day by bus.
16. He **is teaching** at this school **from** 1985.
17. He **is having his breakfast** at 8 a.m.
18. He **has passed** M. A. last year.
19. He **already does** his work.
20. Who **has discovered** the force of gravitation?

Exercise # 05

Correct the errors, if any, in the use of tenses in the following paragraph.

By the time Paul **arrived** at the house it **is** too late. The door **was** open, the light **was** on and his wife **has disappeared**. People **are** still walking home from work and the sidewalk in front of his house **pulsed** with a slow but steady stream of neighbours who **stared** at him as they **passed**. In the twilight, the streetlamp's glow **casts** dim and surreal highlights on the odd assortment of objects in his yard, the treadmill and the ten potted plants **arranged** in alphabetical order on the front walk. Looking back furtively over his shoulder as he **folds** the treadmill and **secured** its dangling electrical cord, Paul **gives** the impression of some agitation as he **pushed** the machine through the door and into the foyer of his home. One of the pots **is** an inch and a half out of alignment. Sighing, he **nudged** it into place and **picked** up a leaf that **fell** when the pot **moved**.

Exercise # 06

Correct the errors, if any, in the use of tenses in the following paragraph.

Vincent Van Gogh **is** probably most well known in America for cutting off a large piece of his own ear with a razor in a fit of rage after a violent quarrel with Paul Gauguin with whom he **was sharing** a house at the time. While trying to establish an artists' colony in the South of France, Gauguin and Van Gogh **live** together in the "Yellow House" for several months, during which time their arguments over art **escalated** to the virulent stage. Van Gogh also **suffers** from manic depression; a serious mental illness characterised by dramatic mood swings from very high highs to very low lows. Unfortunately, the time of the quarrel with Gauguin **coincided** with one of Van Gogh's low periods, causing him to be almost prostrate with despair. Van Gogh **wrapped** the piece of ear in a sheet of newspaper and **gives** it to a local prostitute, an action that **causes** outrage among the local populace and **prompted** his brother Theo, with whom he **had** a very close relationship, to encourage Van Gogh to commit himself to an asylum. The flamboyance of the event **was** unfortunate in many ways, but primarily because it **became** the event most associated with the name of Van Gogh and **tended** to diminish the importance of his work in the eyes of many.

Exercise # 07

Correct the errors, if any, in the use of tenses in the following paragraph.

After Israel left school, he **come** by the office to get some money for snacks. He **is wearing** his favourite shirt, the one with the broad blue and gray stripes. He **was asking** the receptionist if his mother **is** in her office when the fire alarm **begins** to sound. Everyone went crazy with fear. People **begun** to run all over the office like their hair was on fire. Israel **remained** calm. He **saw** that a woman **had fell** on the floor, so he **run** over to assist her. While helping her up, Israel **seen** smoke beginning to come from underneath the

employee lounge door. Quickly, he got the woman to her feet and **escorts** her out the fire exit. The fire department sirens could be heard in the distance. Israel **looks** around the crowd in a panic searching for his mother. He could not find her anywhere. He **starts** to yell her name but soon **realises** that more than 100 other mothers **are** there and could answer to “MOM.” So, Israel yelled out his mother’s first name in the hope of getting her attention.

Exercise # 08

Correct the errors, if any, in the use of tenses in the following paragraph.

The fireman **have already arrived** and set up a safety perimeter. A nice fireman **sees** Israel wandering around calling for his mom. In hopes of keeping Israel occupied and in trying to help him find his mother, the fireman **takes** Israel to a checkpoint station set up by the American Red Cross. Here, employees and customers from the building could register their names so that their safe exit could be accounted for. The scared and confused young man of only 10 years **steps** forward to enter his name and to check for his mother’s name. Nervously, he **run** his finger down the list and begun to shake as the list came to an end and his mother’s name had not yet appeared. The tears **began** to well up in his eyes as he **is shuffled** to a canopy-covered holding area across the street in an abandoned parking lot.

Exercise # 09

Correct the errors, if any, in the use of tenses in the following paragraph.

Israel sat on an old ice chest that was being used as a makeshift chair. Off to his left he could see where the EMTs **are treating** people with minor injuries and **were loading** some of the more critical patients into the ambulances. Searching the faces of those being treated for minor injuries, Israel **recognised** a woman dressed in a pretty floral dress. Her hair a mess, streaked in soot, the heel of her shoe broken, she hobbled to a stretcher and began to receive treatment for her ankle injury. Israel rubbed his eyes; he couldn’t believe it! There before him, after all that confusion and anxiety **stands** his mother.

Exercise # 01

- | | |
|-------------------------|----------------------------|
| 1. has | 2. moves |
| 3. saw | 4. comes |
| 5. were playing | 6. go |
| 7. had fallen | 8. met |
| 9. has been living, for | 10. had done |
| 11. will be | 12. have been working, for |
| 13. wants | 14. start |
| 15. went. | |

Exercise # 02

- | | |
|----------------------|------------------|
| 1. wants | 2. bought |
| 3. have just cleaned | 4. has done |
| 5. come | 6. has been, for |
| 7. have read | 8. have not seen |
| 9. smell | 10. arrives |
| 11. finished | 12. had seen |
| 13. will have left | 14. was running |
| 15. comes. | |

Exercise # 03

- | | |
|---------------------|----------------|
| 1. saw | 2. has not met |
| 3. tore | 4. was bitten |
| 5. have been chosen | 6. was stuck |
| 7. had been working | 8. knew |
| 9. had known | 10. saw |
| 11. has worked | 12. rains |
| 13. shall go | 14. reaches |
| 15. will be | |

Exercise # 04

- | | |
|-----------------------|------------------------------|
| 1. resolved | 2. had retired |
| 3. have known, for | 4. have |
| 5. leaves | 6. he comes |
| 7. has been reading | 8. knew |
| 9. had met | 10. until you work hard |
| 11. am writing | 12. began the work |
| 13. until it stops | 14. is living |
| 15. go | 16. has been teaching, since |
| 17. has his breakfast | 18. passed |
| 19. has already done | 20. discovered. |

Exercise # 05

Arrived, was, was, was, had disappeared, were, pulsed, stared, passed, cast, arranged, folded, secured, gave, pushed, was, nudged, picked, had fallen, moved.

Exercise # 06

Is, was sharing, had lived, had escalated, suffered, coincided, wrapped, gave, caused, prompted, had, was, has become, has tended.

Exercise # 07

Came, was, was wearing, was asking, was, began, began, remained, saw, had fallen, ran, saw, escorted, looked, started, realised, were.

Exercise # 08

Had already arrived, saw, took, stepped, ran, began, was shuffled.

Exercise # 09

Were treating, were loading, recognised, stood.

28. The parents tried to explain the risks involved in hitch hiking, but it was useless.

This is a problem of implied pronoun... here IT tries to refer to "explain" or "tried"... this is clearly **WRONG**... a pronoun tries to refer to a VERB... In such situations, the correct solution is:

The pronoun is removed and the implied NOUN is written.

The parents tried to explain the risks involved in hitch hiking, but the explanation was useless.

OR

The parents tried to explain the risks involved in hitch hiking, but the attempt was useless.

29. Real Estate analysts have found that home prices have nearly doubled in the last ten years in the Southern California market, which is consistent with the increases in population and inflation there.

This is a problem of implied pronoun... here WHICH tries to refer to "DOUBLED"... this is clearly **WRONG**... a pronoun tries to refer to a VERB... In such situations, the correct solution is:

The pronoun is replaced by a new NOUN (abstract noun)...

For example:

Real Estate analysts have found that home prices have nearly doubled in the last ten years in the Southern California market, **research / a trend / an observation etc.** consistent with the increases in population and inflation there.

Abstract nouns modifying the entire clause (after a comma)

(If you have an appositive modifier that's an abstract noun - such as "strategy", "figure", "statistic", "findings", "situation", "change", "difference", etc. - then such an appositive may be allowed to describe the entire situation described in the previous clause.)

1. I only have one onion, which will make it impossible to cook this dish. **WRONG**
2. I only have one onion, and that will make it impossible to cook this dish. **WRONG**
3. I only have one onion, **a deficiency** that will make it impossible to cook this dish. **RIGHT.**
4. The scientists discovered whale-fish bones in the Arctic, **findings** that prove the existence of whale-fish.
5. Scientists have found high levels of iridium in certain geographical formations around the world, **results** that suggest the cataclysmic impact of a meteor millions of year ago.
6. An asteroid bigger than Mount Everest slammed into North America, Sixty-five million years ago, **an event** that caused the plant and animal extinctions that mark the end of the geologic era known as the Cretaceous Period.
7. The coach tried to put 5 receivers on the line, **a strategy** that failed.
8. X observed large concentrations of metals in the sediments, **findings** consistent with the history of deposits in the region.
9. Recent studies have shown that X is 60 percent of Y, **a finding** that has shocked many in the scientific community. OR Recent studies have shown that X is 60 percent of Y, **a statistic** that has shocked many in the scientific community.
10. Neanderthals had a vocal tract resembling an ape's and so were probably without language, **a shortcoming** that may explain why they were supplanted by our own species.
11. Scientists have observed large concentrations of heavy—metal deposits in the upper twenty centimeters of sediments from the Baltic Sea, **findings** consistent with the growth of industrial activity in the area.
12. I went to the bar with John Smith, an excursion that was much more fun than working all night.

13. The general tried to get his troops to retreat before being surrounded, **a strategy** that ultimately failed.
30. Jane's first novel was so well received that she thought of writing its sequel. / Jane's first novel was so well received that her bank balance soared.
1. Jane's first novel was so well received that she thought of writing its sequel.

This sentence is **LOGICALLY WRONG**.

Jane's first novel ≡ novel NOT Jane!

So, logically speaking, there is no JANE in the given sentence. So the word SHE cannot be used.

The solution is: replace the word **she** by **Jane**.

Correct: Jane's first novel was so well received that JANE thought of writing its sequel.

2. Jane's first novel was so well received that her bank balance soared.

Here the word HER means JANE'S... the word JANE'S is already present in the sentence. So the given sentence is **CORRECT**.

Imagine 2 more sentences:

1. Jane's first novel was so well received that the publisher thought of giving **her** an additional royalty of 10%, lending credence to the fact that **her** subsequent writings could be even more passionate.

If we replace the first HER, it will become JANE... if we replace the second HER, it will become JANE's...

So the CORRECT VERSION will be: Jane's first novel was so well received that the publisher thought of giving **JANE** an additional royalty of 10%, lending credence to the fact that **her** (already correct) subsequent writings could be even more passionate.

2. Jane's first novel was so well received that **her** skeptical husband also started appreciating **her** writing style.

If we replace the first HER, it will become JANE's... if we replace the second HER, it will become JANE's...

So the given sentence is CORRECT.

31. While most Americans have heard of and used Microsoft products, few people know that its name is actually short for "microcomputer software."

Here, the word ITS tries to refer back to **Microsoft**... but in this sentence, **Microsoft** is an adjective, not a noun. By definition, a pronoun can refer back only to a noun.

The solution in such cases is to replace the pronoun by the correct noun.

So the correct version will be: While most Americans have heard of and used Microsoft products, few people know that **the company's** name is actually short for "microcomputer software."

32. While the company insists that its starting salary for a man working in the executive branch of the organization be the same as a woman in equal capacity, the watchdog group found a significant gender wage gap.

This sentence focuses on Illogical Comparisons... on the GMAT, Apples can be compared to Apples and not to Oranges.

Here the salary for a man is compared with a woman... illogical.

So the correct solution will be:

Salary for a man || salary (that) for a woman

While the company insists that its starting salary for a man working in the executive branch of the organization be the same as **THAT FOR** a woman in equal capacity, the watchdog group found a significant gender wage gap.

33. The sixth Harry Potter book, by British author J.K. Rowling, sold a record 8.9 million copies in the first 24 hours it was on sale—more than any author till date.

This sentence focuses on Illogical Comparisons... on the GMAT, Apples can be compared to Apples and not to Oranges.

Here 'the number of copies sold' is compared with an author ... illogical.

So the correct solution will be:

The number of copies sold by J K Rowling || the number of copies (those) sold by any other author...

We must write ANY OTHER...

Jack is taller than any boy in his class is wrong... this will imply that Jack is also taller than himself.

So finally the correct version will be:

The sixth Harry Potter book, by British author J.K. Rowling, sold a record 8.9 million copies in the first 24 hours it was on sale—more than **THOSE BY ANY OTHER** author till date.

The sentences below involve the distinction between the usage of AS and LIKE.

RULES:

LIKE is used:

To compare 2 nouns

In Hypothetical situations

When there is no verb following LIKE. OR

"Like" followed by a VERB is always wrong...

So if we say, "Like I said..." this will be wrong usage as per the GMAT... 'said' is a verb... it cannot be followed by LIKE.

AS is used:

To compare actions / verbs / clauses / trends / prepositional phrases

To denote real situations

To denote designations / roles / functions / jobs / professions etc

34. (As / Like) I mentioned earlier, the test date has been moved up.

Here, "I mentioned" is a clause / an action involving a verb... so AS is correct... Also, LIKE cannot be followed by a VERB.

35. (As / like) other children in her neighbourhood who were home-schooled, Joan sometimes missed being in a classroom with her peers.

Here, the comparison is between Joan (noun) and other children (noun)... so LIKE is correct.

36. (As / like) a doctor, she earns a lot of respect.

Here, we are denoting PROFESSION / REAL (she is really a doctor) ... so AS is correct.

The nurse performed the emergency surgery (as / like) a doctor.

Here, we are denoting a hypothetical situation (the nurse is not a doctor in reality)... so LIKE is correct.

37. This wall acts (as / like) a buffer.

Here we are denoting the function of the wall... so AS is correct.

My cooler cools (as / like) an air-conditioner.

Here we are comparing a cooler and an AC (the cooler is not actually an AC, so the comparison is hypothetical)... so the word LIKE is correct here.

This window creaks (as / like) a window.

Here we are comparing a window and a door (the window is not actually a door, so the comparison is hypothetical)... so the word LIKE is correct here.

He jumped (as / like) a clown.

In this sentence, the situation is not clear... so contextually both can be right...

He jumped like a clown (means he is actually not a clown... he is just behaving like one ... HYPOTHETICAL)

He jumped as a clown (means he is actually a clown ... imagine someone wearing a clown suit in a circus... REAL situation)

The next few sentences focus on misplaced modifier:

Focus on the following sentences:

1. Using the latest technology, the mechanical problem was identified quickly.
2. Locked in a vault for 50 years (**what was locked? Answer: the coins... so COINS must come after the comma**), the owner of the coins decided to sell them.
3. Sailing up the river, the Statue of Liberty was seen.
4. Walking back from the village, my wallet was lost.
5. At the age of twenty (**who was twenty? Ans. I was... so "I" must come after the comma**), my father let me drive his car.
6. Beautiful and sensually dressed, the men noticed her immediately.

Correct versions:

1. Using the latest technology (**WHO was using? Ans. SOMEBODY... so SOMEBODY must come after the comma**), the engineer identified...
2. The owner of the coins, which were locked in a vault for 50 years, decided to sell them.
3. Sailing up the river (**who was sailing? Ans. SOMEBODY... so SOMEBODY must come after the comma**), we saw the Taj Mahal.
4. Walking back from the village (**who was walking? Ans. I was ... so "I" must come after the comma**), I lost my wallet.
5. My father let me drive his car when I was twenty.
6. Beautiful and sensually dressed (**who was sensually dressed? Ans. SHE ... so SHE must come after the comma**), she was immediately noticed by the men.

There is a common trouble with each of the sentences: The first part does not match in meaning with the subject immediately after the comma, leading to nonsensical meanings.

38. Walking through the desolate lanes of the deserted city, (vandalism became apparent / it became apparent that the city had been vandalized).

Walking through the desolate lanes of the deserted city (**WHO was walking? ANSWER: Somebody** must be walking. So, immediately after the comma, we must have **somebody**), (vandalism became apparent / it became apparent that the city had been vandalized).

Correct version:

Walking through the desolate lanes of the deserted city, I noticed vandalism all around.

39. Upon leaving the counter, the cashier handed the customer a receipt.

Upon leaving the counter (**who was leaving the counter? ANSWER: The customer**. So immediately after the comma, we must have **the customer**), the cashier handed the customer a receipt.

Correct version:

Upon leaving the counter, the customer got a receipt from the cashier.

40. Unskilled in complex math, Bill's score on the entrance exam was poor.

Unskilled in complex math (**Who was unskilled? ANSWER: BILL**. So, immediately after the comma, we must have **Bill**), Bill's score on the entrance exam was poor.

Correct version:

Unskilled in complex math, Bill scored poorly on the entrance exam.

41. Overjoyed by the quarterly results, a new bonus scheme was immediately announced by the manager.

Overjoyed by the quarterly results (**who was overjoyed? ANSWER: The manager**. So, immediately after the comma, we must have **the manager**), a new bonus scheme was immediately announced by the manager.

Correct version:

Overjoyed by the quarterly results, the manager immediately announced a new bonus scheme.

MORE ON MODIFIER

Modifier errors occur due to the faulty placing of words or phrases in a sentence.

There are no fixed rules to correct these. All we need to make sure is that the right (intended) meaning is conveyed using the least possible words. Your best friend in these situations will be your **common sense**, and of course, experience gained from plenty of practice.

Read the following sentences. While you enjoy yourself, make a mental note not make such mistakes.

1. **Wanted:** Man to take care of **cow that does not smoke or drink**.
2. If the baby does not thrive on fresh milk, it should be boiled. (*What is to be boiled – the baby or the milk?*)
3. At the age of twenty, my father let me drive his car. (**Who was 20, the father or the author?**)
4. Walking back from the village, my wallet was lost. (**Does your wallet walk?**)

5. The store sold inflatable children's toys. (*The sentence reads as though the children are inflatable, instead of the toys.*)
6. We provide restrooms for ladies that are clean and comfortable. (**Paul Harvey said that about Wal-Mart restrooms. What about ladies who are not clean and comfortable?**)
7. Beautiful and sensually dressed, the men noticed her immediately. (**Why were the men so dressed?**)
8. Dressed in a silk nightgown, he thought his wife looked sexy. (**What was he doing in the nightgown?**)
9. I lost my hat running down the street. (**Was the hat running?**)
10. The other day, I shot an elephant in my pajamas. (**How did the elephant get inside my pajamas, I'll never know.**)
11. She claimed yesterday she saw a UFO. (**Did she see the UFO yesterday? Or did she make the claim yesterday? To be clear, we must rewrite the sentence.**)
12. The assembly line workers were told they had been fired by the personnel director. (**Did the personnel director tell the workers they had been fired? Or was he the one who actually fired them and somebody else told them? It's not at all clear.**)
13. If your dog hates the cat, throw it out. (**Throw out what – the dog or the cat?**)

We are sure you have got a first-hand feel of what modifier problems are. So, ready for some BATTING practice?

Incorrect	Correct
Smoking a big cigar, the baby was admired by its father.	Smoking a big cigar, the father admired his baby.
Romeo almost kissed Juliet as soon as he met her.	Romeo kissed Juliet almost as soon as he met her.
I have fallen in love with the beautiful woman's daughter.	I have fallen in love with the woman's beautiful daughter.
Following are some useful tips for protecting your person and property from the FBI.	Following are some useful tips from the FBI for protecting your person and property.
Manufactured in Italy, Abhishek was delighted with the fine quality of the leather shoes.	Abhishek was delighted with the fine quality of the leather shoes manufactured in Italy.

Incorrect	Correct
	OR Manufactured in Italy, the leather shoes delighted Abhishek.
The patient was referred to a psychologist with several emotional problems.	The patient with several emotional problems was referred to a psychologist.
Two cars were reported stolen by the police yesterday.	Yesterday, the police reported that two cars were stolen.

Incorrect	Correct
The young girl was walking the dog in a short skirt. The dog was chasing the boy with the spiked collar.	The young girl in a short skirt was walking the dog. The dog with the spiked collar was chasing the boy.
In a red satin gown spangled with sequins, he was captivated by her beauty.	Catching sight of her in a red satin gown spangled with sequins, he was captivated by her beauty.
Mother gave the cake to the homeless man that she had baked and iced yesterday.	Mother gave the homeless man the cake that she had baked and iced yesterday.
I gave a book to my teacher that was old and tattered.	I gave my teacher a book that was old and tattered.
The mayor was described as a round, squat man with a droopy beard weighing 60kg.	The mayor was described as a round, squat man weighing 60kg with a droopy beard.
Hanging on the wall, she glanced in the mirror.	She glanced in the mirror hanging on the wall.
I bought a bus from an elderly man that was in good running condition.	I bought a bus that was in good running condition from an elderly man.
Having lost patience, the malfunctioning computer was replaced.	Having lost patience, the student replaced the malfunctioning computer.
Having leaped out of a second-storey window, her leg was broken by the fall.	Having leaped out of a second-storey window, the girl suffered a broken leg in the fall. OR When the girl leaped out of a second-storey window, she broke her leg in the fall.
While climbing the tree, the bottle dropped. 	While Mr. Daroobaz was climbing the tree, the bottle dropped. OR While climbing the tree, Mr. Daroobaz dropped the bottle.
The teacher said on Thursday we'd have to work harder on our math exercises.	On Thursday, the teacher said we'd have to work harder on our math exercises.
Though only sixteen, UCLA accepted her application	Though she was only sixteen, UCLA accepted her application.
Defining your terms clearly strengthens your argument.	Defining your terms will clearly strengthen your argument. OR A clear definition of your terms strengthens your argument.
Naina said during the meeting Maina acted like a fool.	During the meeting, Naina said Maina acted like a fool. OR Naina said Maina acted like a fool during the meeting.
Do not sit in the chair without being fully assembled.	You should not sit in the chair unless it is fully assembled.
While eating dinner, a fly slipped into her soup.	While she was eating dinner, a fly slipped into her soup.
They bought a puppy for my sister they call Fido.	They bought a puppy they call Fido for my sister.
Nearly dead, the police finally found the victim.	The police finally found the victim, who was nearly dead.
Walking through the park, the grass tickled my feet.	Walking through the park, I found that the grass tickled my feet.
A fine athlete and student, the coach honoured the captain of the tennis team.	The coach honoured the captain of the tennis team, a fine athlete and student.
He said tonight he'd call me.	Tonight, he said he'd call me. OR He said he'd call me tonight. (<i>Slightly different meaning</i>)

42. Although the area had little traffic and pedestrians, the developers were convinced that the restaurant should be opened in the district; it was only a matter of time before urban sprawl would bring residents and visitors alike.

There is just one mistake in this sentence:

We may use the word **LITTLE** for traffic, but not for pedestrians... So we must have LITTLE traffic and FEW pedestrians.

Correct Version: Although the area had little traffic and FEW pedestrians, the developers were convinced that the restaurant should be opened in the district; it was only a matter of time before urban sprawl would bring residents and visitors alike.

Some more confusions reported by students on this question are:

1. USE of SEMICOLON:

On the GMAT, the Semi-colon is used in the following situations:

If a sentence has 2 independent clauses (2 balanced sentences) that are logically connected but independent in structure, then the semi-colon must be used to join them.

Imagine the sentence:

Jack and Joan are inseparable; they do everything together.

In this sentence, the 2 parts can be written as 2 independent sentences.

"Jack and Joan are inseparable." IS A PROPER AND BALANCED SENTENCE.

"They do everything together." IS A PROPER AND BALANCED SENTENCE AS WELL.

So, in this sentence, the use of the semi-colon is definitely justified.

