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Sentence Correction Notes

This document has been compiled by gathering material from different sources. One document that I receive from e-Snips forms the base of the document. I have re-designed this document to be more readable and printable.

Any suggestions or feedbacks regarding this document can be sent at mr.ankurgarg@rediffmail.com

1. Source of data

1. List of some useful sites for English Grammar

<http://www.learnenglish.de/>

<http://www.fortunecity.com/bally/durrus/153/gramdex.html>

<http://grammar.ccc.commnet.edu/grammar/index.htm>

<http://gmat-grammar.blogspot.com/2006/09/compare-to-vs-compare-with.html>

2. Learn about Grammar Traps :

<http://www.agriculture.purdue.edu/aqcomm/traps.html>

3. Infinitives

What is infinitive form of verb? - It is of the form to + simple form of verb.e.g - **to take** ; **to surprise**.

Uses of the Infinitive -

1). After a verb - Verbs such as want, promise, plan, manage, forget, choose, prove, hope, pretend, need, expect, decide are followed immediately by an infinitive.

They **expect to win** the game.

She **needs to apply** for a scholarship.

2). After verb and object - With verbs that take an object, such as force, allow, believe, need, persuade, urge, expect, want, the infinitive follows the object.

She **persuaded us to wait**.

She **urged** her supporters not **to leave**.

3). After certain adjectives and nouns - Adjectives such as anxious, sorry, easy, difficult, right, wrong, can be followed by infinitives.

It is easy (for you) **to get** to my house.

He was eager **to meet** his new boss.

Some nouns (such as way, place, time, decision, job, aim) are frequently followed by an infinitive.

He has no place **to relax**.

It is time **to go**.

4). To express purpose

He is working at night (in order) **to earn** more money.

The Infinitive Without to

The infinitive form **without to** is used in the following idiomatic expressions.

1). After a causative make, let, have + object

He made his sister drive the whole way.

He had her pay for the gas, too.

2). After the verb help

They helped us solve the problem.

4. Participles

A participle is a verbal (verb form) which is used as an adjective.

There are three participles that are commonly used as adjective: the present participle (active voice); the past participle (passive voice) and the perfect participle (active voice).

* The present participle always ends in **ing**

* The past participle usually ends in **ed, d, t, n, or en**. The past participle of some of the verbs do not have distinctive endings: swum, gone, sung etc.

* The perfect participle is always formed by prefixing the word **having to** the past participle: having sung, having driven, having seen etc

Consider an example from GMAT Prep SC:

First discovered more than 30 years ago, Lina's sunbird, a four-and-a-half-inch animal found in the Phillipines and that resembles hummingbird, has shimmering metallic colors on its head; a brilliant orange patch, bordered with red tufts, in the center of its breast; and a red eye.

- A. *found in the Phillipines and that resembles*
- B. *found in the Phillipines and that, resembling*
- C. *found in the Phillipines and resembling*
- D. *that is found in the Phillipines and it resembles*
- E. *that is found in the Phillipines and that, resembling*

OA : C

As we know :

Past participle ---- represents

1) a past condition, or

2) the passive voice or

3) a condition done onto the subject

Present participle ---- represents

- 1) a present condition, or
- 2) the active voice or
- 3) a condition performed by the subject

The perfect participle indicates completed action. You form the perfect participle by putting the present participle having in front of the past participle.

For example:-

having done, having finished, having read, having spoken

It can be used to form the passive voice.

For example:-

Having improved her English Pia's promotion prospects were much better.

In the given sentence, we can clearly see that for the 1st participial phrase, the action of "found" happened in the past because Lina's sunbird was found more than 30 years ago. Further Lina's sunbird did not do any finding instead they were found by X not mentioned in the sentence so passive voice is right.

The second participial phrase starting with "resembling" implies that the "Lina's sunbird" is still resembling in the present(a present condition), so the use of present participle is better. We cannot say that the Lina's sunbird "resembled" because then this would illogically mean that they no longer resemble the humming bird.

The present and past participles are used to describe the "Lina's sunbird", they act as adjectives..

5. Subjunctive Verbs

A subjunctive verb is used to express -

- (1) conditional tenses, most of which involves **would** and **were**.
- (2) wishes and demands, the construction of which follows two strict rules
 - (a) that **always comes right after the verb**, and
 - (b) **the second verb is always in the infinitive form and should is always omitted**.

The second use of a subjunctive construction

1). The following verbs are used --- with such a construction to express importance (in such moods only). Also remember that such verbs have other forms of usage (followed by **to infinitive**, for example) when used in other moods.

ask
propose
demand
recommend
desire
request
insist
require
prefer
suggest .
urge

e.g

The Indian government demanded that the UK pay compensations for damages of the Indian embassy.

2. Nouns derived from subjunctive verbs above are also used with the construction.

demand
recommendation
insistence
request
preference
proposal
suggestion

e.g

The UK is considering the proposal that it pay compensations for damages of the Indian embassy.

3. The adjectives below are also used to express subjunctive moods -

essential
imperative
important
necessary

e.g:

It is essential that the UK pay compensation for the Indian government for the damages of the Indian embassy.

How to apply on Gmat questions:

The Forton-Dodd bill requires that a bank disclose to their customers how long they will delay access to funds from deposited checks.

- A. that a bank disclose to their customers how long they will delay access to funds from deposited checks
- B. a bank to disclose to their customers how long they will delay access to funds from a deposited check.
- C. that a bank disclose to its customers how long it will delay access to funds from deposited checks
- D. a bank that it should disclose to its customers how long it will delay access to funds from a deposited check
- E. that banks disclosed to customers how long access to funds from their deposited check is to be delayed

Answer and Explanation -

Ans - C.

D, E - Subjunctive mood rules violated. In D, requires a bank that it should is ungrammatical; requires that a bank is the appropriate idiom. In E, the use of the passive construction is to be delayed is less informative than the active voice because the passive does not explicitly identify the bank as the agent responsible for the delay
B, like D and E, illogically shifts from the plural customers and funds to the singular check, as if the customers were jointly depositing only one check

A, C - are all fine in the subjunctive rules while B conforms with the use of require someone to do something. The next point to choose the answer is a pronoun reference. Their and they in A and B do not agree with singular noun bank so these two choices get eliminated also.

6. Modifiers

Placing modifiers - In general a modifier must be placed close to its headword - that is the phrase or word it modifies. But different kinds of modifiers are placed at different positions.

1). Predicate adjectives follow linking verbs.

e.g

i). The days were cloudy.---- Here linking verb is "were" and cloudy is predicate adjective .

ii). The ball was large and red.---- Here linking verb is "was" and large and red is the predicate adjective.

2). Adjective phrases usually follow their headword.

e.g

i). A duffel bag with white lettering was left behind.---- Here "duffel bag" is the headword and with white lettering is the adjective phrase.

3). Adjectives and determiners usually precede their headword.

e.g

i). The child was bouncing a large, red ball.---- Here "the" and "a large, red" are the determiner and adjective preceding their headword "child" and "ball".

4). Adverbs can appear in various places near or next to their headwords.

e.g

i). He always handles the eggs carefully.---- Here the adverbs are "always" and "carefully".

5). Adverb phrases belong near their headword.

e.g

i). They will work on the roof until sundown.---- Here the adverb phrase is "on the roof until sundown" and its headword is "work".

6). Appositives usually belong next to their headword.

e.g

i). One of his jokes, a story about two fisherman lost in Chennai, leaves an audience gasping for breath.---- Here headword is "jokes" and "a story about two fisherman lost in Chennai" is the appositive.

7). Absolute phrases can precede or follow the noun they modify.

e.g

i). *Its old timbers shifting, the house creaked.*

OR

ii). *The house, its old timbers shifting, creaked.*

OR

iii). *The house creaked, its old timbers shifting.*---- In all 3 sentences the noun is "house" and absolute phrase is "Its old timbers shifting".

8). Like adjectives, single participles normally precede their headword.

e.g

i). *A piece of broken glass glittered on the path.*---- Here "broken" is the single participle before its headword "glass".

9). Participle phrases can appear in various positions.

e.g

i). *Waving to reporters, the President looked jubilant.*---- Here participle phrase is "waving to reporters" and its headword is "president".

10). Infinitives and infinitive phrases follow the noun or adjective they modify.

e.g

i). *Sacket is definitely one film to see.*---- Here "to see" to see" is the infinitive phrase following the noun "one film".

Editing misplaced modifiers

Misplaced modifiers do not point clearly to their headwords - the words or phrases they modify. The result is a misleading, confusing sentence. To edit the mistake, move the modifier next to its headword.

e.g

i). *Incorrect - There was a pumpkin on the porch with a smiling face.*

Correct - There was a pumpkin with a smiling face on the porch.

ii). *Incorrect - The final scene two characters who, in the beginning, had hated each other in a convincing way.*

Correct - The final scene unites in a convincing way two characters who, in the beginning, had hated

each other.