The word THEY can surely be written in the second part... as the semicolon is about structural independence and not about meaning independence.

Now imagine the sentence:

Although he is poor, he is very honest.

In this, the first part "Although he is poor" is definitely not a full sentence... (this is called a dependent clause)

But the second part "He is very honest." Is a proper and balanced sentence. (this is called an independent clause)

So in this case, the use of the semicolon is not justified... we have to use the comma only.

To summarize:

Independent clause + Independent clause – use the semicolon

Independent clause + Dependent clause – use the comma

Dependent clause + Independent clause – use the comma

Dependent clause + Dependent clause – **NOT a proper sentence.**

Now in the given sentence:

Although the area had little traffic and FEW pedestrians, the developers were convinced that the restaurant should be opened in the district; it was only a matter of time before urban sprawl would bring residents and visitors alike.

The left part is definitely balanced... and so is the right part. So the semicolon is justified.

2. **The use of WOULD:**

The use of WOULD is justified here as this is "FUTURE (URBAN SPRAWL) with respect to PAST (CONVINCED)".

3. Should the sentence be ... "convinced that the restaurant **should be** opened in the district" OR "convinced that the restaurant **be** opened in the district"

Please understand that this is not SUBJUNCTIVE as the VERB "CONVINCED" is not FUTURISTIC... so the rule

Futuristic Verb + THAT + ROOT Form or BE... does not apply here.

43. The Battle of Gettysburg, considered as the turning point of the Civil War, saw one-third of its participants killed and injured.

The following are the problems with this sentence:

CONSIDERED AS is considered wrong idiom on the GMAT.

It is only CONSIDERED...

As per the meaning of the sentence, you cannot have somebody "killed AND injured"... it must be "killed OR injured".

The Battle of Gettysburg, considered **as** the turning point of the Civil War, saw one-third of its participants killed **OR** injured.

This sentence should definitely tell you that Idiom and Meaning Clarity are very important on the GMAT.

As per the recent trends on the GMAT (since Jan 1010), I (Sandeep Gupta) have observed the following:

- A lot of emphasis on meaning clarity
- A lot of emphasis on subtle parallelism
- A lot of emphasis on Very fine (nuanced, not direct) Comparisons
- A lot of emphasis on idioms
- A lot of emphasis on Participles (Present Participle, Past Participle), Gerunds, Adjectival Modifiers, Adverbial Modifiers, and -ING forms of all kinds).
- A lot of emphasis on Absolute Phrases, Appositives, and "Abstract Noun modifying an entire clause" concepts
- A lot of emphasis on subtle (purely meaning based) pronoun ambiguity (which, it, they, that etc.)

44. Joan looked nervous, her fears creeping up on her.

This sentence may look wrong at first sight, as the second part doesn't have a verb.

However, this construction is considered correct on the GMAT – ALWAYS!!

This is called ABSOLUTE PHRASE.

Absolute Phrases

Notice the following sentences (such constructions are considered correct)

1. Joan looked nervous, **her fears** *creeping* up on her.
2. Tom paled when he came home, **his mother** *standing* in the doorway.
3. *John*, **his arms flailing in the wind**, *called out desperately for help*.
4. The car, Lamborghini previously owned by Raj and red in color with gold plated tire rims, fell in the lake, the cold water filling the compartment.
5. She returned to her bench, **her face showing all the unhappiness that had suddenly overtaken her**.
6. The boy watched, **his eyes bulging in the dark**.
7. About the bones, ants were ebbing away, **their pincers full of meat**.
8. Six boys came over the hill half an hour early that afternoon, running hard, **their heads down, their forearms working, their breath whistling**.
9. The good dogs came stiffly out of their little houses, **hackles up and deep growls in their throats**.
10. Noiselessly Lenny appeared in the open doorway and stood there looking in, **his big shoulders nearly filling the opening**.
11. **His head aching, his throat sore**, he forgot to light the cigarette.
12. Miss Hearne, **her face burning**, hardly listened to these words.
13. Light flickered on bits of ruby glass and on sensitive capillary hairs in the nylon-brushed nostrils of the creature that quivered gently, gently, **its eight legs spidered under it on rubber-padded paws**.

Spend some time on each sentence... and you will know the pattern.

NOTICE the sentences below:

Sound can travel through water for enormous distances, prevented from dissipating its acoustic energy as a result of boundaries in the ocean created by water layers of different temperatures and densities.

- A. prevented from dissipating its acoustic energy as a result of
- B. prevented from having its acoustic energy dissipated by
- C. its acoustic energy prevented from dissipating by
- D. its acoustic energy prevented from being dissipated as a result of
- E. preventing its acoustic energy from dissipating by

Ans. C

ABSOLUTE PHRASE CONSTRUCTION... similar to the above problem.

* take a look at this problem (along with its OA). take a look at the other problem.

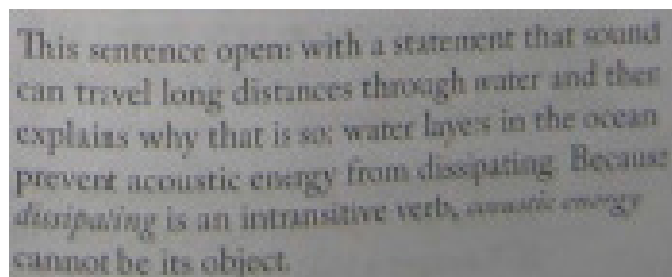
* **note, and memorize, the pattern of each correct answer.**

* try to **create your own sentences with the same structure**, to reinforce your knowledge.

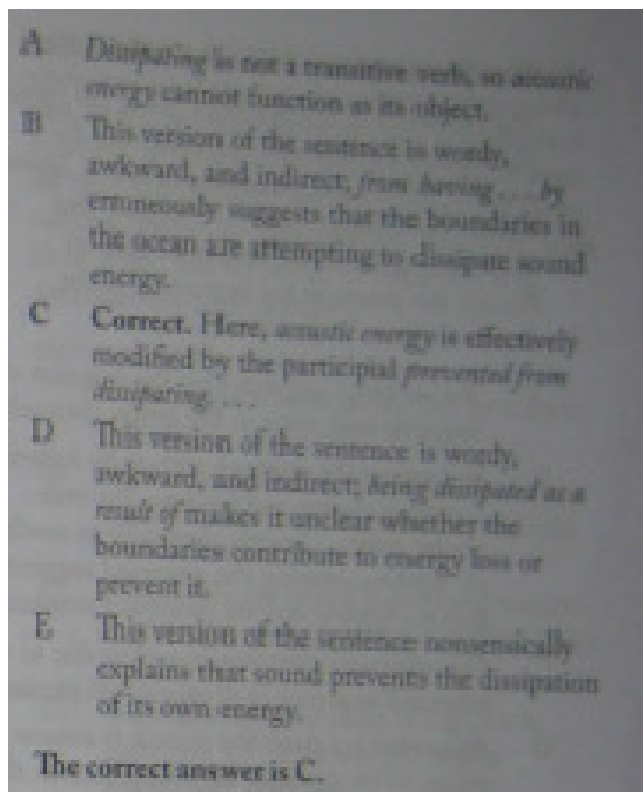
e.g.

joe ran after the bus, his arms flailing wildly as he attempted to capture the driver's attention.

OG Verbal Review 2 Explanation:



This sentence opens with a statement that sound can travel long distances through water and then explains why that is so: water layers in the ocean prevent acoustic energy from dissipating. Because dissipating is an intransitive verb, acoustic energy cannot be its object.



Some more real GMAT problems using this logic:

With surface temperatures estimated at minus 230 degrees Fahrenheit, Jupiter's moon Europa has long been considered far too cold to support life, and with 60 square miles of water thought to be frozen from top to bottom.

- A. Europa has long been considered far too cold to support life, and with
- B. Europa has long been considered far too cold to support life, its
- C. Europa has long been considered as far too cold to support life and has
- D. Europa, long considered as far too cold to support life, and its
- E. Europa, long considered to be far too cold to support life, and to have

(a)

"and with ..." isn't parallel to anything.

AND sets up parallelism, so there must be something to which "with..." can be parallel (other prepositional phrase, or other adverbial modifier). there is no such thing.

(b)

correct.

this is a type of modifier with which you should be familiar. (i have no idea what it's called - sorry)

here's another example:

john, his arms flailing in the wind, called out desperately for help.

note that **the presence of frozen water SUPPORTS the claim that europa is "far too cold to support life", so it should be a MODIFIER.**

this is done here.

it's inappropriate to place these two things in parallel with AND.

(c)

AND is rhetorically inappropriate (see above).

"considered as" is unidiomatic here.

(d)

this is not a sentence. (the clause before "and" doesn't have a verb; "considered" is a participle, not a verb, here)

"considered as" is unidiomatic here.

(e)

"considered to be" is wrong,

this sentence has no verb at all! the only verb forms present are participles and infinitives, none of which is eligible to be the main verb of the sentence.

Margaret Courtney-Clarke has traveled to remote dwellings in the Transvaal to photograph the art of Ndebele women, whose murals are brilliantly colored, their geometrical symmetries embellished with old and new iconography and in a style that varies from woman to woman and house to house.

- A. whose murals are brilliantly colored, their geometrical symmetries embellished with old and new iconography and in a style that varies from woman to woman and house to house
- B. whose murals are brilliantly colored, their geometrical symmetries are embellished with old and new iconography, and their style is varying among women and houses
- C. whose murals are brilliantly colored, their geometrical symmetries are embellished with old and new iconography, and they are in styles that vary from woman to woman and house to house
- D. with murals brilliantly colored, their geometrical symmetries embellished with old and new iconography, and their style varies among women and houses
- E. with murals that are brilliantly colored, their geometrical symmetries embellished with old and new iconography, and their styles vary among women and houses

One of the most difficult problems:

Here parallelism cannot be applied... 'whose' refers to women... 'their' refers to murals... SO 'are colored' and 'are embellished' can never be parallel as there are 2 different subjects... so B and C are out...

D ...
with murals brilliantly colored (**PHRASE**), their geometrical symmetries embellished with old and new iconography (**PHRASE**), and their style varies among women and houses (**CLAUSE**)... **not parallel**

E.
with murals that are brilliantly colored (**CLAUSE**) , their geometrical symmetries embellished with old and new iconography (**PHRASE**), and their styles vary among women and houses (**CLAUSE**) ... **not parallel.**

A uses Absolute phrase concept correctly...

45. The coach tried to put 5 receivers on the line, which ultimately failed.

The word WHICH is a pronoun... but there is no single NOUN for it to refer back to... so the usage is wrong!

CORRECTION: The coach tried to put 5 receivers on the line, **a strategy** that failed.

Abstract nouns modifying the entire clause (after a comma)

(If you have an appositive modifier that's an abstract noun - such as "strategy", "figure", "statistic", "findings", "situation", "change", "difference", etc. - then such an appositive may be allowed to describe the entire situation described in the previous clause.)

1. I only have one onion, which will make it impossible to cook this dish. **WRONG**
2. I only have one onion, and that will make it impossible to cook this dish. **WRONG**
3. I only have one onion, **a deficiency** that will make it impossible to cook this dish. **RIGHT.**
4. The scientists discovered whale-fish bones in the Arctic, **findings** that prove the existence of whale-fish.
5. Scientists have found high levels of iridium in certain geographical formations around the world, **results** that suggest the cataclysmic impact of a meteor millions of year ago.
6. An asteroid bigger than Mount Everest slammed into North America, Sixty-five million years ago, **an event** that caused the plant and animal extinctions that mark the end of the geologic era known as the Cretaceous Period.
7. The coach tried to put 5 receivers on the line, **a strategy** that failed.
8. X observed large concentrations of metals in the sediments, **findings** consistent with the history of deposits in the region.
9. Recent studies have shown that X is 60 percent of Y, **a finding** that has shocked many in the scientific community. OR Recent studies have shown that X is 60 percent of Y, **a statistic** that has shocked many in the scientific community.

10. Neanderthals had a vocal tract resembling an ape's and so were probably without language, a **shortcoming** that may explain why they were supplanted by our own species.
11. Scientists have observed large concentrations of heavy—metal deposits in the upper twenty centimeters of sediments from the Baltic Sea, **findings** consistent with the growth of industrial activity in the area.
12. I went to the bar with John Smith, **an excursion** that was much more fun than working all night.
13. The general tried to get his troops to retreat before being surrounded, **a strategy** that ultimately failed.

46. In America, as in anywhere else in the world, we must find a focus in our lives at an early age, **a focus** that is beyond the mechanics of earning a living or coping with a household.

This question uses the concept of APPOSITIVE Phrases:

If we want to refer to a previous noun in a sentence, this construction is preferred to a PRONOUN referring to a noun.... This is essentially RENAMING...

The best construction as per the GMAT is when the SAME NOUN is written again after the comma... in case such an option is not there, use the Appositive with some other NOUN.

Appositives function as NON Essential Modifiers... they are called phrases because there is no VERB in them.

Appositive Phrases

Appositives rename noun phrases and are usually placed beside what they rename.

The following example shows a noun phrase in apposition to another:

1. The lady, **our president**, spoke out against racism.
2. We waited in our favorite meeting place, **the pub**.
3. Our department head, **a careful reader and outspoken critic**, will review the memo before it is circulated.
4. My radio, **an old portable**, is in the repair shop.
5. The boys climbed the mountain, **one of the highest in the West**.
6. People are summed up largely by the roles they fill in society—**wife or husband, soldier or salesperson, student or scientist**—and by the qualities that others ascribe to them.
7. In America, as in anywhere else in the world, we must find **a focus** in our lives at an early age, **a focus** that is beyond the mechanics of earning a living or coping with a household.
8. It went away slowly, **the feeling of disappointment** that came sharply after the thrill that made his shoulders ache.
9. The land that lay stretched out before him became of vast significance, **a place** peopled by his fancy with a new race of men sprung from himself.
10. However, I looked with a mixture of admiration and awe at Peter, **a boy** who could and did imitate a police siren every morning on his way to the showers.
11. That night in the south upstairs chamber, **a hot little room** where a full-leaved chinaberry tree shut all the air from the single window, Emmett lay in a kind of trance.
12. Van'ka Zhukov, **a boy** of nine who had been apprenticed to the shoemaker Alyakhin three months ago, was staying up that Christmas Eve.
13. There were a sizable number of well-read inmates, **especially the popular debaters**.
14. Lamp trimmer Samuel Hemming, lying in his bunk, heard a curious hissing sound coming from the forepeak, **the compartment** closest to the bow of the Titanic.
15. Ives and Ramirez parked, and upon approaching the entranceway saw Father Jimenez, **an old man** now in wire-rim glasses peering out from behind the screen.
16. Three days ago he received a payment for \$1000, **part of the** long-overdue pension that had been delayed for various bureaucratic reasons.
17. I went to the bar with John Smith, **a consultant** in Los Angeles.
18. Seamen distinguish flotsam, goods floating on seawater after a shipwreck from jetsam, **goods** thrown overboard by the crew of a ship.

So in the given sentence, we find the same noun (FOCUS) repeated after the comma... this is the best possible construction... so this is already correct.

In America, as in anywhere else in the world, we must find a focus in our lives at an early age, **A FOCUS** that is beyond the mechanics of earning a living or coping with a household.

Some real GMAT questions using this construction:

Yellow jackets number among the 900 or so species of the world's social wasps, wasps living in a highly cooperative and organized society where they consist almost entirely of females—the queen and her sterile female workers.

- A. wasps living in a highly cooperative and organized society where they consist almost entirely of
- B. wasps that live in a highly cooperative and organized society consisting almost entirely of
- C. which means they live in a highly cooperative and organized society, almost all
- D. which means that their society is highly cooperative, organized, and it is almost entirely
- E. living in a society that is highly cooperative, organized, and it consists of almost all

Appositives (the word WASPS repeated after the comma... so A or B could be our answers)

This sentence identifies yellow jackets as one of 900 types of social wasps and provides an explanation of the term *social wasps*. In this explanation, the society or population—not the individual wasps themselves—consists almost entirely of females. The three descriptors of social wasps (*cooperative*, *organized*, and *consisting almost entirely of females*) are most effectively expressed in parallel structures.

A *They*, referring to wasps, is an incorrect subject for *consist*.

B Correct. The three descriptors of the wasp society are in parallel form, and *consisting* properly modifies *society*.

C The sentence structure makes it unclear what *almost all females* describes.

D *And it is ...* violates the parallelism of the three descriptors of social wasps.

E *And it consists ...* violates the parallelism of the three descriptors.

The correct answer is B.

Floating in the waters of the equatorial Pacific, an array of buoys collects and transmits data on long-term interactions between the ocean and the atmosphere, interactions that affect global climate.

- A. atmosphere, interactions that affect
- B. atmosphere, with interactions affecting
- C. atmosphere that affects
- D. atmosphere that is affecting
- E. atmosphere as affects

Appositive modifier... so the "interactions" must repeat after the comma... **Ans. A**

'array of buoys' is plural and needs 'collect' not 'collects'. Eliminate B and D.

In C : 'atmosphere that affects' - 'that' modifies 'atmosphere'. Atmosphere is not the one that affects but the interactions b/w ocean and atmosphere.

In D: 'atmosphere as global climate' - changes the meaning.

The state has proposed new rules that would set minimum staffing levels for nurses, rules intended to ensure that at least one nurse is assigned for every four patients put through triage in a hospital emergency room.

- A. rules intended to ensure that at least one nurse is assigned for every four patients put through triage in a hospital emergency room
- B. rules with the intent of ensuring one nurse at least to be assigned for every four patients to be put through triage in a hospital emergency room
- C. rules intending to ensure at least one nurse is assigned for every four patients in a hospital emergency room put through triage
- D. with the intent of ensuring that at least one nurse should be assigned for every four patients in a hospital emergency room that are put through triage
- E. and this is intended to ensure one nurse at least to be assigned for every four patients put through triage in a hospital emergency room

Appositive modifier... so the "rules" must repeat after the comma...

C: "rules intending..." is incorrect, since the rules aren't intending to do anything. rules don't have intentions, although their authors do.
this is a passive type construction. the rules *are intended* to do x, y, and z, so you need "intended", not "intending".

Ans. A

B has the same problem... rules cannot have an intent of their own.

"The rules intended to ensure that at least one nurse is assigned for every four patients put through triage in a hospital emergency room."

"Intended" can be two things (at least!): it can be the simple past form of the verb "to intend" or it can be the past participle of the verb "to intend." A past participle by itself is not a complete, conjugated verb form.

So, which is it here? Well, if we're going to use "intended" as the simple past tense form, then the subject has to be the person or thing that is intending to do something. For example:

"I intended to study last night, but then I fell asleep." I am the one doing the action: intending to do something.

What do we have as the potential subject in this case? The rules. Can the rules intend to do something?

Nope. *We* can intend to do something by making a rule. Rules can BE intended to do something. But the rules can't intend to do something themselves. If we want a conjugated verb here to make this a sentence, then we need to write this in passive voice. (Passive voice is used when the subject is not actually performing the action of the verb; instead, the subject is having that action performed on it by something or someone else.) For example:

"The rules *are* intended to ensure X." (Someone has made some rules and that someone intends for the rules to ensure X.)

"The rules *were* intended to ensure X." (Same thing as above, except in past tense.)

So, that bit after the comma is not a stand-alone sentence. It's a modifier. As a result, choice A is not a run-on.

47. If I meet her, I will tell her a story.

This is called a CONDITIONAL:

In this, we are talking about a "POSSIBLE" future – the action is NOT IMPROBABLE in future.

In this case, use the PRESENT + FUTURE (WILL) form.

So the sentence "If I meet her, I will tell her a story." Means that there is a positive possibility of my meeting her in the future...

Never use double future in such sentences:

If I WILL meet her, I WILL tell her a story. – **WRONG.**

But we may use the present tense in both parts if the context so demands:

If I meet her, I tell her a story.

In this case, 'if' means 'whenever'... this is correct construction.

48. If I met her, I would tell her a story.

If I were to meet her, I would tell her a story.

Were I to meet her, I would tell her a story.

All of these forms mean the same thing... there is no preference for one to another.

To your surprise, even this form denotes FUTURE.

In this, we are talking about an almost "IMPOSSIBLE" future – the action is IMPROBABLE in future.

In this case, use the

PAST + WOULD form

Or If + were + would form

Or Were + Would form....

So the sentence "If I met her, I would tell her a story." Means that there is a hardly any possibility of my meeting her in the future...

SIMILARLY the sentence "If I were to meet her, I would tell her a story." Means that there is a hardly any possibility of my meeting her in the future...

Similarly the sentence "Were I to meet her, I would tell her a story." Means that there is a hardly any possibility of my meeting her in the future...

In all "wish" sentence, the above structures are used.

49. If I had met her, I would have told her a story. $\equiv$ Had I met her, I would have told her a story.

This sentence is not about FUTURE... this is about PAST that could not happen...

We always use

"If + had + would have" form OR

"HAD + would have" form here

Indians (in colloquial English) often commit a mistake in the above construction...

Most of us tend to use WOULD HAVE in both parts. Clearly WRONG!!

50. There are hopeful signs that we are shifting away from our heavy reliance on fossil fuels: more than ten times as much energy is (generated through wind power now as it was / generated through wind power now as was the case) in 1990.

Option 1: There are hopeful signs that we are shifting away from our heavy reliance on fossil fuels: more than ten times as much energy is generated through wind power now as **it** was in 1990.

In this sentence, we must find an antecedent for the word IT... as we can see, there is no proper antecedent for IT, we must remove the pronoun and try to introduce a **NEW NOUN** instead.

There are hopeful signs that we are shifting away from our heavy reliance on fossil fuels: more than ten times as much energy is generated through wind power now **as was the case** in 1990.

Also, REMEMBER this construction... AS is the case... as was the case... as would be the case... as will be the case... as has been the case etc. ... such constructions are always considered RIGHT on the GMAT.

A note about ING forms

These forms confuse students as these can be used in many ways:

VERB: An –ING form alone cannot be a verb... To be part of a verb, it must be accompanied by some form of the verb "to be."

So IS + ING, WAS + ING, AM + ING, ARE + ING, WERE + ING etc... will be verbs.

He is RUNNING (VERB)

NOUN (GERUND): ING form (as a gerund) is a standalone noun; we sometimes, but not always, use the word "the" to emphasize that the word is to be read as a noun. Because the -ing form after a comma is usually read as an adverb, we often include an article such as "a" or "the" before the -ing form when we mean it as a noun. In this case, it can in fact be parallel with other nouns.

RUNNING (Noun – gerund) is a good exercise.

The remaking of (Noun – gerund) Capitalism is called for.

Adjective:

The resulting (**Adjective – present participle**) temperature was high.

The temperature resulting (**present participle**) from the warming was high.

Adjectival Modifier:

Looking (**Adjective – this word modifies SHE – so we call it the adjectival modifier**) at the baby's picture, she said that she also wanted a baby.

Adverbial Modifier:

The firm's investors invested unwisely for three consecutive years, leading (**here the word 'leading' modifies the entire clause – so it is called the adverbial modifier**) to the complete collapse of the bank.

Parallelism and Comparisons

If Benjamin Franklin had written: “Early to bed, early to rise, makes a man healthy, wealthy, and a C.E.O.,” we wouldn’t be quoting him today. Instead, he began his list with *two adjectives*, “healthy” and “wealthy,” and completed it not with a noun, “C.E.O.,” but with a third adjective, “wise,” thereby rendering his maxim memorable. What he did was follow **parallel construction**, a technique that lends a **sentence rhythm and cadence**. It sounds good, and it creates emphasis.