Tomorrow I will introduce Dangling modifiers, editing of squinting modifiers editing of misplaced restricters, and avoiding of split infinitive with examples. Any queries you are most welcome to ask.

Restrictor Modifiers

Restricters are one word modifiers, they limit the meaning of other words or phrases. Restricters include almost, exactly, even, just, nearly, hardly, merely and scarcely.

Restrictor is placed directly before the word or phrase it modifies.

Example of misplaced restricter

My roommate only smiles on weekends.

Literally the sentence suggests that on weekends the roommate does nothing except smiling - he/she does not eat, talk etc.

Since this is unlikely the restricter should be placed before its actual headword. There are 3 ways to edit the above example.

Edited 1 - My roommate smiles only on weekends. => He/She does not smile on Monday through Friday.

Edited 2 - My only roommate smiles on weekends. => The writer has one roommate, period.

Edited 3 - Only my roommate smiles on weekends. => All the other people the writer knows or sees never smile on weekends.

Dangling Modifiers

A dangling modifier is a modifier without a headword - a word or phrase that it can modify. Since a modifier always needs a headword, it will attach itself to a false one if the true one is not present in the sentence. The result will be a sentence like this:

Listening to the sad news, my eyes filled with tears.

Here the sentence opens with a modifier - the participle phrase *Listening to the sad news*. After the modifier, there must be a headword naming the person(s) who did the listening. But instead we come across *my eyes*. As a result, the sentence seems to say that eyes heard some sad news. (The presence of *my* hints at the identity of the true headword, but *my* itself is not a headword. It is a modifier of eyes.)

To clarify the sentence, the writer can do one of two things - rewrite the word group following the modifier, or rewrite the modifier:

Edited A - Listening to the sad news, I felt my eyes filled with tears.

Edited B - As I listened to the sad news, my eyes filled with tears.

2. Some confusing points in the GMAT Exam

Just as ..., so

This is a idiom. Just remember it.

in that vs because

in that is used to talk about some aspects

because is used to talk about all aspects

Example :

Going to Ivy league college is very stressful because it includes huge expenses.

means

Going to Ivy league college is very stressful in all aspects

Going to Ivy league college is very stressful in that it includes huge expenses.

means

Going to Ivy league college is very stressful from economic point of view.

'so that' vs 'so as'

so + adjective/adverb/noun + *that* + sentence

Example - So hard that

so + adjective/adverb/noun + *as* + infinitive

Example - So hard as to

Example :

Usage - Something is so beautiful that... is preferred over so beautiful is something that...

'Although ... not' vs 'Although not'

Although all the shows telecast were not live - It means none of the shows were telecast live

Although not all the shows were telecast live - It means some of them were telecast live.

Such as, in order to, for

such as - Means for example

in order to do - short form is *to do*

I hate him, for he is a christian - the word *for* means because

'so as to' vs 'so that'

First, you should know that *such* + noun + *as to* is much less common than *so* + adj/adv + *as to*.

Now, for the difference between these two. I think these are best illustrated with examples:

Xue Mei spoke in such a way as to calm us down.

The sales materials are presented in such a way as to encourage attendees to purchase the products on the spot.

These usages focus on doing an action and paying to that action while you are doing it so that the action creates a result. To simplify a bit, these usages answer the question, Why did you do it in that way?

So, the most common words to use with this pattern are way, manner, etc.

Compare these similar sentences:

Xue Mei spoke so that we would stop asking her questions.

The sales materials are presented at the end of the meetings so that the participants won't realize the meeting is actually a sales presentation.

The part that comes after so... that... answers the question WHY

equally well vs as well

as well - means also

equally well - is used for comparison.

'Rather than' vs 'Instead of'

Rather than - shows preference. This expression is generally used in 'parallel' structures. e.g - with two nouns, adjectives, adverbs, infinitives or -ing forms.

e.g

- 1). We ought to invest in **machinery rather than buildings**.
- 2). I prefer **starting early rather than leaving things to the last minute**.

When the main clause has a to - infinitive, rather than is usually followed by an infinitive without **to** or **-ing form**.

e.g - I **decided to write rather than phone/phoning**.

Instead of - suggests that one person, thing or action replaces another. Instead is not used alone as a preposition; we use the two words instead of.