Parallel construction = Consistency

The principle of parallel construction is a simple one. Plainly put, the reader expects **consistency**. Ideas that are related to each other should be expressed in parallel form. Expressions similar in content and function should be expressed similarly. Get the idea? Here’s a sentence with *non-parallel construction*:

She is capable, experienced, and often works late at night.

Doesn’t sound right, does it? In this sentence the writer breaks the contract with the reader by shifting from a series of adjectives, “capable” and “experienced,” to a verb phrase, “often works late at night.” The result is a break in rhythm, a loss of momentum. To honour the contract, the writer should have written:

She is capable, experienced, and *dedicated*” — or “*talented*” or “*brilliant*.”

Here’s another example:

The volume of business depends on an institution’s delivery method, production time, and whether or not it is open or closed.

Can you hear where the sentence violates parallel construction and loses its momentum? To eliminate the breach in contract, the series should be concluded as it was begun – with a third noun phrase, like this: “delivery method, production time, and hours of operation.”

Here’s another example:

She researches cell membranes and walls.

Is she a biologist, or a biologist with an interest in interior design? This revision makes the meaning clear:

She researches cell membranes and cell walls.

Here's another example:

Not only do I like to ski, but I also like sledding.

The verb in the first clause is an infinitive: to ski. But the verb in the second clause is a gerund: sledding. Fix it in one of two ways:

1. **Not only do I like to ski, but I also like to sled.**
2. **Not only do I like skiing, but I also like sledding.**

Here's another example:

He liked killing, running, and to sulk.

Again, there are two ways to fix this:

1. **He liked to kill, to run, and to sulk.**
2. **He liked killing, running, and sulking.**

Here's another example:

1. **Painting with oils is easier than when you paint with water colours.**

To fix this, make sure your verbs are in the same form:

2. **Painting with oils is easier than painting with water colours.**

Another problem in parallelism occurs when you are using two verbs in a sentence and they are not grammatically parallel.

Incorrect: The doctors have been and will continue to **conduct** tests on the sick patient.

Correct: The doctors have been **conducting** and will **continue** to conduct tests on the sick patient.

Often parallelism problems occur when one preposition is expected to do the work of two.

Incorrect: She is a believer and supporter **of** the theory of love at first sight.

Correct: She is a believer **in** and a supporter **of** the theory of love at first sight.

Use parallel structures when organising items in a series or a list

Nouns go with nouns, verbs with verbs, and adverbial phrases with adverbial phrases.

Ø **Noun + noun + noun:** He likes **roses, violets, and bicycles.**

Ø **Verb + verb + verb:** When she was on stage, she **danced, sang, and acted** like an angel.

Ø **Adjective + adjective + adjective:** My teacher is **fussy, picky, and hard-headed.**

Ø **Participle + participle:** They danced through life, **loving** one another and **enjoying** their adventures.

Ø **Infinitive + infinitive + infinitive:** I like **to sing, (to) draw, and (to) write** poetry.

Ø **Phrase + phrase:** **With his arms akimbo** and **in a state of bliss**, he leaped off the cliff.

Ø **Clause + clause:** **If she capitulates** and **when she apologises**, we will forgive her blunders and unforgettable actions.

Look at another sentence below:

She thwarted his moves because of her status, her young age, and desiring to marry a famous person.

Do you think that there is a problem with the above sentence? Maybe you do not! The problem of parallelism (the problem in this sentence) is something that we normally gloss over, and do not pay much attention to. However, these problems are quite simple to identify only if we are attentive and have our eyes out for them.

Another example:

Aishwarya is a great dancer, but she acts ordinarily.

OR

Aishwarya is a great dancer but ordinary at acting.

Here the sentence describes two activities of Aishwarya. So, there should be parallelism between the words expressing those two acts. However, we have **dancer, a noun**, and **act, a verb**.

We can correct this sentence in a few ways, by removing the error of parallelism, For example:

1. Aishwarya is a great **dancer**, but an ordinary **actor**. (*Parallelism between nouns, dancer and actor*)
2. Aishwarya is great at **dancing**, but ordinary at **acting**. (*Parallelism between nouns, dancing and acting*)
3. Aishwarya **dances** greatly, but **acts** ordinarily. (*Parallelism between verbs: dances and acts*)

Let's take another example:

I believe that if Leander has it in him to win gold, he will beat Sampras in the semis and emerge the best player India has ever produced.

The problem with this sentence is that there is no parallelism of infinitives. It should have been:

I believe that Leander has it in him to win gold, to beat Sampras in the semis and to emerge the best player India has ever produced.

Similarly,

Romance is exciting, fun and it is expensive.

This sentence should be

Romance is exciting, fun and expensive.

Now we have parallelism between adjectives.

The three reasons why Vijay has not married are his young age, his uncertain future and desiring to marry every pretty girl.

Do you notice any problem in the above sentence? Let us look at the sentence first. In this sentence, there is a main verb that controls several phrases that follow it. Each of those phrases has to be set up in the same way. In the sentence mentioned above, the three reasons cited are: **his young age, his uncertain future and desiring to marry every pretty girl**. There should have been parallelism in the construction of the three reasons as they stand for the same thing. The first two reasons have the same construction and function as nouns (young age and uncertain future). However, the third one seems to function as a verb and has a different construction. Therefore, we have to change **desiring to a noun**. The sentence now becomes:

The three reasons why Vijay has not married are his young age, his uncertain future and desire to marry every pretty girl.

The sentence is still wrong. Though we have changed the verb to a noun, we have not inserted the possessive pronoun **his** used before each of the other nouns. The correct sentence would be:

The three reasons why Vijay has not married are his young age, his uncertain future and his desire to marry every pretty girl.

It would have been correct, if the sentence had been:

The three reasons why Vijay has not married are his young age, uncertain future and desire to marry every pretty girl.

In this case, there is one possessive pronoun, which stands for each of the reasons as it is used before all the reasons. In the earlier sentence, since it was used before two of the reasons, it had to be used before the third reason as well.

We should be especially alert for problems in a sentence that is divided into two or more parts.

Here is an example:

To say that I do not deserve Jennifer Lopez is being unfair to me.

The problem with this sentence is that there is no parallelism between the two parts of the sentence. If the first half of the sentence is constructed in a particular way, the second half must also be constructed in the same way.

The first half of the sentence begins with **“To say that”**. Therefore, the second half must begin the same way. The correct sentence is:

To say that I do not deserve Jennifer Lopez is to be unfair to me.

Some complicated parallels

1. The suicidal roach **skulked** out of the toaster, **scuttled** across the counter, and **skirted** the sink before hurling itself into the disposal.
2. Angry ants, **munching** marshmallows, **crumbling** coffeecake, and **sipping** syrup, headed off across the Great Divide.
3. The concubine's entourage included **a dimpled dwarf, a joking giant, and a humongous hamster.**
4. The duties of the Hospitality Committee are to **greet** the gynaecologists, **serve** the Sangria, **pass** the Popsicles, and **woo** the wallflowers.

Diagnose these

1. Like birds, wings have evolved in some mammals.

What's being compared here? Birds and wings or birds and some mammals? Right, birds and some mammals. To fix this, put the two things being compared next to each other:

Like birds, some mammals have evolved wings.

2. Like the Byzantines, Ottoman buildings often feature huge domes.

It's illogical to compare the Byzantines to Ottoman buildings. You're comparing people to structures. Instead, compare like with like. Here are some ways to fix this problem:

1. **Like Byzantine structures, Ottoman buildings often feature huge domes.**
2. **Like the Byzantines, the Ottomans built structures that feature huge domes.**
3. **Like Byzantine architects, Ottoman architects built structures with huge domes.**

Note: Be sure to compare only those things that are capable of being compared.

Exercises

The following exercises will help you understand parallelism better.

Correct errors in parallel structure in the following sentences.

1. He has neither done the dishes nor has he made his bed.

2. She hopes to finish college, get a job, and to find her own apartment.
3. To learn proper grammar and writing effectively are my goals.
4. I plan to travel this summer either in Europe or Central America.
5. The suspect has sold his house, packed his belongings, and has left town.
6. He can't decide whether to enrol in Social Services or to choose General Arts.
7. He is both tired from jet lag, and he is irritated by the long line-ups.
8. He will write the report, proofread it, and mail it before tomorrow.
9. That student is studying English, psychology, and is taking two computer courses as well.
10. Not only are we paying for our daughter's wedding but also for the honeymoon.
11. Reading trashy novels, the soaps, and eating junk food are his only vices.
12. He is either studying in the library, or he is working in the computer lab.
13. I know how to brainstorm, write a good thesis statement, and I can organise my ideas well, too.
14. She has trouble with study skills, memory techniques, and managing her time.
15. This weekend, he will both research his essay topic on the Internet, and he will also write the first draft of his essay.
16. The disk in the sky revolved rapidly, emitted a humming sound, and then it began to descend slowly towards the surface of the earth.
17. Hoping to thumb a ride and cross the border, the escaped prisoner cautiously approached the highway.
18. Although we enjoyed the article on *Seven Years in Tibet*, neither we have seen the movie nor did we read the book.
19. The members of the tour group boarded the bus wearily, endured a two-hour drive to the resort, and then they discovered that they had no reservations.
20. The rebels not only attacked the village, but they also took several hostages.

Solutions

1. He has **neither** done the dishes **nor** made his bed. (Two main verbs **done** and **made** after the two parts of the correlative conjunction.)
2. She hopes to finish college, get a job, and find her own apartment. (Three verbs sharing the word **to** - of course, you could also repeat **to** each time, but that would sound unnecessarily repetitious.)
3. To learn proper grammar and write effectively / To learn proper grammar and to write effectively / Learning proper grammar and writing effectively are my goals. (Two verbs sharing **to**, two infinitives, or two **-ing** words)
4. I plan to travel this summer **either** in Europe **or** in Central America. (Two complete prepositional phrases after the two parts of the correlative conjunction.)
5. The suspect has sold his house, packed his belongings, and left town. (Three main verbs sharing the helper **has**)
6. He can't decide **whether** to enrol in Social Services **or** to choose General Arts. (**Correct:** two infinitives after the two parts of the correlative conjunction)
7. He is **both** tired from jet lag **and** irritated by the long line-ups. (Two adjectives after the two parts of the correlative conjunction)
8. He will write the report, proofread it, and mail it before tomorrow. (**Correct:** three main verbs sharing the helper **will**)

9. That student is taking English, psychology, and two computer courses. (Three nouns acting as objects for the verb **is taking**)
10. We are paying **not only** for our daughter's wedding **but also** for the honeymoon. / **Not only** are we paying for our daughter's wedding, **but** we are **also** paying for the honeymoon. (Either two prepositional phrases or two independent clauses after the two parts of the correlative conjunction - but not one clause and one phrase.)
11. *Reading* trashy novels, *watching* the soaps, and *eating* junk food are his only vices.
12. He is **either** *studying* in the library **or** *working* in the computer lab.
13. I know *how to brainstorm*, *how to write* a good thesis statement, and *how to organise* my ideas well. / I know how to *brainstorm*, *write* a good thesis statement, and *organise* my ideas well.
14. She has trouble with study *skills*, memory *techniques*, and time *management*.
15. This weekend, he will **both** *research* his essay topic on the Internet **and** *write* the first draft of his essay.
16. The disk in the sky *revolved* rapidly, *emitted* a humming sound, and then *began* to descend slowly towards the surface of the earth.
17. Hoping to *thumb* a ride and *cross* the border, the escaped prisoner cautiously approached the highway.
18. Although we enjoyed the article on *Seven Years in Tibet*, we have **neither** *seen* the movie **nor** *read* the book.
19. The members of the tour group *boarded* the bus wearily, *endured* a two-hour drive to the resort, and then *discovered* that they had no reservations.
20. The rebels **not only** *attacked* the village **but also** *took* several hostages.

Incorrect	Correct
The damage done by the flood was worse than the fire.	The damage done by the flood was worse than that of the fire. OR The damage done by the flood was worse than the damage done by the fire.
The girl's teeth were prettier than the boy.	The girl's teeth were prettier than the boy's. OR The girl's teeth were prettier than the boy's teeth.
When hiking through the wilderness, pay attention to your feet; the pain caused by blisters is worse than a steep hill.	When hiking through the wilderness, pay attention to your feet; the pain caused by blisters is worse than that caused by a steep hill. OR When hiking through the wilderness, pay attention to your feet; the pain caused by blisters is worse than the pain caused by a steep hill.
Education Hall is older than any building on campus.	Education Hall is older than any other building on campus.
My best buddy, Naina, is more loyal than my friends.	My best buddy, Naina, is more loyal than any other of my friends.

	OR My best buddy, Naina is more loyal than any of my other friends.
What takes the most time, your job or school?	What takes more time, your job or school?
Of all my four children, Himesh is the better cook by far.	Of all my four children, Himesh is the best cook by far.
Both Lalit and Varun are big eaters, but Lalit is the fattest of the two.	Both Lalit and Varun are big eaters, but Lalit is the fatter of the two.
She types faster than I, and she's the most accurate.	She types faster than I, and she's more accurate.
When I was younger, I was most frightened of dogs.	When I was younger, I was more frightened of dogs.
She likes hiking , swimming , and to ride a bicycle.	She likes hiking , swimming , and riding a bicycle.
The production manager was asked to write his report quickly , accurately , and in a detailed manner .	The production manager was asked to write his report quickly , accurately , and thoroughly .
The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and his motivation was low.	The teacher said that he was a poor student because he waited until the last minute to study for the exam, completed his lab problems in a careless manner, and lacked motivation.
The coach told the players that they should get a lot of sleep, that they should not eat too much, and to do some warm-up exercises before the game.	The coach told the players that they should get a lot of sleep, that they should not eat too much, and that they should do some warm-up exercises before the game.
The coach told the players that they should get a lot of sleep, not eat too much, and do some warm-up exercises before the game.	The salesman expected that he would present his product at the meeting, that there would be time for him to show his slide presentation, and that questions would be asked by prospective buyers.
The dictionary can be used for these purposes: to find word meanings , pronunciations , correct spellings , and looking up irregular verbs .	The dictionary can be used for these purposes: to find word meanings , pronunciations , correct spellings , and irregular verbs .
He wondered whether it was better to tell his girlfriend that he forgot or if he should make up some excuse.	He wondered whether it was better to tell his girlfriend that he forgot or to make up some excuse.

MORE ON SUBJECT VERB AGREEMENT

Subject-Verb Agreement

Read the following sentences and try to understand what is being talked about:

- Ø The sweater and skirt **have** their own hangers.
- Ø *Each* sweater and *each* skirt **has** its own hanger.
- Ø The sweater and skirt each **have** their own hanger.
- Ø The leader of the men who **are** tired is unwilling to rest.
- Ø The problem **is** the mice.
- Ø The mice **are** the problem.

There seems to be something fishy about these sentences, right? May be, you can't just put a finger on it but something feels wrong. **BUT** all the above sentences are **GRAMMATICALLY CORRECT**.

Welcome to the most innocuous yet the most error-prone area of English grammar. Let us call it SVA, short for subject-verb agreement. These are essentially errors that result when you try to match a singular noun with a plural verb or vice versa.

Make your verb agree with your subject

A verb must agree with its subject, not with any additive phrase in the sentence such as a prepositional or verbal phrase.

Don't let all the clutter confuse you. Look for the subject, look for the verb and make sure they agree.

1. Your **copy** of these rules **is** on the desk. (*Don't let the plural "rules" right before "is" mislead you. Here the subject is "copy" and "is" agrees with it.*)
2. The video will not be available until the **dispute** over video rights **is** settled. (*Ignore everything between "dispute" and "is" and just make sure they agree with each other.*)
3. Ms. Hema's **record** of community service, outstanding teaching ability and thorough involvement with the university **qualifies** for her promotion. (*The "record" "qualifies" her; don't let everything else between the subject and the verb confuse you.*)

So, eliminate the middlemen, and you can hit a SIX.

WATCH OUT!		
Common errors	The correct form	Why? (The theory)

1	At the end of the Dusshera holidays comes the best sales .	At the end of the Dusshera holidays come the best sales .	In an inverted sentence beginning with a prepositional phrase, the verb still agrees with its subject.
2	The problem are taxes.	The problem is taxes.	
3	Under the house is some old jars .	Under the house are some old jars .	
4	Somebody in Detroit love me.	Somebody in Detroit loves me.	Indefinite pronouns such as <i>each, either, neither, one, everyone, everybody</i> , and <i>everything</i> are always singular. Eek!!
5	Neither of my parents have a formal education.	Neither of my parents has a formal education.	
6	Either are fine with me.	Either is fine with me.	
7	Both of my sisters has decided to live off campus.	Both of my sisters have decided to live off campus.	Indefinite pronouns such as <i>several, few, both</i> , and <i>many</i> are always plural. Pooh!!
8	Few seeks the enlightenment of higher education.	Few seek the enlightenment of higher education.	
9	A few of the members disagrees with the proposal.	A few of the members disagree with the proposal.	
10	Only a handful of the protesters remains .	Only a handful of the protesters remain .	

May be singular, may be plural

Indefinite pronouns such as “some”, “any”, “none”, “all” and “most” (SANAM) may be singular or plural depending what they refer to.

1. **Some** of the food **is** cold.
2. **Some** of the vegetables **are** cold.
3. **Some** of the students **are** late for class.
4. All she wants **is** to be happy.
5. All her dreams **have** come true.
6. Any friend of yours **is** a friend of mine.
7. Any friends he had **were** few and far between.
8. **Some** of the meat **is** raw.
9. I can think of some remarks in retort, but **none seem** appropriate.

With “none” we use the plural or singular form according to whether it is one or many things that we’re referring to.

1. **None** of the girls **is** married.
2. **None** of the children **is** as sweet as Mary Ann.
3. **None** of the criminals **have** been arrested.

Fractions such as “one-half” and “one-third” may be singular or plural depending on what they refer to.

1. **Half** of the mail **has** been opened.
2. **Half** of the letters **have** been read.

Subjects joined by “and” take a plural verb unless the subjects are thought to be one item or unit.

1. Jai and Veeru are radio jockeys.
2. Incorrect: **Jai and Veeru** each is **applying for the position**.
C o r r e c t : Jai and Veeru **each are** applying for the position.
3. *Guns and Roses* **is** my favourite rock group.
4. Chicken and dumplings **is** my favourite holiday dish.
5. A psychiatric *analysis and examination* **has** been done.
6. The great *poet and scholar* **is** dead.
7. My *friend and benefactor* **has** come.
8. *Bread and butter* **makes** a good breakfast. (Taken together)
9. *Slow and steady* **wins** the race.
10. *Early to bed and early to rise* **makes** a man healthy, wealthy and wise.

One man, two roles

Remember that when two nouns point to only one person or thing, article “the” is used **only once** with the first noun:

The Chief Engineer and Manager of the factory **has** agreed. (One person holding two positions.)

If “the” is used before each noun separately, this would mean two persons or things, and in that case the plural verb should be used.

The Chief Engineer and the Manager of the factory **have** agreed. (Two different persons.)

WATCH OUT!			
	Common errors	The correct form	Why? (The theory)
1	Either the teacher or the <i>students</i> is responsible.	Either the teacher or the <i>students</i> are responsible.	In cases where the subjects are joined by “or”, “nor”, “either . . . or”, or “neither . . . nor”, the verb must agree with the subject closer to it. Bingo!!
2	Neither the students nor the <i>teacher</i> are responsible.	Neither the students nor the <i>teacher</i> is responsible.	
3	Is either my <i>brothers</i> or my father responsible?	Are either my <i>brothers</i> or my father responsible?	
4	Are either my <i>father</i> or my brothers responsible?	Is either my <i>father</i> or my brothers responsible?	

5	She is one of the <i>girls</i> who cheers on Friday nights.	She is one of the <i>girls</i> who cheer on Friday nights.	Relative pronouns, such as “ <i>who</i> ”, “ <i>which</i> ” or “ <i>that</i> ”, which refer to plural antecedents require plural verbs. However, when the relative pronoun refers to a single subject, the pronoun takes a singular verb.
6	She is the only one of the cheerleaders who have a broken leg.	She is the only one of the cheerleaders who has a broken leg.	
7	They each is applying for the position.	They each are applying for the position.	Subjects preceded by “ <i>every</i> ”, “ <i>each</i> ”, and “ <i>many a</i> ” are singular. Yippee!!
8	<i>Every</i> man, woman, and child were given a life preserver.	<i>Every</i> man, woman, and child was given a life preserver.	
9	<i>Many a tear</i> have to fall, but it's all in the game.	<i>Many a tear</i> has to fall, but it's all in the game.	
10	<i>Each</i> of the students work after school.	<i>Each</i> of the students works after school.	

When many come together

A collective noun, such as “audience”, “faculty” or “jury”, requires a singular verb when the group is regarded as a whole and a plural verb when the members of the group are regarded as individuals.

With collective nouns the usage depends on the sense. If the collective noun represents a whole group or a body (institution), it takes a singular verb. But, if the collective noun represents a part or parts or divisions of a body, it takes a plural verb.

These are some of the commonly used collective nouns: **Government, parliament, assembly, council, committee, army, crew, staff, jury, fleet, crowd, administration, audience, class, crowd, faculty, orchestra, team, majority, mob** etc.

1. The committee **has** *agreed* on this issue. (The verb is Singular because there is no division in the committee.)
2. The committee **are** *divided* on this issue. (Here the verb is Plural because the committee is divided.)
3. The crew **is** well trained. (Here the verb is Singular because the “crew” represents one undivided group.)
4. The crew **were** taken prisoners. (Here the verb is Plural because the members of the crew have to be taken prisoners separately.)
5. The Parliament **has** elected its Speaker.
6. The military **were** deployed over the troubled area.
7. The fleet **has** touched the shore.
8. The Government **has** decided to introduce the Bill.

9. The Assembly **is** in session.
10. The mob **has** dispersed.
11. The mob **have** started throwing stones.
12. The jury **has** come to a unanimous verdict.
13. The jury **are** divided in opinion.
14. The jury **has** made its decision.
15. The *faculty* **are** preparing their presentations.
16. The group of bizarrely dressed youths **is** taking over the cafeteria.
17. The Kapoor family **is** going on vacation this year.
18. The Kapoor family **are** going to fight all the way through their vacation.
19. A *herd* of elephants **was** charging towards us.
20. The *class* **is** very noisy today.
21. My football *team* **is** doing really well.
22. **The bag of shopping was** too heavy to carry. (Bag of shopping = singular subject. Lots of shopping, but there's only one bag).

“People”, in the sense of “group of persons”, is always used in the plural number. But when “people” is used in the sense of a “nation”, it can be used both as singular (a people) and as plural (collectively referring to people hailing from different nations).

- | | |
|----|--|
| 1. | The peoples of India and China are hardworking. |
| 2. | We Indians are an emotional people. |

Subjects preceded by “the number of” or “the percentage of” are singular, while subjects preceded by “a number of” or “a percentage of” are plural.

The same rule applies to some other phrases of indefinite number like *many of, a handful of, the rest of, half of, a quarter of, some of, most of, majority of, minority of, part of, percent of, none of, all of, a few of, etc.*

- | | |
|---|--|
| 1. A number of children are playing. | 2. A number of students are absent. |
| 3. The number of students is going down. | 4. The number of graduates is increasing. |
| 5. The number of guests varies . | 6. A large percentage of the vacationers are senior citizens. |

Some nouns such as *deer, shrimp* and *sheep* have the same spelling for both their singular and plural forms.

In these cases, the meaning of the sentence will determine whether they are singular or plural.