Instead of is not usually followed by an infinitive.

e.g

- 1). I'll have tea **instead of coffee, please**.
- 2). I stayed in bed all day **instead of going to work**.
- 3). Amit was invited to the reception, but he was ill, so Akash went **instead of him**.

Note - **Instead (without of)** is an adverb. It begins or ends a clause usually.

e.g - She didn't go to Greece after all. **Instead**, she went to America.

NOTE :

Usage --- **instead of + noun phrase**. Instead of is only a preposition and can introduce only a phrase i.e no verb

Usage --- **rather than + verb (or) rather than + noun**. Further rather than can act as a preposition and can introduce a prepositional phrase or can act as a conjunction and introduce a clause

Usage of likelihood

1. likelihood that something will happen
2. likelihood of something

Example

Likelihood that violence will erupt.
Likelihood of snowing today is low.

Great vs Large

Great usually describes nouns which express feelings or qualities.
e.g. great admiration, great anger, in great detail

Large is often used with nouns concerning numbers and measurements. It is not usually used with uncountable nouns.
e.g. a large amount, a large number (of), a large population, a large proportion

Where and When

where can be used in the sense of whereas, as can while. However, if you have to choose between while and whereas, you should go with whereas (or where in this case) if while can be ambiguous in the sentence, since it can mean whereas or at the same time that.

Here's an example of a sentence in which while can have an ambiguous meaning:

Diana prefers to eat at McDonald's while Tomo eats at Burger King.

If while means although here, then we have the simple meaning of contrast--one prefers X, but the other prefers Y. If while means at the same time that here, then we have a somewhat strange sentence that says that Diana enjoys eating at McD's when Tomo goes to Burger King. In other words, something like Diana will enjoy it only when Tomo is doing something else, kind of an illogical sentence.

equal vs equivalent

The new resort hotel will serve 20,000 tourists at its maximum capacity, equaling the capacity of a large stadium.

- (A) equaling the capacity of a large stadium
- (B) which equals a large stadium
- (C) which equals that of a large stadium's
- (D) the equivalent of that of a large stadium's
- (E) the equivalent of a large stadium's

Well, GMAT has written in one of their explanations that equal should be used only in its strictest sense, for example, $4 + 3$ is equal to $5 + 2$.

equivalent, GMAT says, is preferable when we are saying that two things are not entirely identical, but are almost equal. For example, Country X spent \$XX on something, equivalent to the GDP of Country Y.

whether vs if

A proposal has been made to trim the horns from rhinoceroses to discourage poachers; the question is whether tourists will continue to visit game parks and see rhinoceroses after their horns are trimmed.

- (A) whether tourists will continue to visit game parks and see rhinoceroses after their horns are
- (B) whether tourists will continue to visit game parks to see one once their horns are
- (C) whether tourists will continue to visit game parks to see rhinoceroses once the animals' horns have been
- (D) if tourists will continue to visit game parks and see rhinoceroses once the animals' horns are
- (E) if tourists will continue to visit game parks to see one after the animals' horns have been

The real focus of the question here is whether vs. if. There is a little rhyme to help you remember:

If you see whether and if... whether is better

Of course, this rhyme is just to help you remember, it doesn't explain the rule.

We use if for conditions: I will help you if I can.

and for things that might happen: If you need a hand, please let me know.

We use whether when we have two options:

We will have the picnic whether or not it rains. (Two options: rain/no rain.)

Using ---- Whether and If

1). After Prepositions , we use only whether.

I haven't settled the question of whether I'll go back home.

There was a big argument about whether we should move to a new house.

2). Whether, but not if, is used before infinitives.

They can't decide whether to get married now or wait.

3). When a question-word clause is a subject or complement, whether is preferred.

Whether we can stay with my mother is another matter. - (Subject)

The question is whether the man can be trusted. - (Complement)

The question is if the man can be trusted. - Correct but less preferred.

4). If an indirect question is fronted, whether is used.

Whether I'll have time I'm not sure at the moment.

5). Whether is generally preferred in a two - part question with or.

The Directors have not decided whether they will recommend a dividend or reinvest the profits.

6). After verbs that are more common in a formal style, whether is preferred.

We discussed whether we should close the shop.

7). *Whether and if both can introduce indirect questions.*

I'm not sure *whether / if* I'll have time.

8). *Yes / No questions are reported with if or whether.*

I don't know *if / whether* I can help you.