- | | |
|--|--|
| 1. <i>Deer</i> are beautiful animals. | 2. <i>The spotted deer</i> is licking the sugar cube. |
|--|--|

Always singular

Titles of books, companies, brand names, and groups are singular.

- | | |
|---|--|
| 1. <i>Great Expectations</i> is my favourite novel. | 2. <i>Cats</i> is my favourite musical. |
| 3. <i>The Untouchables</i> was a very violent movie. | 4. <i>The X-files</i> is re-screening this evening. |

5. Is “*dinosaurs*” spelt *dinosuars* or *dinosaurs*?

“Words” used as “words”, not as “grammatical parts” of the sentence, require singular verbs.

1. “*Can’t*” is the contraction for *cannot*.
2. “*Cats*” is the plural form of *cat*.

Some nouns are always used in the singular number — poetry, scenery, machinery, stationery, crockery, luggage, baggage, postage, knowledge, breakage, jewellery, information, furniture, money and wastage.

1. Kashmir is famous for its colourful scenery. (Not **sceneries**)
2. It is an anthology of poetry. (Not **poetries**)
3. He has imported all his machinery from Germany. (Not **machineries**)
4. The laboratory equipment is made of glass. (Not **equipments**)
5. I have no information from him. (Not **informations**)

Note — If it is necessary to indicate the singular or plural form of these nouns we place “a piece (or pieces) of”, “an item(s) of”, “an article(s) of” etc. before the noun, without changing the form of the noun.

1. I have **a piece of information** for you.
2. This **item of your furniture** is really beautiful.
3. I don’t like this **article of jewellery**.
4. **All kinds of furniture** are available here.
5. I want only **a few articles of stationery**.
6. The **pieces of equipment** were found damaged.

A verbal noun (infinitive or gerund) serving as a subject is treated as singular, even if the object of the verbal phrase is plural.

1. *Hiding* your mistakes **does** not make them go away.
2. *To run* five miles **is** my goal.

A noun phrase or clause acting as the subject of a sentence requires a singular verb.

1. *What I need* **is** to be loved.
2. *Whether there is any connection between the two events* **is** unknown.
3. *The best thing about birthdays* **is** the presents.

Some nouns like measles, news, physics, politics, mathematics, mechanics, summons, gallows, calculus, innings etc., which appear plural in form, are actually singular in number.

1. Politics **is** not an easy game.
2. A summons **has** come from the court.
3. A gallows **is** made of wood or iron.
4. Mathematics **is** a difficult subject.

5. The news **is** correct.
7. *Measles is a dreadful disease.*
9. Politics **has** lost its moral character.
6. Their first innings **was** disappointing.
8. Calculus **requires** great skill in algebra.

Some nouns ending in -ics, such as *economics* and *ethics*, take singular verbs when they refer to principles, a system or a field of study; however, when they refer to individual practices or applications, they usually take plural verbs.

1. *Ethics is* being taught in the spring.
3. *Economics is* an interesting subject.
5. *Statistics is* taught at B-schools.
2. *His unusual business ethics get* him into trouble.
4. The *economics* of your project **are** all wrong.
6. No *statistics are* available on calls-to-conversions ratio.

When adjectives of quantity (like much, more, little, less, lots, etc.) are used as subjects, they take a singular verb.

1. **Much has** already been done.
3. **Much more is** still needed.
5. **Lots is** still need.
2. **Little has** been done so far.
4. **Much less was** expected.

Always plural

Some words ending in -s refer to a single thing but are nonetheless plural and require a plural verb.
(Also refer to “Singular in pair” below.)

These include: Alms, thanks, riches, caves, species, scissors, trousers, pants, clippers, tongs, bellows, gallows, fangs, measles, eyeglasses, goggles, amends, annals, archives, ashes, arrears, athletics, auspices, belongings, breeches, bowels, braces, binoculars, billiards, customs, congratulations, dregs, earnings, entrails, embers, fetters, fireworks, lodgings, lees, mumps, odds, outskirts, particulars, proceeds, proceedings, regards, remains, savings, shambles, shears, spectacles, surroundings, tidings, troops, tactics, vegetables, valuables, wages, works, innings, etc.

1. His **trousers** are dirty.
3. My assets **were** wiped out in the depression.
5. Our thanks **go** to the workers who supported the union.
7. He lives on the **outskirts** of the town.
2. What are your monthly **earnings**?
4. The average worker’s earnings **have** gone up dramatically.
6. He gave him **alms**.

Some nouns are singular in form but plural in use, always taking a plural verb.

Examples: Cattle, gentry, clergy, cavalry, infantry, nobility, poultry, peasantry, children, admiralty, yeomanry, etc.

Note: Family is used both as singular and as plural depending on the context.

1. The **cattle are** grazing in the field.
2. The **peasantry are** very happy.
3. Our **cavalry are** very strong.

Unusual forms

Certain nouns of Latin and Greek origin have unusual singular and plural forms.

Examples (plural in brackets): Criterion (criteria), alumnus (alumni), datum (data), medium (media).

1. The *data* **are** available for inspection.
2. The only *criterion* for membership **is** a high GPA.

Singular in pair

Sometimes nouns take weird forms and can fool us into thinking they're plural when they're really singular and vice-versa. Words such as **trousers, glasses, pants, spectacles, jeans, shears, tongs, pliers, and scissors** are regarded as plural (and require plural verbs) unless they're preceded by **pair of** (in which case the word *pair* becomes the subject).

1. Your trousers **are** dirty.
2. Your scissors **are** blunt.
3. The tongs **are** missing.
4. Where **are** your spectacles?
5. A pair of trousers **is** ready for you.
6. A pair of scissors **is** on the table.
7. My glasses **were** on the bed.
8. My pants **were** torn.
9. A pair of plaid trousers **is** in the closet.

Of numbers and measures

Mathematical expressions of *subtraction and division* require singular verbs, while expressions of ***addition or multiplication*** take either singular or plural verbs but it is best to stick to singular.

1. Ten *divided by* two **equals** five.
2. Five *times* seven **equals** thirty-five.
3. Two plus two **is** four (preferred).
4. Two plus two **are** four (also correct but not preferred).

Nouns expressing time, distance, weight, and measurement are singular when they refer to a unit and plural when they refer to separate items.

1. *Fifty yards* **is** a short distance.
2. *Ten years* **have** passed since I finished college.

3. Two hundred bottles of wine **is** plenty.
4. One hundred dollars **is** too much to spend on a pair of sneakers!
5. Nine out of ten dentists **recommend** the new toothpaste.

Some nouns after definite numeral adjectives are always used in the singular number. But if the numeral adjective is indefinite, the nouns will be used in the plural number.

Examples: Pair, dozen, score, gross, stone, hundred, thousand, million, billion, etc.

1. He bought two **pair** of shoes (**not two pairs** of shoes).
2. He bought **four dozen** pencils.
3. He is **three score** and ten (means seventy).
4. I have **five thousand** rupees.
5. The city has **ten million** people.
6. He bought **dozens** of pencils.
7. **Millions of people** had to suffer as the gas leak went undetected for hours.

If a compound word is formed by joining a definite numeral adjective and a noun (by a hyphen), the noun so used will always be in the singular number.

1. Here is a **five-rupee** note.
2. Please lend me a **ten-rupee** note.
3. He gave me a **hundred-rupee** note.
4. This is included in our **five-year** plan.
5. He fell down from a **ten-foot** high wall.
6. A **three-man** enquiry committee has been set up.
7. There was a **twenty-foot** deep ditch.
8. A **five-judge** bench will hear this case.

If a numeral adjective and a fraction (a half, a quarter, three quarters, etc.) are to be used with a noun, the sentence must be carefully structured.

Noun should be used after the numeral adjective, and the number of the noun is singular or plural according to the numeral adjective. The fractions should be used after the noun.

Incorrect	Correct
The train is late by one and a half hours .	The train is late by one hour and a half .
I have one and a half rupees .	I have one rupee and a half .
I have read five and a half chapters .	I have read five chapters and a half .
The distance is four and three quarters kilometres .	The distance is four kilometres and three quarters .
Its weight is one and a half kilo .	Its weight is a kilo and a half .

BUT, if a numeral adjective and a fraction are joined by **and**, and they are used in the sense of multiplication, the noun is placed after them, and is always plural.

Incorrect	Correct
The amount will grow one time and a half .	The amount will grow one and a half times .
The amount will grow two times and a half .	The amount will grow two and a half times .

Singular, and also plural

“Wages” may be singular or plural.

1. The wages of sin **is** death (‘wages’ is singular in only this sense)
2. The wages **are** not so low these days.

A plural subject followed by a singular appositive requires a plural verb. Similarly, a singular subject followed by a plural appositive requires a singular verb.

1. When the girls throw a party, *they* each **bring** a gift.
2. The *board*, all ten members, **is** meeting today.

Same singular and plural

Some nouns remain the same in both singular and plural numbers and are used in the same form.

Examples: Swine, vermin, mankind, police, public, etc.

1. The **police** **has** been informed.
2. The **police** **have** taken action.
3. **Swine** **are** dirty animals.
4. You are **a** dirty **swine**.

Agree positively

If the sentence compounds a positive and a negative subject and one is plural, and the other singular, the verb should agree with the positive subject.

1. The department members but not the chair **have** decided not to teach on Valentine’s Day.
2. It is not the faculty members but the president who **decides** this issue.
3. It was the speaker, not his ideas, that **has** provoked the students to riot.

WATCH OUT!			
	Common errors	The correct form	Why? (The theory)
1	A dozen was injured.	A dozen were injured.	Some nouns (like dozen, score, million, hundred, thousand, people and cattle) appear to be singular in form, but they are actually plural in meaning and sense and take a plural verb.
2	The cattle is grazing.	The cattle are grazing.	
3	The people is satisfied.	The people are satisfied.	
4	Ship after ship arrive at the port.	Ship after ship arrives at the port.	If the same noun is repeated before and after a preposition, the noun is used in the singular each time, and the verb is also used in the singular number.
5	Chance after chance were lost.	Chance after chance was lost.	
6	I , who is your friend, should help you.	I , who am your friend, should help you.	If the subject of a verb is a relative pronoun (who, whom, whose, which, that)

7	You , my servant, is not loyal to me.	You , my servant, are not loyal to me.	the verb depends on the number and person of the antecedent (noun or pronoun used before it).
8	The poor is honest.	The poor are honest.	Certain adjectives when joined with “the” become plural nouns, and take a verb in the plural number. Examples: Poor, rich, humble, blind, honest, dumb, lame, crippled etc.
9	The dumb does not speak.	The dumb do not speak.	
10	Shakespeare was very popular in the sixteenth and seventeenth century .	Shakespeare was very popular in the sixteenth and seventeenth centuries .	If two or more adjectives are connected with “and”, and if an article has been used only before the first adjective, the noun used after the adjectives will be in the plural number. But if the article is used before each adjective, the noun will be singular.
11	Shakespeare was very popular in the sixteenth and the seventeenth centuries .	Shakespeare was very popular in the sixteenth and the seventeenth century .	

Common gender

Some nouns and pronouns are of common gender or are said to have dual gender as these may be used as masculine or feminine.

Examples: Child, baby, friend, student, teacher, lecturer, professor, pupil, artist, author, reader, servant, worker, poet, speaker, writer, typist, engineer, lawyer, advocate, client, clerk, conductor, musician, politician, minister, leader, dealer, secretary, enemy, parent, relation, cousin, orphan, neighbour, person, president, monarch, etc.

Nouns of common gender that end in “-man” should not be used with feminine gender pronouns. In such cases, “-man” should be replaced by “-person”.

Use chairperson, spokesperson, sportsperson, mediaperson, etc. instead of chairman, spokesman, sportswoman, mediaman, etc.

A difficulty arises when the pronoun to be used with a common gender noun is in the singular number.

1. Every teacher should do **his** duty.
2. Every teacher should do **her** duty.

The grammatically correct (but politically incorrect or sexist) way is to use the masculine gender.

1. Every teacher should do **his** duty.
2. No student should waste **his** time.

A politically correct but clumsy way to restructure this is: Every teacher should do **his** or **her** duty.

A more accepted, politically correct version (which is, however, grammatically incorrect), is:

Every teacher should do **their** duty.

The best solution is to reconstruct the sentence: Teachers should do **their** duty.

Let us look at some more examples, where a little restructuring helps us breathe easy.

Problematic	Better
Before the audition, each actor must submit his or her photograph.	Before the audition, each actor must submit a photograph. (<i>It's obvious the producers don't want a picture of the family dog.</i>)
Each doctor felt rewarded for his participation in the clinic.	The doctors felt rewarded for their participation in the clinic.
The student can depend on peer tutors to help solve his/her writing problems.	The student can depend on peer tutors to help solve writing problems.
If a motorist calls for help, she must pay for the call. (<i>This is a little sexist.</i>)	A motorist who calls for help must pay for the call.
Every customer deserves the most courteous service we can give <i>him</i> .	Every customer deserves our most courteous service.
Always do your best for the patient, no matter how cranky <i>s/he</i> is.	Always do your best for the patient , not matter how cranky the patient is. (<i>There is some repetition, but the meaning is very clear.</i>)

Exceptions to the SVA rules

By now, you know the common SVA rule: A singular subject takes a singular verb and a plural subject takes a plural verb.

What makes grammar so exciting is that there are exceptions to almost every rule!

Here are the **exceptions** to this general SVA rule:

Exception 1: Dare not, need not

These are two typical verbs used in **negative sentences**. These are used in the plural form even with singular subjects. The third person singular is “**need**”, and not “**needs**” just as “**dare**” is used for “**dares**” provided it is followed by a negative.

1. He dare not oppose me. (*Not dares*)
2. He need not work hard. (*Not needs*)
3. She need not see a doctor.
4. He needn't have gone to school on Sunday.
5. He has got a car. He needn't have travelled by bus. 6. He dare not slap her!
7. She dare not go out.
8. Need he go there?
9. Need he try again?
10. Dare he speak before you?
11. Dare he repeat the mistake?
12. They dare not oppose me.
13. He need not go.
14. He need never fear me.
15. He need hardly take my help.
16. He need scarcely demand any more help.
17. He needn't smoke or drink at the party.
18. He dare hardly speak before me.
19. He daren't come before me.
20. He daren't have gone alone in the deep woods.

Note—If “**dare**” and “**need**” are used in the affirmative sense (without “**not**”) they take the plural form with the plural subject and singular form with the singular subject.

1. He needs a pen.
2. They need food.
3. She doesn't need a pen?
4. Does he need to go there?
5. He dares me to climb the peak.
6. Does he dare to challenge you?
7. Will the girls dare to walk in the dark?

Exception 2: Verbs of supposition, in subjunctive mood

A plural verb is used with singular subjects in sentences expressing mere imagination or impossible hope, wish or condition.

1. If I **were** a bird.
2. **Were** I a king.
3. How I wish she **were** here.
4. If I **were** you, I would do it.
5. He behaved as if he **were** our master.
6. I wish I **were** a rich man. (But I'm not.)
7. If I **were** you, I wouldn't do that. (But I'm not you).
8. Airlines insist that each passenger **pass** through a metal detector. (*Not passes*)
9. It's extremely important that silicon chips **be made** (*Not are made*) in a dust-free environment.
10. Alexander the Great said, “If I **were** not Alexander, I would want to be Diogenes.”
11. The student would score more if he **studied**. (*Not if he studies*)
12. She could be the leader if she **ran** for the office. (*Not runs*)

Verbs in subjunctive mood can be tricky. Let us look at more examples so that they are very clear.

Incorrect	Correct
The Supreme Court <i>decreed</i> that the Centre will take charge of the situation.	The Supreme Court <i>decreed</i> that the Centre take charge of the situation.
He wishes the train moves faster.	He wishes the train moved faster. (<i>Here there is no possibility of the train moving faster.</i>)

If I was the prime minister, I would eradicate corruption.	If I were the prime minister, I would eradicate corruption.
I wish it was earlier	I wish it were earlier.
Suppose he speeds up suddenly.	Suppose he were to speed up suddenly.
If the college lowers its tuition fee, I would probably enrol.	Should the college lower its tuition fee, I <i>would</i> probably enrol. OR If the college lowered its tuition fee, I would probably enrol.
If he drives slower, he will recognise the landmarks from now on.	If he drove slower, he would recognise the landmarks from now on.
Ann suggested we should go to the Chinese restaurant.	Ann suggested that we go to the Chinese restaurant.
I insist you to be quiet.	I insist that you be quiet.
The supervisor preferred all workers to wear uniforms from now on.	The supervisor <i>preferred that</i> all workers wear uniforms from now on.
It is time you should realise your responsibility.	It is time you realised your responsibility.
I would rather you learn English.	I would rather you learnt English.

Exception 3: Verbs of wish or blessing

In sentences expressing deep and sharp wish, blessing or hope, plural verb is used with singular subjects. In these sentences, the verb is used in the subjunctive mood. This use is now rare.

1. Long live the King!
2. God save the King!
3. Long live our friendship!

Noun errors

Noun errors may seem elementary but can really vixen (oops! that should be fox) you unless you are watchful. Study these examples and sharpen your clause (oops again!).

Incorrect	Correct
R Shakuntala, the custom official, virtually put an end to smuggling.	R Shakuntala, the customs official, virtually put an end to smuggling.
Shakuni was an expert in the game of dies .	Shakuni was an expert in the game of dice .
Force was brought in to curb the militant activities.	Forces <i>were</i> brought in to curb the militant activities.
Inventions are made by genii .	Inventions are made by geniuses .
The Queen's of England reaction was important in the Diana episode.	The Queen of England's reaction was important in the Diana episode.
I am going to Stephen Hawking's the scientist's country.	I am going to Stephen Hawking the scientist's country.
The audience listened to Javed and Vajpayee's poems.	The audience listened to Javed's and Vajpayee's poems.
The cart's wheel was broken.	The wheel of the cart was broken.
If you are the favourite of the Fortune, you might escape suffering while others suffer.	If you are Fortune's favourite , you might escape suffering while others suffer.
His house is at the throw of a stone from here.	His house is at a stone's throw from here.
He wears glass to aid his short-sighted eyes.	He wears glasses to aid his short-sighted eyes.
Take care of the vixen as they are wily creatures.	Take care of the foxes as they are wily creatures. OR Take care of the vixen as she is a wily creature.
Who shall win if there is a contest between the dwarves and the giants?	Who shall win if there is a contest between the dwarfs and the giants?
The same board is used for chess as well as draught.	The same board is used for chess as well as draughts .
Children should not seek admissions to the elders' society.	Children should not seek admission to the elders' society.
The down-to-earth never forget the grounds on which they stand.	The down-to-earth never forget the ground on which they stand.
The law of indexes proves very helpful in algebraic calculations.	The law of indices proves very helpful in algebraic calculations.
The bright lamps gave much lights .	The bright lamps gave much light .
The practices of the lawyers vary from those of the doctors.	The practice of the lawyers <i>varies</i> from <i>that</i> of the doctors.
I spoke to Kumar Gaurav's the actor's secretary.	I spoke to Kumar Gaurav the actor's secretary.
There was no money in the bank in Maya's and Veena's joint account.	There was no money in the bank in Maya and Veena's joint account.
The cup's base was rounded.	The base of the cup was rounded.
You will be promoted in the time of a year .	You will be promoted in a year's time .
Mr. M is ready to make any sacrifice for the sake of justice .	Mr. M is ready to make any sacrifice for justice' sake .
Devendra Kaushik is Vishwanathan Anand of our chess circle.	Devendra Kaushik is the Vishwanathan Anand of our chess circle.
The fleet of ships move at a uniform speed.	The fleet of ships moves at a uniform speed.
Neelesh is Gandhiji of our class.	Neelesh is the Gandhiji of our class.
My friend brought two dozens eggs.	My friend bought two dozen eggs.
This cattle has been in trouble ever since the	These cattle have been in trouble ever since the

Incorrect	Correct
famine.	famine.
Cares of the old <i>are</i> necessary.	Care of the old <i>is</i> necessary.
A book is printed on papers .	A book is printed on paper .
The team members should listen to the advices given by the captain and the manager.	The team members should listen to the pieces of advice given by the captain and the manager.
She gives herself air whenever at a party.	She gives herself airs whenever at a party.
The cloths he wears are costly.	The clothes he wears are costly.
A realist sees a thing in its true colour .	A realist sees a thing in its true colours .
When you draw a circle, you use a compass .	When you draw a circle, you use compasses .

SVA revisited

Before we move on to the exercises, let us look at some more examples of SVA errors. Recapitulate and reinforce!

Incorrect	Correct
Among the constitutional rights we cherish are freedom .	Among the constitutional rights we cherish is freedom .
The group of protesters are blocking the entrance to the building.	The group of protesters is blocking the entrance to the building.
The annual rituals of the group confuses the neighbours.	The annual rituals of the group confuse the neighbours.
The quiz , as well as all workbook exercises, were collected.	The quiz , as well as all workbook exercises, was collected. <i>Phrases such as "as well as," "such as," "along with," "rather than," "with", "together with", "in addition to", "like", "and not", "no less than", "rather than", "more than", "unlike", "besides", "excluding", "accompanied by" and "including" introduce items that are NOT considered when determining whether a verb is singular or plural.</i>
The commander , with all his soldiers, were killed.	The commander , with all his soldiers, was killed.
The chief cashier , together with all his men, have been dismissed.	The chief cashier , together with all his men, has been dismissed.
He , as well as his friends, have failed.	He , as well as his friends, has failed.
Ram , like Mohan and Sohan, are fond of pictures.	Ram , like Mohan and Sohan, is fond of pictures.
A driver's license , together with two other pieces of identification, are required.	A driver's license , together with two other pieces of identification, is required.
The mayor as well as his brothers are going to prison.	The mayor as well as his brothers is going to prison.
The mayor and his brothers is going to jail.	The mayor and his brothers are going to jail.
The mayor , who has been convicted along with his four brothers on four counts of	The mayor , who has been convicted along with his four brothers on four counts of

Incorrect	Correct
various crimes but who also seems, like a cat, to have several political lives, are finally going to jail.	various crimes but who also seems, like a cat, to have several political lives, is finally going to jail.
His jacket , not his shirt or his socks, always seem to match his slacks.	His jacket , not his shirt or his socks, always seems to match his slacks.
Her birthday celebration , together with the upcoming holiday, make for a very full calendar.	Her birthday celebration , together with the upcoming holiday, makes for a very full calendar.
The war-torn country's only relief were the food and medical supplies dropped from the sky.	The war-torn country's only relief was the food and medical supplies dropped from the sky.
The explanation provided by the agency were farming practices, population growth and international aid.	The explanation provided by the agency was farming practices, population growth and international aid.
A mixture o f m a t e r i a l s were u s e d t o w i t h s t a n d h i g h t e m p e r a t u r e s	A mixture o f m a t e r i a l s was u s e d t o w i t h s t a n d h i g h t e m p e r a t u r e s .
The woman who made those cakes are our next-door neighbour.	The woman who made those cakes is our next-door neighbour.
The president and vice president , accompanied by the board of directors, plans to vote against changing the company rules.	The president and vice president , accompanied by the board of directors, plan to vote against changing the company rules.

Exercises

Exercise # 01

1. The schedule of courses and classes often (bewilder/bewilders) new students.
2. Communication among family members (play/plays) a key role.
3. The parade of cars and horses (was/were) spectacular.
4. The news about the survivors (is/are) really bad.
5. Beyond the Alps (lie/lies) Italy.
6. The cost of new cars (is/are) dropping.
7. My severest critic and best friend (is/are) my wife.
8. Ham and eggs (is/are) a tasty dish.

9. The president of the First National Bank and leader of the scout troop (has/have) just started to speak.
10. None of the men (was/were) arrested.

Exercise # 02

1. Take two (spoonsful/spoonfuls) of your medicine every hour.
2. (This/These) data (is/are) interesting.
3. One and one (equals/equal) two.
4. Two plus two (is/are) four.
5. On the wall (was/were) several posters.
6. His favourite dessert (is/are) rasmalai.
7. One or two books (is/are) enough.
8. Two credit cards or a driver's license (is/are) required.
9. The book or the magazines (is/are) on the shelf.
10. What we need in this country (is/are) more honest politicians.

Exercise # 03

1. Five millilitres (seem/seems) to be an adequate amount of base to neutralise the acid.
2. Five years (is/are) the maximum sentence for that offence.
3. Ten rupees (is/are) a high price to pay.
4. A thousand bushels (is/are) a good yield.
5. Neither the President nor the members of the cabinet (is/are) behind the bill.
6. Neither the members of the cabinet nor the President (is/are) behind the bill.
7. Your blood pressure, as well as your temperature and heartbeat, (is/are) up today.
8. His income, like that of many small businessmen, (has/have) taken a terrific drop this year.
9. She is one of those (women/woman) who (runs/run) (her/their) husbands ragged.
10. All I want (is/are) friends and money.

Exercise # 04

1. The depletion of natural resources, in addition to the rapid increase in utilisation of these resources, (have/has) encouraged many nations to conserve energy.
2. A series of sightings of UFOs (has, have) turned the sleepy town into a tourist attraction.
3. It is good service that (makes, make) a restaurant great.
4. Economics (is/are) studied in most colleges.
5. The (alumni/alumnus/alumna/alumnae) of The College of New Rochelle are bright young women with good education.
6. (Those kinds of apples are / That kind of apple is) too sour.
7. Three-quarters of the work (is/are) done.
8. Two-thirds of the pupils (was/were) sick.
9. Either his sister or his parents (has/have) to see me.
10. George Bernard Shaw, as well as Mahatma Gandhi and River Phoenix, (was a vegetarian/were vegetarians).

Exercise # 05

1. She screamed as if she (was/were) being murdered.
2. If she (was not/were not/ had not been) so stupid, she (would understand/would have understood) how you feel about her.
3. If he (had gone/went) to the party, he (would have felt/ would feel) better.
4. If her husband (was/were/had been) at home that night, he would not (countenance/have countenanced) such shenanigans.
5. If I ever (became/will become/become) the CEO of the organisation, I (would/will) weed out the entire deadwood.
6. Each one of the children here (speak/speaks) fluent French.
7. Every possible cause and suspect (were/was) investigated.
8. One of the many (galaxy/galaxies) (was/were) proved to be near a black hole.
9. Everyone in the fraternity has (his/their/his or her) own set of prejudices.

10. Time and tide (wait/waits) for no one.

Exercise # 06

1. She (dare, dares) not come before me.
2. He (need, needs) not do it.
3. (Was, Were) he in England to see the coronation!
4. The commission (is / are) divided in their opinion on this issue.
5. The committee (has / have) arrived at a unanimous decision.
6. My spectacles (has/have) been broken.
7. Here (are/is) a pair of trousers for you.
8. (I, you and he/He, you and I) have been selected for scholarship.
9. Each boy and each man received (his/their) share in time.
10. The blind (need/needs) to get social recognition.

Exercise # 07

1. More games than one (is/are) lost for want of coordination.
2. Question after question (was/were) asked to me.
3. It (is/are) they who will help us.
4. My great disappointment (is/are) my repeated failures.
5. Not only I but also all my sons (are/am) ready to go.
6. Not only the strikers but also their leader (were/was) arrested.
7. Nothing but peak over peak (appear/appears) over there.
8. Our only guide (was/were) the teachers.
9. A (five-man/five-men) commission has been set up.
10. He jumped into a (forty-foot/forty-feet) deep well.

Exercise # 08

1. We should not be miserly in giving (alm/alms) to the beggars.
2. I have sent my (trouser/trousers) to the laundry.
3. He has built a house on the (outskirt/outskirts) of the city.
4. He immersed the (remain/remains) of his father into the Ganges.
5. He has lost all his (valuable/valuables).
6. Please accept my (congratulation/congratulations) for your success.
7. He sucked the liquor to the last (dreg/dregs).
8. The prisoner was kept in (fetter/fetters).
9. I have no liking for pastoral (poetry/poetries).
10. I have to purchase all kinds of (stationery/stationeries) for the school.

Exercise # 09

1. She is very fond of sparkling (jewellery/jewelleries).
2. I don't travel with heavy (luggage/luggages).
3. I receive all necessary (information/informations) from him.
4. Please show me all items of (crockery/crockeries).
5. The letter is short of (postage/postages).
6. Can you not reduce your (wastage/wastages)?
7. No news (is/are) good news.
8. Their performance in the first (inning/innings) was very poor.
9. Politics (is/are) the game of fortune hunters.
10. The Indian peasantry (is/are) still backward.

Exercise # 10

1. Our cavalry (is/are) highly trained.
2. The (gentry/gentries) have already arrived.
3. There is a large herd of (swine/swines).
4. All the (people/peoples) were happy.
5. I have several (pair/pairs) of shoes.
6. There are three (thousand/thousands) workers in this factory.
7. (Thousand/thousands) of workers are working in this factory.
8. I have four (pair/pairs) of shoes.
9. He is now three (scores/score) and ten.
10. (Scores/score) of houses have been gutted in fire.

Exercise # 11

1. He is rolling in (million/millions).
2. There is no absentee in the fifth and the sixth (classes/class).
3. There is no post-office in the first and second (lane/lanes).
4. Many great scientists were born in the eighteenth and nineteenth (century/centuries).
5. There is no mistake in the fourth and the fifth (page/pages).
6. No berth is available in the first and last (coach/coaches).
7. Apples sell at (ten and a half rupees/ten rupees and a half) a kilo.
8. He reached late by (one and a quarter hours/one hour and a quarter).
9. I have (two and quarter hours / two hours and a quarter) at my disposal.
10. He covered (twenty and a half kilometres / twenty kilometres and a half) in (one and a half hours / one hour and a half).

Exercise # 12

1. At this rate of interest your money will grow (two times and a half /two and a half times).
2. My income has risen (one time and a half/one and a half times).
3. The poor (deserve/deserves) all our sympathy.
4. The wounded (was/were) admitted in hospital.
5. The rich (is/are) not always merciless.
6. Every teacher should know (his/her/their/his or her) students.
7. I love to walk in the fresh morning (air/airs).
8. I shall spare no (pain/pains) in giving entire satisfaction to you.
9. Please submit your income-tax (return /returns) immediately.
10. This stool is made of (iron/irons).

Exercise # 13

1. I shall shift my entire household (effect/effects) from here.
2. I have booked my (good/goods) by passenger train.
3. He struck the ball with great (force/forces).
4. You have to pay your (custom/customs) duty.
5. He has gone to the (wood/woods) in search of his lost cattle.
6. He has built a small temple in the (premises /premise) of his new house.
7. Most men live to the age of three (score/scores) and ten.
8. I like the (scenery/sceneries) of this place.
9. My car cost me fifty (thousand/thousands) rupees.
10. Our score in the first (inning/innings) was very encouraging.

Exercise # 14

1. Pray and give (thank/thanks) to God that you have been saved.
2. There was a herd of (deer/deers) in the wood.
3. Their (offspring/offsprings) are all sickly.
4. Whose (cattle/cattles) are these?
5. Five (hundred/hundreds) years have passed since then.
6. The (tiding/tidings) came very late.
7. The (jury/juries) found him guilty.
8. (Dozen/Dozens) of men were injured.
9. I bought two (dozen/dozens) pencils.
10. He gave (alm/alms) to every beggar.

Exercise # 15

1. Where (is/are) the scissors?
2. The police (has/have) made no arrests.
3. Economics (is/are) taught by Dr. Jain.
4. The clergy (is/are) opposed to closing the church today.
5. A huge crowd (has/have) assembled.
6. No news (has/have) come from my brother.
7. Sheep blindly (follow/follows) the leader.
8. The jury (has/have) not come to a unanimous verdict.
9. Measles (is/are) a bad disease.
10. No cattle (is/are) allowed to graze here.

Exercise # 16

1. My family (is/are) early risers.
2. Three dozen pencils (has/have) been distributed.
3. The government (is/are) determined to implement the plan.
4. The majority of workers (has/have) come on duty.
5. The rich (is/are) not always happy.
6. I have bought a new (spectacle/pair of spectacles).
7. Have you installed new (machineries/machinery)?
8. Please pay my (regard/regards) to your father.
9. These poultry (is/are) mine.
10. You can select from these three (pair/pairs) of shoes.

Exercise # 17

1. So many (pair/pairs) of shoes are here before you.
2. I have all these points at (the ends of my fingers/my finger-ends).
3. He gets a monthly allowance of two (thousand/thousands) rupees.
4. His (hairs have/hair has) turned grey.
5. You must follow my (advice/advices).
6. I have not yet brought my (furniture/furnitures).
7. The news (is/are) not authentic.
8. He attended King (George's the Fifth/George the Fifth's) coronation ceremony.
9. The wages of sin (is/are) death.
10. His weekly (earning is/earnings are) very poor.

Exercise # 18

1. This is my (uncle's, the engineer/uncle, the engineer's) office.
2. (My pen's colour/The colour of my pen) is black.
3. A (three-men/ three-man) enquiry committee will look into the matter.
4. No more (informations/information) (is/are) available.
5. (My father's friend's son/The son of my father's friend) is coming today.
6. (A kite's wings/The wings of a kite) are large.
7. I have sent him my (congratulation/congratulations) for his success.
8. There was a (fifty-feet/fifty-foot) deep valley.
9. (Truck after truck/Trucks after trucks) crossed the prohibited line.
10. There is no light in the fifth and sixth (house/houses).

Exercise # 19

1. The police (has/have) already conducted a search of the fourth and the fifth (room/rooms).
2. His score was (one and a half centuries/one century and a half).
3. (Houses after houses/House after house) (was/were) looted by the dacoits.
4. Indian (force is/forces are) strong enough to face the challenge.
5. Gandhi has left his footmarks on the (sand/sands) of time.
6. Both his (daughter-in-laws/daughters-in-law) are beautiful.
7. There are 5 (M.A./M.A.s/M.A.'s) among the applicants.
8. The Indians are a religious-minded (people/peoples).
9. This vehicle is a carrier of (good/goods).
10. He brought the cake from (Deepak's/Deepaks/Deepaks').

Exercise # 20

1. The economics of your budget (is/are) wrong.

2. The logistics of the project (has/have) to be worked out.
3. Vital statistics (is/are) very important in beauty pageants.
4. A driver's license or two credit cards (is/are) required.
5. A thousand bushels (was/were) obtained.
6. Either his parents or his sister (has/have) to see me.
7. Each of Sylvia Plath's "bee poems" (use/uses) the theme of beekeeping to express aspects of the human condition.
8. This is our eighth (five-year/five-years) plan.
9. He gave me two ten (-rupee/-rupees) notes.
10. The cottage was thrown into (shamble/shambles) by the earthquake.

Exercise # 01

- | | |
|--------------|-----------|
| 1. bewilders | 2. plays |
| 3. was | 4. is |
| 5. lies | 6. is |
| 7. is | 8. is |
| 9. has | 10. were. |

Exercise # 02

- | | |
|--------------|----------------|
| 1. spoonfuls | 2. These, are; |
| 3. equals | 4. is |
| 5. were | 6. is |
| 7. are | 8. is |
| 9. are | 10. is |

Exercise # 03

- | | |
|----------------------|--------|
| 1. seems | 2. is |
| 3. is | 4. is |
| 5. are | 6. is |
| 7. is | 8. has |
| 9. women, run, their | 10. is |

Exercise # 04

- | | |
|------------|-----------------------|
| 1. has | 2. has |
| 3. makes | 4. is |
| 5. alumnae | 6. That kind of apple |
| 7. is | 8. were |
| 9. have | 10. was a vegetarian |

Exercise # 05

- | | |
|------------------------------|--------------------------------|
| 1. were | 2. were not, would understand |
| 3. had gone, would have felt | 4. had been, have countenanced |
| 5. became, would | 6. speaks |
| 7. was | 8. galaxies, was |
| 9. his | 10. wait |

Exercise # 06

- | | |
|---------|------------------|
| 1. dare | 2. need |
| 3. Were | 4. are |
| 5. has, | 6. have |
| 7. is | 8. He, you and I |
| 9. his | 10. need |

Exercise # 07

- | | |
|--|----------------|
| 1. are (<i>but "More than one game <u>is</u> lost</i>) | 2. was |
| 3. is | 4. is |
| 5. are | 6. was |
| 7. appears | 8. was |
| 9. five-man | 10. forty-foot |

Exercise # 08

- | | |
|---------------|---------------------|
| 1. alms, | 2. trousers, |
| 3. outskirts, | 4. remains, |
| 5. valuables, | 6. congratulations, |
| 7. dregs, | 8. fetters, |
| 9. poetry, | 10. stationery. |

Exercise # 09

- | | |
|----------------|------------|
| 1. jewellery | |
| 2. luggage | |
| 3. information | |
| 4. crockery | |
| 5. postage | 6. wastage |
| 7. is | 8. innings |
| 9. is | 10. are |

Exercise # 10

- | | |
|--------------|-------------|
| 1. are | 2. gentry |
| 3. swine | 4. people |
| 5. pairs | 6. thousand |
| 7. Thousands | 8. pair |
| 9. score | 10. Scores |

Exercise # 11

- | | |
|---|---------------------------|
| 1. millions | 2. class |
| 3. lanes | 4. centuries |
| 5. page | 6. coaches |
| 7. ten rupees and a half | 8. one hour and a quarter |
| 9. two hours and a quarter | |
| 10. twenty kilometres and a half, one hour and a half | |

Exercise # 12

- | | |
|-------------------------|-------------------------|
| 1. two and a half times | 2. one and a half times |
| 3. deserve | 4. were |
| 5. are | 6. his |
| 7. air | 8. pains |
| 9. returns | 10. iron |

Exercise # 13

- | | |
|-------------|-------------|
| 1. effects | 2. goods |
| 3. force | 4. customs |
| 5. woods | 6. premises |
| 7. score | 8. scenery |
| 9. thousand | 10. innings |

Exercise # 14

- | | |
|--------------|------------|
| 1. thanks | 2. deer |
| 3. offspring | 4. cattle |
| 5. hundred | 6. tidings |
| 7. jury | 8. Dozens |
| 9. dozen | 10. alms |

Exercise # 15

- | | |
|-----------|---------|
| 1. are | 2. have |
| 3. is | 4. are |
| 5. has | 6. has |
| 7. follow | 8. have |
| 9. is | 10. are |

Exercise # 16

- | | |
|--------------|-----------------------|
| 1. are | 2. have |
| 3. is | 4. have |
| 5. are | 6. pair of spectacles |
| 7. machinery | 8. regards |
| 9. are | 10. pair |

Exercise # 17

- | | |
|-------------|-----------------------|
| 1. pairs | 2. my finger-ends |
| 3. thousand | 4. hair has |
| 5. advice | 6. furniture |
| 7. is | 8. George the Fifth's |
| 9. is | 10. earnings are |

Exercise # 18

- | | |
|----------------------------------|-------------------------|
| 1. uncle, the engineer's | 2. The colour of my pen |
| 3. three-man | 4. information, is |
| 5. The son of my father's friend | 6. The wings of a kite |
| 7. congratulations | 8. fifty-foot |
| 9. Truck after truck | 10. houses |

Exercise # 19

- | | |
|---------------------------|---------------------------|
| 1. have, room | 2. one century and a half |
| 3. House after house, was | 4. forces are |
| 5. sands | 6. daughters-in-law |
| 7. M.A.'s | 8. people |
| 9. goods | 10. Deepak's |

Exercise # 20

- | | |
|-----------|--------------|
| 1. are | 2. have |
| 3. are | 4. are |
| 5. were | 6. has |
| 7. uses | 8. five-year |
| 9. -rupee | 10. shambles |

MORE ON VERBS

Harshad, along with his brother Ketan, (plan, plans) to surprise their mother for her birthday. She is usually so tired after work that she has to (lay, lie) down and rest for half an hour before making dinner. What the boys have in mind (was, is) a home-cooked meal of their own. "Where (are, is) the set of wine glasses?" (ask, asks) Harshad. "Most of the glasses (are, is) in the box, but one is (broke, broken)." After (making, to make) burgers and baked potatoes, they call their mother. She is astonished. "I wish Daddy (was, were) in town to see what a beautiful job you've done!" Neither the boys nor their mother (try, tries) to hide their delight when they bring out the dessert. The dessert (are, is) ice cream sundaes.

Did you pick these verbs?

Plans, lie, is, is, asks, are, broken, making, were, tries, is.

If you did, well, you can smile. You seem to know your verbs.

WATCH OUT!			
	Common errors	The correct form	Why? (The theory)
1	I have come yesterday .	I came yesterday.	The sentences mix up past and present tenses. In these cases, the verb should be in the simple past tense.
2	He has left a few minutes ago .	He left a few minutes ago.	
3	He has met me last winter .	He met me last winter.	
4	I had come just now.	I have come just now .	The use of “ just now ” is correct only in the present perfect tense .
5	He was leaving just now.	He has left just now .	
6	He has already went home.	He has already gone home.	The following adverbs of time are always used with the present perfect tense, not with the simple past tense: Already, yet, since, until now, so far.
7	You did not do any work so far.	You have not done any work so far.	
8	The train left before I had reached the station.	The train had left before I reached the station.	Here, there are two actions occurring at two points of time in the past. The action in the near past is written in simple past tense and that occurring in the distant past, in past perfect tense.
9	The patient died before the doctor reached .	The patient had died before the doctor reached .	
10	He had came and I went.	He came and I went .	When two things happen (almost) simultaneously, then past simple tense is used for both of them.

Have any cause for ‘has’ or ‘had’?

‘Have’, ‘has’ and ‘had’ are simple chaps go but can get quite mischievous if you are not watchful. Let us get to know them better.

In some sentences, the subject does not act himself but behaves like the boss – he gets the work done by others. Such sentences are constructed as below with the help of **have, has** or **had**, used as causative verbs. Here are some examples:

- | | |
|---|---|
| 1. I had him punished for his fault. | 2. He had a house built . |
| 3. I have my essays corrected by my teachers. | 4. I shall have my letter typed . |
| 5. They can have their furniture repaired . | 6. I got him punished. |
| 7. I shall get my essay corrected . | 8. He gets his furniture repaired every year. |
| 9. I am getting my house whitewashed . | 10. He made him run away. |
| 11. I got him dismissed. | 12. He had the orders passed. |

When have gives, takes or does !

When ‘**have**’ means **give, take** or **do**, it can be used in the **present continuous tense** also.

1. We **are having** a party today.
2. They **are having** very difficult times these days.

But we should not write sentences like the following:

1. **Incorrect: I am having** a book.
2. **Incorrect: She is having** a small baby.
3. **Incorrect: This book is having** six chapters.

Have some hope !

There are some verbs that, if used in **past perfect tense**, would indicate **action left incomplete**. These verbs express **hope, wish, desire** and **imagination**. Examples: **Wish, hope, want, expect, intend, suppose, think**. Also remember that an **infinitive** is used after the **past perfect form** of these verbs.

1. **I had expected to find** him here. (But could not find him here.)
2. She **had hoped to pass** in the first division. (But could not)
3. **I had wished to buy** a new car. (But could not)

Perfect infinitives can also be used in place of **simple infinitives**:

1. I had expected **to have found** him here.
2. She had hoped **to have passed** in the first division.
3. I had wished **to have bought** a new car.

Had a good time?

As a main verb, had means possess, experience etc. Had is the past tense of have.

For example, “I had a good time” means “I experienced a good time.”

This is one sentence that continues to confuse students:

I have had a good time.

Is this right? Have and had together? Past tense and present tense as neighbours?

Well, we need not get confused because we know “have” is both a main and an auxiliary verb. “Had” is the main verb meaning “experienced”. “Have” is the auxiliary used for making perfect tense. Let us rewrite the above sentence.

I have experienced a good time.

Ha! Now it is not so bad, is it?

Sometimes have had, has had or had had are used together. Do not get spooked if you see sentences like the following:

1. **I have had** my breakfast.
2. She **has had** her breakfast.

3. She **had had** her breakfast very early.

4. He **will have had** his breakfast by now.

Have an obligation

1. *I have to go to office.*

Now, that is an obligation, plain and simple. Come what may, I better go.

Suppose I do not have to go to office. How can we turn this obligation around into a negative? Here are two ways:

1. *I haven't to go to office today.*

2. *I don't have to go to office on a holiday.*

Had I ...

Sometimes “**had**” is used to express **condition, wish or imagination.**

1. **Had** I been a king!

2. **Had** I seen the Olympic games!

3. **Had** I won a lottery!
been my master.

4. He behaved as if he **had**

You have been a “has-been”?

These sentences show that some action **started in the past** and also **ended in the past**, and is **not continuing in the present**.

1. I have been a Professor. (I am not a Professor now.)

2. I have been to England. (I am not there now.)

3. He has been a sportsman. (Now he is not.)

4. He is a bit of a has-been. (Do you think you are praising him when you say this? Why?)

When ‘do’ does it better !

Special effect

It sometimes happens that we want to change the order of words to gain some particular effect. The use of **do** then comes handy.

1. He knows little of the harm being caused to him.

2. Little does he *know* of the harm being caused to him.

Don't you think there is a little more drama in the second version of the sentence?

To avoid repetition

1. *Repetitive: He sings well and she sings well.* 2. *Better: He sings well and so does she.*

To add emphasis

1. **Normal:** You **made** a mistake.
2. **Forceful:** You **did** make a mistake.

To make a request or invitation more persuasive

1. **Normal:** ***Come to the party.***
2. **More persuasive:** ***Do come to the party.***

Not 'has gone'

Sometimes 'Go' is used in the sense of 'Lose'. In that case we should write **is gone** or **was gone**, or **is lost** or **was lost**, not **has** or **had gone** or **lost**.

1. **Incorrect:** My suitcase **has lost**.
2. **Correct:** My suitcase **is lost**.
3. **Incorrect:** My suitcase **has gone** in the train.
4. **Correct:** My suitcase **was gone** in the train.

Ought to do

Ought to is used to express moral obligation, desirability or strong probability. Remember that ought is always followed by an infinitive with to.

1. ***We ought to serve our fellowmen. (moral obligation)***
2. ***You ought to get married now. (desirability)***
3. ***It ought to rain. (strong probability)***

Would you please?

*Habitual action: Would is used to express habitual action in the past. Here, would takes the place of used to: **She would teach the children every day.***

Express a condition

1. ***She would be killed if she goes. (future) (There is some possibility of her going.)***
2. ***She would be killed if she went. (future) – (There is no possibility of her going.)***
3. ***She would have been killed if she had gone. (past) – (She didn't go.)***

*Polite request: **Would you lend me your pen?***

*Probability: **The match would be over by now.***

*Strong desire: **I wish I would be at home now.***

Need you dare?

These are four words we use regularly. These are also the words we are likely to misuse. Meet **need**, **needn't**, **dare** and **daren't** in their various forms.

1. **I need** a pen.
2. **You/they need** a pen.
3. **He needs** a pen.
4. **I/you/he/they needed** a pen.

5. **I don't need** a pen.
7. He **need** not fear me.
9. He **need** hardly take my help.
11. **Need** he go there?
13. Do I need to go with him?
you?
15. Did you need to behave like this?
17. He **needn't** go there.
19. He **needn't have gone** there. (unnecessary)
21. He **dares** me to climb to the peak.
23. They **dare** me to move this boulder.
25. I **dare** not stand before you.
integrity.
27. He **dare** hardly speak before me.
29. **Dare** he repeat the mistake?
you?
31. **Did** he dare to argue with you?
33. He **daren't** come before me.
35. He **daren't have** gone alone in the deep wood.
challenged him like this.
6. **She doesn't need** a pen.
8. He **need** never fear me.
10. He **need** scarcely demand any more help.
12. **Need** he try again?
14. Does he need to go with
you?
16. You **needn't** work so hard.
18. They **needn't** go there.
20. He **needn't have behaved** like this. (improper)
22. I **dare** you to compete with me.
24. He **dare** not fight with me.
26. They **dare** not question my
integrity.
28. **Dare** he speak before you?
30. **Does** he dare to challenge
you?
32. **Do** I dare to stand before him?
34. I **daren't** go there alone.
36. You **daren't have** challenged him like this.

WATCH OUT!			
	Common errors	The correct form	Why? (The theory)
1	He has and will play cricket.	He has played , and will play , cricket.	When there is only one auxiliary to two principal verbs, it should correctly associate with both.
2	His child has been selected for interview while others failed to qualify.	His child has been selected for interview while others have failed to qualify.	
3	He neither has nor will help you.	He neither has helped nor will help you.	
4	He has not and should not tell a lie.	He has not told and should not tell a lie.	
5	The poachers were caught yesterday when they fell trees illegally.	The poachers were caught yesterday when they felled trees illegally.	Verbs like fall , lie , rise and sit are made transitive by a slight change in their spelling. The transitive is the causative of the corresponding intransitive verbs.
6	He laid still on the carpet.	He lay still on the carpet.	
7	Rise your hands if you are in support of this candidate.	Raise your hands if you are in support of this candidate.	
8	The books are laying on the table.	The books are lying on the table.	
9	Please lie these coats across my bed for now.	Please lay these coats across my bed for now.	
10	He has laid in bed all day; I wonder if he's sick.	He has lain in bed all day; I wonder if he's sick.	

When a question tags along !

Question tags are part of normal conversations. But do you get it right every time? You should check it out, **shouldn't you?**

- | | |
|---|---|
| 1. You love me, don't you? | 2. Let us now play, shall we? |
| 3. You don't love me, do you? | 4. Don't go there, will you? |
| 5. He is a good man, isn't he? | 6. He is not a good man, is he? |
| 7. He doesn't work hard, does he? | 8. He works hard, doesn't he? |
| 9. He rarely comes here, does he? | 10. Few people are interested in this scheme, are they? |
| 11. No one will come, will he / will they? | 12. Any one can come, can't he / can't they? |
| 13. All of us will go, won't we? | 14. None of us has done it, have we? |
| 15. All of you can do it, can't you? | 16. None of you can do it, can you? |
| 17. All of them were present, weren't they? | 18. None of them were present, were they? |
| 19. Everything is lost, isn't it? | 20. Nothing is lost, is it? |
| 21. I am only a student, aren't I? | 22. I am not a student, am I? |
| 23. There is no good college, is there? | 24. There is a good college, isn't there? |
| 25. I need a book, don't I? | 26. He needs a book, doesn't he? |
| 27. He used to live here, didn't he? | 28. Ring the bell, will you? |
| 29. Don't ring the bell, will you? | 30. Let us now go for dinner, shall we? |
| 31. Let us form a society, shall we? | 32. Let them read here, will you? |
| 33. Let her take the book, will you? | |

More about LAY and LIE

The verbs **to lay** and **to lie** are probably the two most confusing verbs in English. Because they are so widely used they are worth paying a little extra attention to.

Present Stem	Past Tense	Past Participle	Present Participle
lay	laid	laid	laying
lie (down)	lay	lain	lying
lie (untruth)	lied	lied	lying

To '**lay**' means to put or place something down. It always takes an object. If you can use the verb **put** in your sentence you need a form of the verb **to lay**.

1. I usually **lay** the keys on the table.
2. Yesterday I **laid** the book on the table.
3. I had just **laid** the book on the table when the phone rang.
4. I'm **laying** the book on the table.

To **'lie'** means to rest, relax, or place oneself in a horizontal position. It does not take an object. If you can use the verb **recline** in your sentence, you need a form of the verb to **lie**.

1. I **lie** on the floor for fifteen minutes every afternoon.
2. Yesterday I **lay** on the floor for fifteen minutes.
3. I have **lain** on the floor for fifteen minutes every afternoon as long as I can remember.
4. I'm **lying** on the floor for fifteen minutes (so don't bother me).

WATCH OUT!			
	Common errors	The correct form	Why? (The theory)
1	I bid him to quit the organisation.	I bid him quit the organisation.	The infinitive is used without "to" after verbs like help, watch, bid, dare, hear, let, make, need and see.
2	You need not to worry about us.	You need not worry about us.	
3	She heard her to weep .	She heard her weep .	
4	I agree for helping you out in trouble.	I agree to help you out in trouble.	The following verbs are followed by the infinitive: Agree, arrange, attempt, care, cease, consent, decide, determine, endeavour, fall, forget, hesitate, hope, learn, manage, neglect, prepare, promise, propose, refuse, regret, remember, seem, swear, undertake.
5	There is not alternative but to help him out.	There is no alternative but help him out.	Prepositions "but" and "except" take the infinitive without "to".
6	I would rather to go for batting.	I would rather go for batting.	Expressions "would rather, would sooner, rather than, sooner than and had better" are followed by infinitive without "to".
7	He heard the lion roared .	He heard the lion roaring .	Verbs of sensation like hear, listen, look, observe, perceive, see and smell, and verbs like catch, keep, leave and start are followed by a noun/pronoun + present participle
8	The teacher caught the students napped .	The teacher caught the students napping .	
9	I like my food boiling .	I like my food boiled .	The following verbs are followed by a noun/pronoun + past participle Get (causative), have (causative), like, make, prefer, wish, want, etc.
10	He flew for London at 8	He flew for London at 8	A present participle should

	a.m., arriving there twelve hours later.	a.m., and arrived there twelve hours later.	not be used to express an action that is not occurring at the same time as that of the action of the principal verb.
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Why is London wrong and Kumble right (apart from the fact that he is the first Indian to reach the 500 Test Match Wickets)?

Now you know why that sentence about flying to London is wrong. What about this sentence?

Kumble bowled extremely well, conceding only eight runs in his last four overs.

Can we apply the ‘London’ logic to this sentence and say that Kumble is wrong? **Actually, this sentence is correct.**

Here we have two parts: Kumble **bowled** extremely well. He **conceded** only eight runs in his last four overs. Now, both these actions are **happening together**. He is *conceding runs while he is bowling*. Whereas our London-bound friend was trying the impossible task of starting for London and arriving there at the same time.

WATCH OUT!			
	Common errors	The correct form	Why? (The theory)
1	Avoid to overwrite as much as possible.	Avoid overwriting as much as possible.	The following verbs are followed by a gerund (ing): Avoid, detest, dislike, enjoy, can't help (in the sense of <i>avoid</i>), keep (in the sense of <i>continue</i>), mind, prevent, risk, stop, accustomed to, fed up with, habituated to, is not good, is no use, is used to, looking forward to, tired of, tired with, with a view to and is worth.
2	I am accustomed to teach students.	I am accustomed to teaching students.	
3	They were to be married last month but had to postpone the wedding until next month.	They were to have been married last month but had to postpone the wedding until next month.	Be is used in the past tense with the perfect infinitive to indicate an arrangement that was “made” but not “carried out”.
4	I am sorry for I being late.	I am sorry for my being late.	The noun or pronoun coming before a gerund must be used in possessive case .
5	Nobody can prevent me going there.	Nobody can prevent my going there.	

6	It depends upon your understanding the situation.	It depends upon you understanding the situation.	
7	There is a chance of the milk's turning sour.	There is a chance of the milk turning sour.	If the noun coming before the gerund is a lifeless thing , it should not be used in the possessive case .
8	There is danger of the roof's falling in rains.	There is danger of the roof falling in rains.	
9	I avoid to go there.	I avoid going there.	After the following verbs only a gerund should be used (not an infinitive): Feel, mind, avoid, consider, enjoy, excuse, finish, miss, can't help, look forward, to give up, go on, it is no good and it is no use.
10	We just missed to catch the train.	We just missed catching the train.	

Drunken driver drank more !!

There are some past participles which are used as **pure adjectives**, and not as the past participle form of verbs. They are—**drunken, molten, bounden, cloven, graven, stricken, shrunken, sunken and shorn**. They can qualify only a noun, as: a drunken driver, molten lava, bounden duty, cloven foot, graven image, stricken heart, shrunken face, sunken ship and shorn sheep. The normal past participle forms of these are: **Drunk, melted, bound, clove, graved, struck, shrunk, sunk and sheared**.

To 'to' or not to 'to'?

Infinitive without "to"

The infinitive is used without '**to**' after these verbs: hear, see, feel, make, let, bid, watch, behold, know, notice, observe, need not and dare not.

- | | |
|---|---|
| 1. He bade me go . (not to go) | 2. We shall watch him dance . |
| (not to dance) | |
| 3. Let him sing . (not to sing) | 4. Make him work . (not to work) |
| 5. Behold / see / observe him play . (not to play) | 6. My teacher helped me learn tables fast. (not to help) |

But if the verbs listed above are used **passively**, they will take the infinitive **with 'to'**.

- | | |
|---------------------------------|--------------------------------------|
| 1. He was made to do it. | 2. He was known to have |
| hidden the treasure. | |
| 3. He was bidden to go . | 4. He was seen to be crossing |
| the river. | |

Infinitives do not take ‘to’ after these expressions: had better, had rather, would sooner, would rather, sooner than, rather than and had sooner.

1. He had better resign.
withdraw.
2. He would rather
3. I would sooner resign than serve in these conditions.
than waste my time.
4. I would study rather

‘To’ is not used with the infinitive after the conjunction ‘than’: He is better able to write **than speak**.

'To' is not used with the infinitive after the preposition **'but'**, provided that **but** has **'do'** verb before it.

1. She can **do** nothing **but** weep. 2. We **did** nothing but **play**.

If **“have”** or **“has”** or **“had”** has a **noun** or a **pronoun** after it, the infinitive following will not have ‘to’ with it.

No 'to'	With 'to'
1. I will have you remember me.	1. There is no book to read .
2. He had him know his fault.	2. I have no time to waste .
3. He will have me forget my insult.	3. He is not a man to be respected .
4. I saw him dance .	4. I have a horse to sell .
5. I bid you go .	5. This book is good to read .
6. I will have you accept your fault.	6. Mangoes are sweet to eat .
	7. I am eager to go .
	8. The weather is pleasant to enjoy .

In such sentences, the infinitive is used only in **active voice**, not in **passive voice**.

Incorrect	Correct
1. The problem is easy to be solved .	1. The problem is easy to solve .
2. He has a horse to be sold .	2. He has a horse to sell .
3. I have a house to be furnished .	3. I have a house to furnish .
4. He is hard to be pleased .	4. He is hard to please .
5. These mangoes are sweet to be eaten .	5. These mangoes are sweet to eat .
6. He is to be blamed .	6. He is to blame.
7. Tea is easy to be prepared .	7. Tea is easy to prepare .
8. He has a point to be made .	8. He has a point to make .

But in the following cases passive voice is followed by ‘to’:

1. **[Correct]:** It **was not to be found**. (*Possibility*)
2. **[Correct]:** The man said, “**If I were to give** birth to a child, I would bear it in my womb for a year.” (*Hypothesis*)

Some verbs when joined with an **infinitive** show the occurrence of an action. They also carry the sense of sudden occurrence of the action concerned. These verbs are: happen, seem, chance and appear.

1. I **happened to see** a snake.
2. He **seemed to have forgotten** me.
3. I **chanced to meet** him in the market.
4. He **appeared to recognise** me.

Model use of modals.

A modal is a verb (like “can”, “might” and “must”) used with another verb to express an idea or possibility that is not expressed by the main verb of the sentence. You make use of modals everyday. Study the following sentences:

1. **May** I come in, sir?
2. **May** I sit on this chair?
3. You **may** come in. (Permission)
4. You **may** sit on this chair. (Permission)
5. It **may** rain. (Possibility)
6. He **may** be late. (Doubt)
7. It **might** rain. (very little possibility)
8. He **might** come today.
9. He **might** pass.
10. He **might** change his mind.
11. **Might I** use your pen, please?
12. **Might I** borrow your pen for an hour?
13. **Might I** go now?
14. You **might** go now.
15. **May** you live long! (Wish)
16. **May** God help you! (Wish)
17. I came so early that I **may** find you at home. (Purpose)
18. Work hard so that you **may** pass. (Purpose)
19. He **may** have submitted his application.
20. He **may** have given him some help.
21. The robber **might** have killed him. (He escaped being killed.)
22. He **might** have robbed me.
23. The thief **might** have escaped from the police custody.
24. He said, “My father **may** come today.”
25. He said that his father **might** come that day.
26. You **might** pay a little more attention to your studies. (dissatisfaction)
27. You **might** come a little earlier. (expectation – a little negative)
28. **Could** you lend me your pen?
29. **Could** you give me a lift by your car?
30. He asked me, “**Can** you help me?”

31. He asked me if **I could** help him.
32. He said, "I **cannot** go there."
33. He said that he **could** not go there.
34. He **could have passed** the examination. (But he did not.)
35. You **could have reached** in time. (But did not.)
36. He **could have avoided** the accident.
37. **Shall** I lock the gate? (i.e. Do I have your permission to lock the gate?)
38. **Shall I** bring my father tomorrow? (i.e. Do I have your permission to bring my father tomorrow?)
39. **Shall** he be allowed to go? (i.e. Does he have your permission to go?)
40. **Will** you have tea with me?
41. **Will** you lend me your pen for a minute?
42. **Will** you not support me?
43. **Would** you have tea with me?
44. **Wouldn't / won't** you have tea with me?
45. **Would you mind** having tea with me? (Remember that '**would**' shows more courtesy.)
46. He **will** only talk about his sons. (habit)
47. He **will** play upon his guitar till midnight. (habit)
48. The train **will have crossed** Allahabad.
49. He **will have left** the office by now.
50. If he had worked a little harder, he **would have secured** first division.
51. Had he come a few days earlier, he **would have seen** his mother.
52. He **would** often spend his evenings in the club.
53. He **would** often go for swimming. (used to)
54. **I would rather** remain at home. (used to)
55. **I would rather** break than bend.
56. **I would sooner** give up my claim.
57. **Should** you come in time, I would give you a prize. (If)
58. **Should I** seek his help, he would certainly help me. (If)
59. **I would like** to know your future plan.
60. He **would like** to know your future plan.
61. **I would prefer** to travel by bus.
62. He **would be glad** to meet you.
63. **I would be inclined to** go with you.
64. **I wish** you **would** not refuse me.
65. **I wish** you **would** study science. **Note**—After '**wish**' we do not use '**will**'.
66. You must come to office at 10 o'clock.
67. You **mustn't** jump out from a moving train.
68. This book **must** be very popular.
69. We **must** love our country.
70. We **must** be kind to the poor.
71. You **must** drive cautiously.

72. You **must** avoid strong drinks.
73. He laboured very hard. He **must have** secured first division.
74. He started very early. He **must have** caught the train.
75. He talks very proudly. He **must be** an arrogant person.
76. He spoke very fluently. He **must have been** an orator.

DESSERTS: YUM-YUM!!

*A few transitive verbs like **eat, read, smell, taste** etc, even in an activity form, are sometimes used in a passive sense.*

Incorrect : The mangoes *are tasted* sour.

It is true that the mangoes *are tasted*. Mangoes do not *taste*. Yet the above sentence would imply that The mangoes *are tasted when they are sour*. Like “Some vegetables are eaten raw.” means “Some vegetables are eaten in their raw state *or* when they are raw.”) But common knowledge tells us that people in general prefer sweet mangoes. What the writer intends is the meaning The mangoes *are sour when tasted*. This comes out in the following sentence.

Correct: The mangoes **taste** sour.

Incorrect : This fruit **is smelt** sweet.

This would mean that this fruit is smelt when it is sweet. Do you know of any such fruit bound by such convention? What the writer intends to say is that this fruit is sweet when smelt, So,

Correct: This fruit **smells** sweet.

Exercise

Let's check your command of verbs. Pick the right form of the verb from the brackets.

1. I (lay, laid) the baby in his crib half an hour ago.
2. I have been (lying, laying) down too much lately.
3. He had just (lain, laid) his head on the desk for ten minutes.
4. Either of the two professors (make, makes) a good mentor in physics.
5. Neither the stallion nor the two mares (likes, like) being saddled.
6. In our college, economics (attract, attracts) more students than ever.
7. Yesterday, without warning, one of the pipes in the building (burst, bursted).
8. Esha, along with her cousin, (organise, organises) the music festival every year.
9. He (wrote, had written) his wife a letter once a week, whether he was on the road or at home.

Answers

1. laid, 2. lying, 3. laid, 4. makes, 5. like, 6. attracts, 7. burst, 8. organises, 9. wrote.

A **conjunction** is a word that **connects** words or groups of words.

Spot the conjunctions in the following sentences.

1. Bob **and** Dan are friends. (The conjunction “**and**” connects two nouns.)
2. He will drive **or** fly. (“**Or**” connects two verbs.)
3. It is early **but** we can go. (“**But**” connects two groups of words.)

Types of conjunctions

Coordinating conjunctions connect two equal parts of a sentence. The most common ones are: **and, or, but, and so**.

Subordinating conjunctions connect two parts of a sentence that are not equal. Some of the more common subordinating conjunctions are: **after, before, unless, although, if, until, as, since, when, because, than, while** etc.

Correlative conjunctions are **pairs** of conjunctions that work together. In the sentence **Both Jan and Meg are good swimmers**, “**both**” and “**and**” are correlative conjunctions. The most common correlative conjunctions are: **both ... and, either ... or, neither ... nor, not only ... but also** etc.

Pairs only

Some conjunctions are used in pairs only.

Their use is correct only in pairs, not otherwise. The more popular pairs are: **Either ... or, neither ... nor, both ... and, though ... yet, although ... yet, whether ... or, not only ... but also, lest ... should, no sooner ... than, scarcely ... when, hardly ... when, as much ... as**, etc.

Let us use these conjunction pairs in sentences.

1. I shall **either** read **or** write a story.
2. He is **neither** strong **nor** courageous.
3. **Both** Mohan **and** Ram have passed.

4. **Though** he is poor **yet** he is honest.
5. I will go **whether** he comes **or** not.
6. He will **not only** encourage you **but also** help you.
7. Work hard **lest** you **should** fail.
8. **No sooner** had he reached the station **than** the train started.
9. It was **hardly** ten o'clock **when** I called on him.
10. He is **as much** greedy **as** miserable.

Rules of use

“Either ... or” and “neither ... nor” can be used as conjunctions linking two or more than two elements.

In other words, as **correlative conjunctions** they can be used for **two** or more than two persons or things. But as **pronouns and adverbs** they can be used for only **two** persons or things.

1. **Neither** Ram **nor** his father, **nor** even his friend could be of any help to me.
2. **Neither** power **nor** wealth, **nor** position can hold back the march of law.
3. **Either** my father **or** my brother **or** my uncle will help me in my hour of need.
4. **Either** Kanpur **or** Lucknow **or** Agra will be good enough to settle down after retirement.
5. I shall **either** walk **or** jog to office.

After “not either” we should use “or” (not “nor”)

1. Your friend is **not either** reasonable **or** fair. (**“nor fair”** is wrong.)
2. This book is **not either** exhaustive **or** up-to-date. (**“nor up-to-date”** is wrong.)

If a clause comes after “no”, “not” or “never”, the clause would be connected by the conjunction “or”, not “nor”

1. He has **no** relation **or** friend who can support him. (not **“nor”**)
2. He has **not** a relation **or** a friend who can support him. (not **“nor”**)
3. He **does not** have a relation **or** a friend who can support him. (not **“nor”**)
4. **I never** lived there **or** even went there before. (not **“nor”**)

No “not” with “until” and “unless”

We should not add **“not”** with these, as these are already negative.

1. I shall wait until you come. (Not “until you do not come”)
2. I shall fail unless you help me. (Not “unless you do not help me”)

Use “or not” after “whether” and “if”

1. I do not know **whether** (or **if**) he has gone **or not**.

2. I doubt **whether** he will help me **or not**.
3. **Whether** he will help me **or not** is doubtful.

WATCH OUT!			
	Common errors	The correct form	Why? (The theory)
1	I doubt as to whether he will help me or not.	I doubt whether he will help me or not.	Do not use “as to” before “whether”.
2	I do not know as to whether he is honest or not	I do not know whether he is honest or not	
3	I do not doubt whether he will help me or not.	I do not doubt that he will help me.	If a negative or an interrogative sentence has to be made with “doubt” or “doubtful”, we should use the conjunction “that” in place of “whether ... or not”.
4	Is it not doubtful whether he will help you or not?	Is it not doubtful that he will help you?	
5	The reason why he failed is because he did not study seriously.	The reason why he failed is that he did not study seriously.	When sentences begin with “The reason is” or “The reason why” the clause coming after should be connected with the conjunction “that” and not with “because”, “due to” or “owing to”.
6	The sun will set before you will reach .	The sun will set before you reach .	When “before” is used as a conjunction, it points to some future event or statement, but future tense is <i>not</i> used with it, even if its principal clause is in the future tense.
7	He will retire before a month will have passed .	He will retire before a month has passed .	
8	He will return after the train leaves .	He will return after the train has left .	The clause following “after” is usually in the present perfect tense (not in simple present).
9	He behaved as if he is the king.	He behaved as if he were the king.	“As if” and “as though” are imaginary or conditional expressions. These use past conditional tense after them, not present or future tense.
10	He danced with joy as though he will win the first prize.	He danced with joy as though he had won the first prize.	

Conditional or supposition sentences

Simple future tense

1. If you start early, you will reach in time. [**present simple + future simple**]
2. If you are honest, you will be respected. [**present simple + future simple**]

Simple past tense

1. If he **built** two houses, he **would give** you one. (past simple + would)
2. If **I secured** first position, he **would give** me a golden watch. (past simple + would)
3. If you **discovered** the treasure, you **would get** your share. (past simple + would)

Past perfect tense

1. If **I had built** two houses, **I would have given** you one. (**had + would have**)
2. If **I had secured** first position, he **would have given** me a golden watch. (**had + would have**)
3. If you **had discovered** the treasure, you **would have got** your share. (**had + would have**)

Note—These sentences can also begin with “**Had**” in place of “**If**”.

Prepositions – the right idiom

Abhorrence *of* ingratitude.
 Ability *for* or *in* some work.
 Abstinence *from* wine.
 Abundance *of* food.
 Access *to* a person or place.
 Accession *to* the throne.
 (In) accordance *with* rule.
 Accusation *of* theft.
 Acquaintance *with* a person or a thing.
 But make the acquaintance *of* a person.
 Adherence *to* a plan or cause.
 Admission *to* a society of persons or class or things.
 Admission *into* or *to* a place.
 Advance (progress) *of* learning.
 Advance (of a person) *in* knowledge.
 (To take) advantage *of* some one's mistake.
 (To gain) an advantage *over* someone.
 (To have) the advantage *of* anyone.
 Affection *for* a person.
 Allegiance *to* a person.
 Alliance *with* a person or state.
 Allusion *to* something.
 Ambition *for* distinction.
 Amends *for* some fault.
 Antidote *to* some poison.
 Antidote *against* infection.
 Anxiety *for* anyone's safety.
 Apology *for* some fault.
 Appetite *for* food.
 Application *to* books.
 Application *for* employment.
 Apprehension of danger.
 Approach *to* (attitude towards) anything.
 Aptitude *for* mathematics.
 Arrival *at* a place.
 Arrival *in* a country or large town.

Arrival *in* London, Paris, etc.
 Aspiration *after* or *for* fame.
 Assent *to* an opinion.
 Assurance *of* help.
 Atonement *for* sin.
 Attachment *to* a person or thing.
 Attack *on* a person or place.
 Attendance *on* a person.
 Attendance *at* a place.
 Attention *to* study.
 Attraction *to* or *towards* a thing.
 Authority *over* a person.
 Authority *on* a subject.
 Authority *for* saying or doing.
 Aversion *to* or *from* a person or thing.
 Bar *to* success.
 Bargain *with* a person.
 Bargain *for* a thing.
 Battle *with* anyone.
 Beneficence *to* the poor.
 Benevolence *towards* the poor.
 Bias *towards* a thing.
 Blindness *to* one's own faults.
 Candidate *for* election.
 Capacity *for* mathematics.
 Care *for* his safety.
 Care *of* his books.
 Cause *for* anxiety.
 Cause *of* trouble.
 Caution *against* error.
 Certainty *about* a matter.
 Certificate *of* good conduct.
 Cessation *from* work.
 Charge *of* murder (*Noun*)
 Charge *with* murder. (*Verb*)
 Claim *on* or *against* someone.
 Cloak *for* vice.
 Comment *on* something said.
 Commerce *with* a country.
 Compact *with* a person.
 Comparison *to* or *with* a person or thing.
 Compassion *for* a person.
 Compensation *for* a loss.
 Competition *with* a person.
 Competition *for* a thing.
 Complaint *against* a person.
 Complaint *about* a thing.
 Compliance *with* a request.
 Complicity *in* a crime.
 Concession *to* a demand.
 Concurrence *with* a person.
 Concurrence *in* a proposal.
 Condemnation *to* death.

Condolence *with* a person.
Confidence *in* a person.
Conformity *with* anyone's views.
Conformity *to* rule.
Connection *with* a person or thing.
Consciousness *of* guilt.
Consideration *for* a person.
Consideration *of* a thing.
Contact *with* something.
(A) contemporary *of* some person.
Contempt *for* a person or thing.
(A) contrast *to* a person or thing.
(In) contrast *with* a person or thing.
Contribution *to* a fund.
Contribution *towards* some project.
Control *over* a person or thing.
Controversy *with* a person.
Controversy *on* or *about* something.
Conversation *with* a person.
Conviction *of* guilt.
Co-partner *with* a person.
Co-partner *in* something.
Copy *from* nature.
Correspondence *with* a person.
Correspondence *to* a thing.
Craving *for* anything.
Decision *on* some case.
Delight *in* a person or thing.
Deliverance *from* a danger.
Dependence *on* a person or thing.
Descent *from* ancestors.
Desire *for* wealth.
Deviation *from* rule.
Digression *from* a subject.
Disagreement *with* a person.
Discouragement *of* a person.
(A) discouragement *to* a person.
Disgrace *to* a person.
Disgust *at* meanness.
Dislike *of* or *for* a person or thing.
Dissent *from* a proposal.
Distaste *for* mathematics.
Distrust *of* a person or thing.
Dominion *over* sea and land.
Doubt *of* or *about* a thing.
Drawback *to* success.
Duty *to* a person.
Eagerness *for* distinction.
Economy *of* time.
Eminence *in* painting.
Encroachment *on* one's rights.
Endeavour *after* happiness.
Endurance *of* pain.

Engagement *in* a business.
 Engagement *with* a person.
 Engagement (to marry) *to*.
 Enmity *for* or *with* a person.
 Entrance *into* a place.
 Envy *at* (or *of*) another's success.
 Equality *with* a person.
 Escape *from* punishment.
 Esteem *for* a person.
 Estrangement *from* a person.
 Evasion of a rule.
 Exception *to* a rule.
 (Make) an exception *of* some person or thing.
 Excuse *for* a fault.
 Exemption *from* a penalty.
 Experience *of* a thing.
 Experience *in* doing something.
 Exposure *to* danger.
 Failure *of* a plan.
 Failure *of* a person *in* something.
 Faith *in* a person or thing.
 Familiarity *with* a person or thing.
 Fine *for* an offence.
 Fitness *for* some position.
 Fondness *for* anything.
 Freedom *from* care.
 Freedom *of* action.
 (Has) a genius *for* mathematics.
 (Is) a genius *in* mathematics.
 Glance *at* a person or thing.
 Glance *over* a wide surface.
 Gratitude *for* a thing.
 Gratitude *to* a person.
 Greediness *for* a thing.
 Grief *at* an event.
 Grief *for* a person.
 Guarantee *for* or *of* a man's honesty.
 Guess *at* the truth.
 Harmony *with* anything.
 Hatred *of* or *for* a person.
 Hatred *of* a thing.
 Heir *to* some property.
 Heir *of* some person.
 Hindrance *to* anything.
 Hint *at* some reward.
 Hope *of* better luck. (*Noun*)
 Hope *for* better luck. (*Verb*)
 Hostility *to* a person or cause.
 Identity *with* a person or thing.
 Immersion *in* water.
 Impediment *to* progress.
 Imputation *of* guilt.
 Imputation *against* someone.

Incentive *to* industry.
Inclination *for* or *to* study
Independence *of* help.
Indifference *to* heat or cold.
Indulgence *in* wine.
Indulgence *to* a person.
Inference *from* facts.
Infliction *of* punishment.
Influence *over* or *with* a person.
Influence *on* anyone's actions.
Inkling *of* a secret.
Inquiry *into* circumstances.
Insight *into* a man's character.
Instruction *in* music.
Intercourse *with* a person.
Interest *in* a subject.
Interest (influence) *with* a person.
Interference *in* or *with* a man's affairs.
Interview *with* a person.
Intimacy *with* a person.
Intrusion *into* a man's house.
Invitation *to* a dinner.
Irruption *into* a country.
Irruption *by* invaders.
Jest *at* a man's bad luck.
Joy *in* his good luck.
Judge *of* a matter.
Jurisdiction *over* a province.
Jurisdiction *in* a lawsuit.
Justification *of* or *for* crime.
Key *to* a mystery.
Laxity *in* morals.
Lecture *on* a subject.
Leisure *for* amusement.
Leniency *to* prisoners.
Liability *to* an illness.
Libel *on* a person.
Libel *against* his character.
Likeness *to* a person or thing.
Liking *for* a person or thing.
Limit *to* a man's zeal.
Longing *for* or *after* a thing.
Look *at* a thing.
Lust *for* money.
Malice *against* a person.
Margin *for* losses.
Martyr *for* a certain cause.
Match *for* a person.
Menace *to* public health.
Motive *for* action.
Necessity *for* anything.
Necessity *of* the case.
Need *for* assistance.

(In) need *of* assistance.
 Neglect *of duty*.
 Neglect *in* doing a thing.
 Nerve *for* riding.
 Nomination *of* a person.
 Nomination *to* a post.
 Obedience *to* orders, parents, etc.
 Objection *to* a proposal.
 Obligation *to* a person.
 Obstruction *to* traffic.
 Offence *against* morality.
 (Take) offence *at* something done.
 Operation *on* a person or thing.
 Opportunity *for* action.
 Opposition *to* a person.
 Order *for* or *against* doing a thing.
 Outlook *from* a window.
 Outlook *on* the sea.
 Partiality *for* flatterers.
 Partnership *in* a thing.
 Partnership *with* a person.
 Passion *for* gambling.
 (At) peace *with* all men.
 Penance *for* some fault.
 Penetration *into* motives.
 Penitence *for* some fault.
 Perseverance *in* well-doing.
 Persistence *in* an attempt.
 Piety *towards* God.
 Pity *for* sufferers.
 Popularity *with* neighbours.
 Postscript *to* a letter.
 Power *over* a person.
 Precaution *against* infection.
 Preface *to* a book.
 Preference *for* one thing.
 Preference *to* or *over* another thing.
 Prejudice *against* a person.
 Preparation *for* action.
 Pretension *to* learning.
 Pretext *for* interference.
 Pride *in* his wealth.
 (Noun) Prides himself *on* his wealth.
 (Verb) Proficiency *in* mathematics.
 Profit *to* the seller.
 Progress *in* study.
 Proof *of* guilt.
 (Noun) Proof *against* temptation.
 (Adj.) Proportion *of* three to one.
 Protest *against* proceedings, decision, etc.
 (In) Pursuance *of an* object.
 Qualification *for* office.
 Quarrel *with* another person.

Quarrel *between* two persons.
 Question *on* a point.
 Ratio *of* one to five.
 Readiness *at* figures.
 Readiness *in* answering.
 Readiness *for* a journey.
 Reason *for* a thing.
 Reason *against* a thing.
 Recompense *for* labour.
 Reference *to* a person or thing.
 Reflections *on* a man's honesty.
 Regard *for* a man's feelings.
 (In or With) regard *to* that matter.
 Regret *for* something done.
 Relapse *into* idleness.
 Relation *of one* thing *to* another.
 Relation between two things.
 Relations *with* a person.
 Reliance *on* a man's word.
 Relish *for* food.
 Remedy *for* or *against* snakebite.
 Remonstrance *with* a person.
 Remonstrance *against* his conduct.
 Remorse *for* a crime.
 Repentance *for* sin.
 Reply *to* a letter.
 Reputation *for* honesty.
 Request *for* a thing.
 Resemblance *to* a person or thing.
 Resignation *to* fate.
 Resistance *to* injustice.
 Resolution *into* elements.
 Resolution *on* a matter.
 Respect *for* a man or his office.
 (In) respect *of* some quality.
 (With) respect *(to)* a matter.
 Responsibility *to* the law.
 Responsibility *for* action.
 Result *of a* proceeding.
 Reverence *for* age.
 Revolt *against* authority.
 Rival *in* anything.
 Rival *for* a position.
 Rivalry *with* a person.
 Satire *on* or *upon* a person, book, etc.
 Satisfaction *for* some fault.
 Search *for* or *after* wealth.
 (In) search *of* wealth.
 Shame *at* or *for* his fault.
 Share *of a* thing.
 Share *with* a person.
 Sin *against* God.
 (A) slave *to* avarice.

(The) slave *of* avarice.
 Slur *on* his character.
 Sneer *at* good men.
 Sorrow *for* his misfortunes.
 Specific *for* or *against* fever.
 Speculation *in* bank shares.
 Stain *on* one's character.
 Subjection *to* the laws.
 Submission *to* authority.
 Subscription *to* a fund.
 Subsistence *on* rice.
 Succession *to* an estate.
 Supplement *to* a book.
 Surety *for* a person.
 Suspicion *of* his intentions.
 Sympathy *with* or *for* the poor.
 Sympathy *with* a cause or *with* a person's views.
 Taste (experience) *for* hard work.
 Taste (liking) *for* hard work.
 Temperance *in* diet.
 Temptation *to* evil.
 Testimony *to* his character.
 Testimony *against* his character.
 Traitor *to* his country.
 Trespass *against* the law.
 Trust *in* his honesty.
 (In) unison *with* his character.
 (We have no) use *for* that.
 (What is the) use *of* that?
 (There is no) use *in* that.
 (At) variance *with* a person.
 (A) victim *to* oppression.
 (The) victim *of* oppression.
 Victory *over* his passions.
 Want *of* money.
 Warrant *for* his arrest.
 Witness *of* or *to* an event.
 Wonder *at* his rudeness. Yearning *for* his home.
 Zeal *for* a cause.
 Zest *for* enjoyment.

Adjectives

Abandoned *to* his fate.
 Abounding *in* or *with* fish.
 Absorbed *in* study.
 Acceptable *to* a person.
 Accomplished *in* an art.
 Accountable *to* a person.
 Accountable *for* a thing.
 Accurate *in* his statistics.
 Accused *of* a crime.
 Accustomed *to* riding.

Acquainted *with* a person or thing.
Acquitted *of* a charge.
Adapted *to* his tastes.
Adapted *for* an occupation.
Addicted *to* bad habits.
Adequate *to* his wants.
Affectionate *to* a person.
Afflicted *with* rheumatism.
Afraid *of* death.
Agreeable *to* his wishes.
Alarmed *at* a rumour.
Alien *to* his character.
Alienated *from* a friend.
Alive *to* the consequences.
Allied *to* a thing.
Allied *with* a person or country.
Amazed *at* anything.
Ambitious *of* distinction.
Angry *at* a thing.
Angry *with* a person.
Annoyed *at* a thing.
Annoyed *with* a person *for* saying or doing something.
Answerable *to* a person.
Answerable *for* his conduct.
Anxious *for* his safety.
Anxious *about* the result.
Applicable *to* a case.
Appropriate *to* an occasion.
Ashamed *of* his dullness.
Associated *with* a person.
Associated *in* some business.
Assured *of* the truth.
Astonished at his rudeness.
Averse *to* hard work.
Aware *of* his intentions.
Backward *in* mathematics.
Based *on* sound principles.
Bent *on* doing something.
Beset *with* difficulties.
Betrayed *to* the enemy.
Betrayed *into* the enemy's hands.
Blessed *with* good health.
Blessed *in* his children.
Blind *to* his own faults.
Blind *in* one eye.
Boastful *of* his wealth.
Born *of* rich parents.
Born *in* England.
Bought *of* a person.
Bound *in* honour.
Bound *by* a contract.
(Ship) bound *for* England.
Busy *with* or *at* his lessons.

Capable *of* improvement.
Careful of his money.
Careful *about* his dress.
Cautious of giving advice.
Certain *of* success.
Characterised by a thing.
Characteristic *of* a person.
Charged *to* his account.
Charged (loaded) *with* a bullet.
Charged *with* (accused of) a crime.
Clear *of* blame.
Close *to* a person or thing.
Clothed *in* purple.
Committed *to* a course of action.
Common *to* several persons or things.
Comparable *to* something else.
Competent *for* certain work.
Composed *of* a material.
Concerned *at* or *about* some mishap.
Concerned *for* a person's welfare.
Concerned *in* some business.
Condemned *to* death.
Conducive *to* success.
Confident *of* success.
Congenial *to* one's tastes.
Congratulated *on* his success.
Conscious of a fault.
Consistent *with* the facts.
Conspicuous *for* honesty.
Contemporary *with* a person or event.
Contented *with* a little.
Contrary *to* rule.
Contrasted *with* something else.
Conversant *with* persons or things.
Convicted *of* a crime.
Convinced *of* a fact.
Correct *in* a statement.
Coupled *with* something else.
Covetous *of* other men's goods.
Creditable *to* his judgment.
Cured of a disease.
Customary *for* a person.
Deaf *to* entreaties.
Defeated *in* battle.
Defective *in* point of style.
Deficient *in* energy.
Delighted *with* success.
Dependent *on* a person or thing.
Deprived *of* some good thing.
Deserving *of* praise.
Designed *for* a purpose.
Desirous *of* success.
Despairing *of* success.

Destined *for* the bad.
Destitute *of* money.
Determined *on* doing a thing.
Detrimental *to* health.
Devoid *of* foundation.
Different *from* something else.
Diffident *of* success.
Diligent *in* business.
Disappointed *of* a thing not obtained.
Disappointed *in* a thing obtained.
Disappointed *with* a person or thing.
Disgusted *with* a thing.
Disgusted *at* or *with* a person.
Dismayed *at* a result.
Displeased *with* a person.
Disqualified *for* a post.
Disqualified *from* competing.
Distinct *from* something else.
Distracted *with* pain.
Distrustful *of* a man's motives.
Divested *of* office.
Doubtful or dubious *of* success.
Due *to* some cause.
Dull *of* understanding.
Eager *for* distinction.
Eager *in* the pursuit of knowledge.
Earnest *in* his endeavours.
Easy *of* access.
Educated *in* the law.
Educated *for* the bar.
Effective *for* a purpose.
Eligible *for* employment.
Eminent *for* his learning.
Employed *in* gardening.
Empty *of its* contents.
Endeared *to* all men.
Endowed *with* natural ability.
Engaged *to* some person.
Engaged *in* some business.
Engraved *on* the memory.
Enraged *at* something done.
Entangled *in* a plot.
Entitled *to* a hearing.
Enveloped *in* mist.
Envious *of* another's success.
Equal *to* the occasion.
Essential *to* happiness.
Exclusive *of* certain items.
Exempted or exempt *from* a fine.
Exhausted *with* labour.
Exonerated *from* blame.
Exposed *to* danger.
Expressive *of* his feelings.

Faithful *to* a master.
False *of* heart.
False *to* his friends.
Familiar *with* a language.
Familiar (well known) *to* a person.
Famous *for* his learning.
Fascinated *with* or *by* a person or thing.
Fatal *to* his prospects.
Fatigued *with* travelling.
Favourable *to* his prospects.
Favourable *for* action.
Fearful *of* consequences.
Fertile *in* resources.
Fit *for* a position.
Flushed *with* victory.
Foiled *in* an attempt.
Fond *of* music.
Foreign *to* the purpose.
Founded *on* fact.
Fraught *with* danger.
Free from blame.
Fruitless *of* results.
Full *of* persons or things.
Gifted *with* abilities.
Glad *of* his assistance.
Glad *at* a result.
Good *for* nothing.
Good *at* cricket.
Grateful *for* past kindness.
Greedy *of or after* or *for* riches.
Guilty *of* theft.
Healed *of* a disease.
Heedless *of* consequences.
Held *in* high esteem.
Honest *in* his dealings.
Honoured *with* your friendship.
Hopeful *of* success.
Horrified *at* the sight.
Hostile *to* my endeavours.
Hungry *after* or *for* wealth.
Hurtful *to* health.
Identical *with* anything.
Ignorant *of* English.
Ill *with* fever.
Imbued *with* confidence.
Immaterial *to* the point.
Immersed *in* water.
Impatient *of* reproof.
Impatient *at* an event.
Impatient *for* results.
Imperative *on* a person.
Impertinent *to* his master.
Implicated *in* a crime.

Inclined *to* laziness.
Inclusive *of* extras.
Incumbent *on* a person.
Indebted *to* a person.
Indebted *for* some kindness.
Indebted *in* a large sum.
Independent *of* his parents.
Indifferent *to* heat or cold.
Indignant *at* something done.
Indignant *with* a person.
Indispensable *to* success.
Indulgent *to* his children.
Infatuated *with* a person.
Infected *with* smallpox.
Infested *with* rats.
Inflicted *on* a person.
Informed *of* a fact.
Inherent *in* his disposition.
Inimical *to* a person.
Innocent *of* a charge.
Insensible *to* shame.
Inspired *with* hope.
Intent *on* his studies.
Interested *in* a person or thing.
Intimate *with* a person.
Introduced *to* a person.
Introduced *into* a place.
Invested *with* full powers.
Invested *in* stocks and shares.
Involved *in* difficulties.
Irrelevant *to* the question.
Irrespective *of* consequences.
Jealous *of* his reputation.
Lame *in* one leg.
Lavish *of* money.
Lavish *in* his expenditure.
Lax *in* his morals.
Level *with* the ground.
Liable *to* error.
Liable *for* payment.
Liberal *of* his advice.
Limited *to* a certain area.
Lost *to* all sense of shame.
Loyal *to* the government.
Mad *with* disappointment.
Made *for* a teacher.
Made *of* iron.
Meet *for* a rich man.
Mindful *of* his promise.
Mistaken *for* a traveller.
Mistaken *in* a belief.
Moved *to* tears.
Moved *with* pity.

Moved *at* the sight.
Moved *by* entreaties.
Natural *to* a person.
Necessary *to* happiness.
Neglectful *of* his interests.
Negligent *of* duty.
Negligent *in* his work.
Notorious *for* his misdeeds.
Obedient *to* parents.
Obligatory *on* a person.
Obligated *to* a person.
Obligated *for* some kindness.
Obstinate *in* his resistance.
Occupied *with* some work.
Occupied *in* reading a book.
Offended *with* a person.
Offended *at* something done.
Offensive *to* a person.
Open *to* flattery.
Opposed *to* facts.
Overcome *with* sorrow.
Overwhelmed *with* grief.
Painful *to* one's feelings.
Parallel *to* or *with* anything.
Partial *to* the youngest son.
Patient *to* suffering.
Peculiar *to* a person or thing.
Polite *in* manners.
Polite *to* strangers.
Poor *in* spirit.
Popular *with* schoolfellows.
Popular *for* his pluck.
Possessed *of* wealth.
Possessed *with* a notion.
Precious *to* a person.
Pre-eminent *above* the rest.
Pre-eminent *in* cleverness.
Preferable *to* something else.
Prejudicial *to* his interests.
Preliminary *to* an inquiry.
Prepared *for* the worst.
(A) preventive *of* fever (*noun*)
Previous *to* some event.
Productive *of* wealth.
Proficient *in* mathematics.
Profitable *to* an investor.
Profuse *with* his money.
Profuse *in* his offers.
Prone *to* idleness.
Proper *for* or *to* the occasion.
Proud *of* his position.
Pursuant *to* an inquiry.
Qualified *for* teaching music.

Quick *of* understanding.
Quick *at* mathematics.
Radiant *with* smiles.
Ready *for* action.
Ready *in* his answers.
Reconciled *to* a position.
Reconciled *with* an opponent.
Reduced *to* poverty.
Regardless *of* consequences.
Related *to* a person.
Relative *to* a question.
Relevant *to* the point.
Remiss *in* his duties.
Remote *from* one's intentions.
Repentant *of* his sin.
Repugnant *to* his wishes.
Repulsive *to* his feelings.
Requisite *to* happiness.
Requisite *for* a purpose.
Resolved *into* its elements.
Resolved *on* doing a thing.
Respectful *to* or *towards* one's superiors.
Responsible *to* a person.
Responsible *for* his actions.
Restricted *in* means, ability, etc.
Restricted *to* certain persons.
Revenge *on* a person *for* doing something.
Rich *in* house property.
Rid *of* trouble.
Sacred *to* a man's memory.
Sanguine *of* success.
Satisfactory *to* a person.
Satisfied *with* his income.
Secure *from* harm.
Secure *against* an attack.
Sensible *of* kindness.
Sensitive *to* blame.
Serviceable *to* a person.
Shocked *at* your behaviour.
Shocking *to* everyone.
Short *of* money.
Silent *about* or *on* a subject.
Similar *to* a person or thing.
Skilful *in* doing a thing.
Slow *of* speech.
Slow *in* making up his mind.
Slow *at* accounts.
Solicitous *for* your safety.
Sorry *for* someone.
Sorry *about* an occurrence.
Sparing *of* praise.
Stained *with* crimes.
Startled *at* a sight.

Steeped *in* vice.
Strange *to* a person.
Strange *in* appearance.
Subject *to* authority.
Subordinate *to* a person.
Subsequent *to* another event.
Sufficient *for* a purpose.
Suitable *to* or *for* the occasion.
Suited *to* the occasion.
Suited *for* a post.
Sure *of* success.
Suspicious *of* his intentions.
Sympathetic *with* sufferers.
Tantamount *to* a falsehood.
Temperate *in* his habits.
Thankful *for* past favours.
Tired *of* doing nothing.
Tired *with* his exertions.
Transported *with* joy.
True *to* his convictions.
Uneasy *about* consequences.
Useful *for* a certain purpose.
Vain *of* his appearance.
Veiled *in* mystery.
Versed *in* a subject.
Vested *in* a person.
Vexed *with* a person *for* doing something.
Vexed *at* or *about* a thing.
Victorious *over* difficulties.
Void *of* meaning.
Wanting *in* common sense.
Wary *of* telling secrets.
Weak *of* understanding.
Weak *in* his head.
Weary *of* doing nothing.
Welcome *to* my house.
Worthy of praise.
Zealous *for* improvement.
Zealous *in* a cause.

Verbs

Abide *by* a promise.
Abound *in* or *with* fish.
Absolve *of* or *from* a charge.
Abstain *from* wine.
Accede *to* a request.
Accord *with* a thing.
Account *for* a fact.
Accrue *to* a person.
Accuse *of* some misdeed.
Acquiesce *in* a decision.
Acquit *of* blame.

Adapt *to* circumstances.
 Adhere *to* a plan.
 Admit *of an* excuse.
 Admit *to* or *into* secret.
 Admonish *of* or *for* a fault.
 Agree *to* a proposal.
 Agree *with* a person.
 Aim *at* a mark.
 Alight *from* a carriage.
 Alight *on* the ground.
 Allot *to* a person.
 Allow *of* delay.
 Allude *to* a fact.
 Alternate *with* something else.
 Anchor *off* the shore.
 Answer *to* a person.
 Answer *for* conduct.
 Apologise *to* a person.
 Apologise *for* rudeness.
 Appeal *to* a person.
 Appeal *for* redress or help.
 Appeal *against* a sentence.
 Apply *to* a person *for* a thing.
 Appoint *to* a situation.
 Apprise *of a* fact.
 Approve *of an* action.
 Arbitrate *between* two persons.
 Argue *with* a person *for* or *against* a point.
 Arrive *at* a small place.
 Arrive *in* a country or a large city,
 Arrive *in* London.
 Ascribe *to* a cause.
 Ask *for* a thing.
 Ask *of* or *from* a person.
 Aspire *after* or *to* worldly greatness.
 Assent *to* your terms.
 Associate *with* a person or thing.
 Assure a person *of a* fact.
 Atone *for* a fault.
 Attain *to* a high place.
 Attend *to* a speaker.
 Attend *on* a person.
 Attribute *to* a cause.
 Avail oneself *of* an offer.
 Avenge oneself *on* a person.
 Bark *at* a person or thing.
 Bask *in* sunshine.
 Bear *with* someone's faults.
 Beat *against the* rocks (the waves).
 Beat *on* one's head.
 Become *of* you (suit you, befit you)
 Beg pardon *of a* person.
 Beg a person *to* do a thing.

Beg *for* something, *from* someone.
 Begin *with* the first.
 Believe *in* one's honesty.
 Belong *to* a person.
 Bequeath a thing *to* a person.
 Bestow a thing *on* a person.
 Bethink oneself *of* something.
 Beware *of the* dog.
 Blame a person *for* something.
 Blush *at* an embarrassing remark.
 Blush *for* anyone who is at fault.
 Boast or brag *of* one's cleverness.
 Border *on* a place.
 Borrow *of or from* a person.
 Break *into* a house (thieves).
 Break oneself *of a* habit.
 Break *through* restraint.
 Break bad news *to* a person.
 Break (sever relations) *with* a person.
 Bring a thing *to* light.
 Bring *to* one's notice.
 Brood *over* past grievances.
 Burst *into* tears.
 Buy a thing *from* person or shop.
 Calculate *on* success.
 Call *on* a person (visit him at his house or summon to do something).
 Call *to* (shout to) a person.
 Call *for* (require) punishment.
 Canvass *for* votes.
 Care *for* (value, love, or attend upon) a person or thing.
 Caution a person *against* danger.
 Cease *from* quarrelling.
 Challenge a person *to* combat.
 Charge a person *with* a crime.
 Charge payment *to* a person.
 Charge a person *for* goods supplied.
 Charge goods *to* a person's account.
 Cheat a person *of his* due.
 Clamour *for* higher wages.
 Clash *with* another (of colours).
 Clear a person *of* blame.
 Cling *to* a person or thing.
 Close *with* (accept) an offer.
 Combat *with* difficulties.
 Come *across* (accidentally meet) anyone.
 Come *into* fashion.
 Come *by* (obtain) a thing.
 Come *of* (result from) something.
 Come *to* (amount to) forty.
 Commence *with* a thing.
 Comment *on* a matter.
 Communicate something *to* a person.
 Communicate *with* a person *on* a subject.

Compare similars *with* similars – as one fruit *with* another.
 Compare things dissimilar, by way of illustration – as genius *to* a lightning flash.
 Compensate a person *for* his loss.
 Compete *with* a person *for* a prize.
 Complain *of* some annoyance *to* a person.
 Complain *against* a person.
 Comply *with* one's wishes.
 Conceal facts *from* anyone.
 Concur *with* a person.
 Concur *in* an opinion.
 Condemn a person *to* death *for* murder.
 Condole *with* a person.
 Conduce *to* happiness.
 Confer (*Trans.*) a thing *on* anyone.
 Confer (*Intrans.*) *with* a person *about* something.
 Confide (*Trans.*) a secret *to* anyone.
 Confide (*Intrans.*) *in* a person.
 Conform *to* (follow) a rule.
 Conform *with* one's views.
 Confront a person *with* his accusers.
 Congratulate a person *on* his success.
 Connive *at* other men's misdeeds.
 Consent *to* some proposal.
 Consign *to* destruction.
 Consist *of* materials.
 Consist *in*, e.g., 'Virtue consists *in* being uncomfortable.'
 Consult *with* a person *on or about* some matter.
 Contend *with* or *against* a person.
 Contend for or *about* a thing.
 Contribute *to* a fund.
 Converge *to* a point.
 Converse *with* a person *about* a thing.
 Convict a person *of* a crime.
 Convince a person *of* a fact.
 Cope *with* a person or task.
 Correspond *with* a person (write).
 Correspond *to* something (agree).
 Count *on* a person or thing (rely on) e.g., I count *on* you to see this done.
 Crave *for* or *after* happiness.
 Crow *over* a defeated rival.
 Cure a man *of* a disease.
 Cut a thing *in* or *into* pieces
 Cut a thing *in* half.
 Dabble *in* politics.
 Dash *against* anything.
 Dash *over* anything.
 Dawn *on* a person.
 Deal well or ill *by* a person
 Deal *in* (trade in) cloth, tea, spices, etc.
 Deal *with* a person (have dealings in trade etc.).
 Deal *with* a subject (write or speak about it).
 Debar *from* doing anything.
 Debit *with* a sum of money.

Decide *on* something.
Decide *against* something.
Declare *for* something.
Declare *against* something.
Defend a person *from* harm.
Defraud a person *of* his due.
Deliberate *on* a matter.
Delight *in* music.
Deliver *from* some evil.
Demand a thing *of* a person.
Depend *on* a person or thing.
Deprive a person *of* a thing.
Desist *from* an attempt.
Despair *of* success.
Deter a person *from* an action.
Determine *on* doing something.
Detract *from* one's reputation.
Deviate *from* a certain course.
Die *of* a disease.
Die *from* some cause, as overwork.
Die *by* violence.
Differ *with* a person *on* a subject.
Differ *from* anything (to be unlike).
Digress *from* the point.
Dip *into* a book.
Disable one *from* doing something.
Disagree *with* a person.
Disapprove *of* anything.
Dispense *with* a man's services.
Dispose *of* (sell) property.
Dispute *with* a person *about* anything.
Dissent *from* an opinion.
Dissuade *from* an action.
Distinguish one thing *from* another.
Distinguish *between* two things.
Divert a person *from* a purpose.
Divest one's mind *of* fear.
Divide *in* half, *into* four parts.
Dote *upon* a person or thing.
Draw *for* money *on* a bank.
Draw money *from* a bank.
Dream *of* strange things.
Drive *at* some point
Drop *off* a tree.
Drop *out of* the ranks.
Dwell *on* a subject.
Eat *into* iron.
Elicit *from* a person.
Emerge *from* the forest.
Encroach *on* one's authority.
Endorse *with* a signature.
Endow a hospital money.
Enjoin *on* a person.

Enlarge *on* a subject.
 Enlist *in* the army.
 Enlist a person *in* some project.
 Enter *upon* a career.
 Enter *into* one's plans.
 Entitle anyone *to* an estate.
 Entrust anyone *with* a thing.
 Entrust a thing *to* anyone.
 Err *on the side* of leniency.
 Escape *from* jail.
 Exact payment *from* a person.
 Excel *in* languages.
 Exchange one thing *for* another.
 Exchange *with* a person.
 Excuse (pardon) *for* something.
 Exempt a person *from* a rule.
 Exonerate a person *from* blame.
 Explain *to* a person.
 Exult *in a* victory *over* a rival.
 Fail *in* an attempt.
 Fail *of* a purpose.
 Fall *among* thieves.
 Fall *in love with* a person.
 Fall *in with* one's views
 Fall *into* error.
 Fall *on* the enemy (attack).
 Fall *under* someone's pleasure.
 Fall *upon* evil days.
 Fawn *on* a person.
 Feed (*Intrans.*) *on* grass.
 Feed (*Trans*) a cow *with* grass, or grass *to* a cow.
 Feel *for* a person *in* his trouble.
 Fight *for* the weak *against* the strong.
 Fight *with* or *against* a person.
 Fill *with* anything.
 Fire *on* or *at* the enemy.
 Fish *for* compliments.
 Flirt *with* a person.
 Fly *at* (attack) anyone.
 Fly *into* a rage.
 Free *of* or *from* anything.
 Furnish a person *with* a thing.
 Furnish a thing *to* a person.
 Gain *on* someone in a race.
 Get *at* (find out) the facts.
 Get *away from* (escape).
 Get, *on with* a person (live or work smoothly with him).
 Get *out* of debt.
 Get *over* (recover from) an illness.
 Get *to* a journey's end.
 Glance *at* an object.
 Glance *over* a letter.
 Glory *in* success.

Grapple *with* difficulties.
 Grasp *at* (try to seize) something.
 Grieve *at* or *for* or *about* an event.
 Grieve *for* a person.
 Grow *upon* one = (a habit grows upon one).
 Grumble *at* one's lot.
 Guard *against* a bad habit.
 Guess *at* something.
 Hanker *after* riches.
 Happen *to* a person.
 Heal *of* a disease.
 Hear *of* an event.
 Hesitate *at* nothing.
 Hide a thing *from* a person.
 Hinder one *from* doing something.
 Hinge *on* (depend on) some event.
 Hint *at* an intention.
 Hope *for* something.
 Hover *over* a nest.
 Hunt *after* or *for* anything.
 Identify one person or thing *with* another.
 Impart a thing *to* a person.
 Import goods *into* a country.
 Import things *from* a country.
 Impose *on* (deceive) a person.
 Impress an idea *on* a person.
 Impress a person *with* an idea.
 Impute blame *to* a person.
 Incite a person *to* some action.
 Infer one fact *from* another.
 Inflict punishment *on* a person.
 Inform a person *of* a thing.
 Inform *against* a person.
 Infuse an ingredient *into* same mixture.
 Initiate a man *into* an office or society.
 Inquire *into* a matter.
 Inquire *of* a person *about* or *concerning* some matter.
 Insist *on* a point.
 Inspire a man *with* courage.
 Instil a thing *into* the mind.
 Intercede *with* a superior *for* someone else.
 Interfere *with* a person *in* some matter.
 Intermingle one thing *with* another.
 Intersect *with* each other.
 Introduce a person *to* someone.
 Introduce *into* a place or society.
 Intrude *on* one's leisure.
 Intrude *into* one's house.
 Invest money *in* some project.
 Invest a person *with* authority.
 Invite a person *to* dinner.
 Involve a person *in* debt.
 Issue *from* some source.

Issue *in* a result.
 Jar *against* an object.
 Jar *on* one's nerves.
 Jeer *at* a person.
 Jest *at* (make fun of) a person.
 Join *in* a game.
 Join one thing *to* another.
 Judge *of* something *by* something.
 Jump *at* (eagerly accept) an offer.
 Jump *to* a conclusion.
 Keep *back* (hold back) a secret.
 Keep (abstain) *from* wine.
 Keep *off* the grass.
 Keep *to* (adhere to) a point.
 Keep *under* (hold in subjection).
 Keep *up* (prevent from sinking) prices.
 Knock one's head *against* a wall.
 Knock *at* a door.
 Know *of* (*be* aware of) a person.
 Labour *under* a misapprehension.
 Labour *for* the public good.
 Labour *in* a good cause.
 Labour *at* some task.
 Lament *for* the dead.
 Languish *for* home.
 Lapse *into* disuse.
 Laugh *at* a person or thing.
 Laugh *to* scorn.
 Lay *by* (save money, etc.) for future needs.
 Lay *down* one's arms (surrender).
 Lay facts *before* a person.
 Lead *to* Calcutta (a road).
 Lean *against* a wall.
 Lean *on* a staff.
 Lean *to* a certain opinion.
 Level a city *with* the ground.
 Lie *in* one's power.
 Light *on* a person or object.
 Listen *to* complaints.
 Live *for* riches or fame.
 Live *by* honest labour.
 Live *on* a small income.
 Live *within* one's means.
 Long *for* anything.
 Look *after* (take care of) a person or business.
 Look *at* a person or thing.
 Look *into* (closely examine) a matter.
 Look *for* (search for) something lost.
 Look *over* (inspect one by one) an account.
 Look *through* (glance through) a book.
 Look *to* (be careful about) your movement.
 Look *up* a reference.
 Make *away with* (kill) a person.

Make *for* (conduce to) happiness.
 Make *for* (proceed in the direction of) home, the shore. etc.
 Make *off* (run away) with stolen goods.
 Make *up* (supply) deficiency.
 Make *up* (compensate), as “make *up* for lost time”; “We must make it *up* to (compensate) him somehow.”
 Make *up* (invent) a story.
 Make some meaning *of a* thing.
 Marry one person *to* another.
 Marvel *at* some *sight* or report.
 Match one thing *with* another.
 Meddle *with* other people’s business.
 Meditate *on* some subject.
 Meet *with* a rebuff.
 Merge *into* or *with* anything.
 Mourn *for* the dead.
 Murmur *at* or *against* anything.
 Muse *upon* the beauties of nature.
 Object *to* some proposal.
 Occur *to* one’s mind.
 Offend *against* good taste.
 Officiate *for* someone *in* a post.
 Operate *on* a patient.
 Originate *in* a thing or place.
 Originate *with* a person.
 Overwhelm *with* kindness.
 Part *with* a person or thing.
 Partake *of* some food.
 Participate *with* a person *in* his gains.
 Pass *away* (die, come to an end).
 Pass *by* someone’s house.
 Pass *from* one thing *into* another.
 Pass *for* a clever man.
 Pass *on* (hand round, transfer), as “Read this and pass it *on*.”
 Pass *over* (make no remark upon) his subsequent conduct.
 Pay (suffer) *for* one’s folly.
 Perish *by* the sword.
 Perish *with* cold.
 Persevere *in* an effort.
 Persist *in* doing something.
 Pine *for* something lost.
 Play *on* or *upon* the guitar.
 Play (trick, joke, prank) *on* a person.
 Play (trifle with, treat lightly) *with* one’s health.
 Plot *against* a man.
 Plunge *into* a river, work, etc.
 Point *at* a person.
 Point *to* some result
 Ponder *on* or *over* a subject.
 Possess oneself *of* an estate.
 Pounce *on* or *upon* a person or thing.
 Pray *to* God *for* guidance.
 Prefer one thing *to* another.
 Prejudice anyone *against* some person or thing.

Prepare *for* the worst.
 Prepare *against* disaster.
 Present anyone *with* a book.
 Preserve *from* harm.
 Preside *at* a meeting.
 Preside *over* a meeting.
 Prevail *on* (persuade) a person to do something.
 Prevail *against* or *over* an adversary.
 Prevail *with* a person (have more influence than anything else).
 Prevent *from* going.
 Prey *upon* one's health (or mind).
 Pride oneself *on* a thing.
 Proceed *with* a business already begun.
 Proceed *to* a business not yet begun.
 Proceed *from* one point *to* another.
 Proceed *against* (prosecute) a person.
 Prohibit *from* doing something.
 Protect *from* harm.
 Protest *against* injustice.
 Provide *for* one's children.
 Provide *against* a rainy day.
 Provide oneself *with* something.
 Provoke one *to* anger.
 Pry *into* a secret.
 Punish anyone *for* a fault.
 Purge the mind *of* false notions.
 Quake *with* fear.
 Qualify oneself *for* a post.
 Quarrel *with* someone *over* or *about* something.
 Quote something *from* an author.
 Reason *with* a person *about* something.
 Rebel *against* authority.
 Reckon *on* (confidently expect) something.
 Reckon *with* (settle accounts with) a person.
 Recompense *one for* some service.
 Reconcile *to* a loss.
 Reconcile *with* an enemy.
 Recover *from* an illness.
 Refer *to* a subject.
 Reflect credit *on* a person.
 Reflect (*Intrans.*) *on* a man's conduct.
 Refrain *from* tears.
 Rejoice *at* the success of another.
 Rejoice *in* one's own success.
 Relieve one *of* a task.
 Rely *on* a person or thing.
 Remind a person *of* a thing.
 Remonstrate *with* a person *against* some proceeding.
 Render (translate) *into* English.
 Repent *of* imprudence.
 Repose (*Intrans.*) *on* a bed.
 Repose confidence *in* a person.
 Reprimand a person *for* a fault.

Require something *of* someone.
 Resolve *on* a course of action.
 Rest *on* a couch.
 (It) rests *with* a person to do, etc.
 Result *from* a cause.
 Result *in* a consequence.
 Retaliate *on* an enemy.
 Revenge myself *of* someone *for* some injury.
 Revolt *against* government.
 Reward a man *with* something *for* some services done.
 Ride *at* anchor.
 Rob a person *of* something.
 Rule *over* a country.
 Run *after* (eagerly follow) new fashions.
 Run *into* debt.
 Run *over* (read rapidly) an account.
 Run *through* one's money.
 Save a person or thing *from* harm.
 Scoff *at* religion.
 Search *for* something lost.
 Search *into* (carefully examine) a matter.
 See *about* (consider) a matter.
 See *into* (investigate) a matter.
 See *through* (understand) his meaning.
 See *to* (attend to) a matter.
 Seek *after* or *for* happiness.
 Send for a doctor.
 Sentence a man *to* imprisonment (or death).
 Set *about* (begin working at) a task.
 Set *down* (put in writing) your terms.
 Set *forth* (begin journey or expedition).
 Set *in*, as "A reaction set in"
 Set *out* (begin journey).
 Set a person *over* (in charge of) a business.
 Set *upon* (attack) a traveller.
 Show a person *over* a house, *into* a room.
 Shudder *at* cruelty.
 Side *with* a person *in* a dispute.
 Smile *at* (deride) a person's threats.
 Smile *on* (favour) a person.
 Snatch *at* (try to seize) a thing.
 Speak *of* a subject (briefly).
 Speak *on* a subject (at great length).
 Speculate *in* shares.
 Speculate *on* a possible future.
 Stand *against* (resist) an enemy.
 Stand by (support) a friend.
 Stand *on* one's dignity.
 Stand *up for* (defend) something or someone.
 Stare *at* a person.
 Stare a person *in* the face.
 Start *for* Calcutta.
 Stick *at* nothing.

Stick *to* his point.
 Stoop *to* meanness.
 Strike *at* (aim a blow at) someone.
 Strike *for* higher pay.
 Strike *on* a rock (of a ship).
 Strike *up* (begin playing).
 Struggle *against* difficulties.
 Subject a person *to* censure.
 Submit *to* authority.
 Subscribe *to* a fund or a doctrine.
 Subsist *on* scanty food.
 Succeed *to* a property.
 Succeed *in* an undertaking.
 Succumb *to* difficulties.
 Sue *for* peace.
 Supply a thing *to* a person.
 Supply a person *with* a thing.
 Surrender *to* the enemy.
 Sympathise *with* a person *in* his troubles.
 Take *after* (resemble) his father.
 Take a person *for* a spy.
 Take *off* (of an aeroplane leaving the ground).
 Take *to* (acquire the habit of) gambling.
 Take *upon* oneself to do a thing.
 Talk *of or about* an event.
 Talk *over* (discuss) a matter.
 Talk *to or with* a person.
 Tamper *with* statistics.
 Taste *of* salt.
 Tell *of or about* an event.
 Testify *to* a fact.
 Think *of or about* anything.
 Think *over* (consider) a matter.
 Threaten anyone *with* a lawsuit.
 Throw a stone *at* anyone.
 Tide *over* losses.
 Touch *at* Gibraltar (ships).
 Touch *upon* (briefly allude to) a subject.
 Tower *over* everyone else.
 Trade *with* a country *in* oranges.
 Tremble *with* fear *at* a lion.
 Trespass *against* rules.
 Trespass *on* a person's time or land.
 Trifle *with* anyone's feelings.
 Triumph *over* obstacles.
 Trust *in* a person.
 Trust *to* someone's honesty.
 Trust someone *with* money.
 (*Trans.*) Turn verse *into* prose.
 Turn *to* a friend *for* help.
 Turn *upon* (hinge on) evidence.
 Upbraid a person *with* ingratitude.
 Urge a fact *on* one's attention.

Venture *upon* an undertaking.
Vie *with* another (person).
Vote *for* (in favour of) anything.
Vote *against* a thing.
Wait *at* table.
Wait *for* a person or thing.
Wait *on* (attend) a person.
Warn a person *of* danger or consequences.
Warn a person *against* a person or thing or doing.
Wink *at* one's faults.
Wish *for* anything.
Work *at* mathematics.
Work *for* small pay.
Worm oneself *into* another man's confidence.
Wrestle *with* an adversary.
Yearn *for* affection.
Yield *to* persuasion.

Expectations from YOU...

- Results come only when you put in the effort. A 610 student also sits in the same class in which a 770 student sits. So the difference is not in instruction / service quality.
- Our training program works only if you work.
- No MAGIC MANTRAS – You have to put in a lot of hard work.
- We are committed to a 750 score for each one of you. ARE YOU COMMITTED ENOUGH?
- Keep pace with the classes – no backlogs.
- Do all homework in time – there is no exception to this condition.
- Always keep pace in mind while studying / solving questions.
- Understand the nature of the test and study accordingly, e.g., ***studying on the computer screen is better than studying on paper.***
- Do all the material as and when suggested.
- Discuss doubts. Don't let them remain doubts.
- Don't read any extra material unless suggested by us.
- Have a date in mind. Don't linger with your preps. Plan backwards not forwards.

This course is not for you if...

- You are not serious about your efforts OR if you look for a quick-fix.
- You are aiming at low score. Someone who wants to go to some lower rung B-schools in Australia, Canada, or the UK (and thus seeks to score only 500) will not find this course helpful. This course is administered at the level of 700 or above. The course is DEMANDING... it wants you to do MORE and not LESS.
- You are very weak at Math. Certain basic aptitude in Math is expected.
- You don't want to do the homework before the classes. There is no excuse for not finishing the homework... we wouldn't want to hear any excuses: Work pressure, project, deadline, submission, release, travel, etc. etc. PLEASE DON'T JOIN if you are not ready to do the requisite homework.
- You are addicted to study on paper. As per the exam requirement, you have to study on a computer.