The link below further clarifies the use of "whether" and "if"
[whether vs if](#)

Note - The word IF does not always signal a conditional sentence. In such cases, the GMAT prefers "whether" instead of "if"

I don't know *if* I will go to the dance. (*Incorrect*)

I don't know *whether* I will go to the dance. (*Correct*)

'for all' vs 'along with'

Second, for all means despite, and along with means in addition to. I'm sure you'll agree that the meanings are different, right?

Subjunctive rule

The preferred rule for GMAT is this:

subjunctive word (such as demand, suggest, recommend, require, order, mandate) + that + NOUN + BASE FORM of the VERB (e.g., be, go, stop, run, excel) i.e., the infinitive without the to part.

2) All five-hundred dollar and thousand-dollar bills were withdrawn from circulation in 1969, and this left the one-hundred dollar bill to be the highest denomination of currency.

- a) and this left the one-hundred dollar bill to be the highest denomination of currency
- b) an act which has left the hundred-dollar bill to be the highest currency denomination.
- c) leaving the highest denomination of currency to be the one-hundred dollar bill
- d) leaving the one-hundred dollar bill as the highest denomination of currency.

this, which, that, and other pronouns MUST replace nouns, not sentences.

this in A) and which B) refer to the entire sentence.

In A, this replaces the whole sentence All five-hundred dollar and thousand-dollar bills were withdrawn from circulation in 1969. If we choose D, we have a participial phrase, which GMAT allows to modify a sentence.

Quick rules:

because + SENTENCE

because of + NOUN

despite/in spite of + NOUN

due to should only be used as a complement (i.e., after a be-verb (yeah, stupid rule, but some people are adamant about it)) NOT as a preposition (i.e., NOT at the beginning of the sentence).

Due to – modifies the noun and often follows “to be” verbs (is, was, were, am, etc.). Ex: My loss of appetite was due to a stomachache.

Because of – modifies the verb. Ex: I lost my appetite because of a stomachache.

Use because of, if you can ask and answer the question – Why?

'one or the other' vs 'one or another'

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

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

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

For example, I have two sisters. One is a doctor, and the other one is an artist.

We use another, when talk about more than two things.

who vs whom (Conjunction)

First, many of who is WRONG; we need many of whom.

(Rule: quantifier + of + object. Examples: some of whom, half of which, 44% of whom, etc.)

I saw two movies this weekend, both of them were good.

On first listen, this sounds correct, but it's not, for reasons that may seem at first hard to explain. However, if we realize that we have two sentences, I saw two movies this weekend and both of them were good, then we'll also realize that we must have a conjunction between them to join them (the basic rule of conjunctions and parallel structure).

The classic corrections (in descending order of likeliness of appearing as correct answers) are:

- I saw two movies this weekend; both of them were good. (joining two sentences with a semi-colon)
- I saw two movies this weekend, both of which were good. (using a relative pronoun (aka subordinating conjunction) to join two sentences)
- I saw two movies this weekend, and both of them were good. (using a coordinating conjunction to join two sentences)

as such ...

Caesarea was Herods city, founded as a Romanized counterweight to Hebraic Jerusalem, and being such it was regarded with loathing by the devout.

- (A) being such
- (B) as such
- (C) for this
- (D) so
- (E) so being

This sentence has format: founded as + n. , and as such + sentence

1. as such - because it is that thing

Example :I'm a teacher, and as such, I should try to help you.

2. as here is a preposition and must therefore be followed by a noun.

3. so is used to replace verbs, adjectives, and adverbs, but NOT nouns; we use such for nouns.

'but not' vs 'rather than'

Example -

I want water to drink rather than soda.

I want water to drink and not soda.

I will study rather than go out to play.

I will study and not go out to play.

"Rather", indicates a preference. eg. I would rather eat than starve. To use your first example of - I want water to drink and not soda, - it comes across as an exclusive decision. However, to say I would rather have water, indicates a preference, but does not excluded soda, as the above line indicates.

'instead of' vs 'rather than'

Rather than - shows preference. This expression is generally used in 'parallel' structures. e.g - with two nouns, adjectives, adverbs, infinitives or -ing forms.

e.g

- 1). We ought to invest in machinery rather than buildings.
- 2). I prefer starting early rather than leaving things to the last minute.

When the main clause has a to - infinitive, rather than is usually followed by an infinitive without to or -ing form.

e.g - I decided to write rather than phone/phoning.

Instead of - suggests that one person, thing or action replaces another. Instead is not used alone as a preposition; we use the two words instead of.

Instead of is not usually followed by an infinitive.

e.g

- 1). I'll have tea instead of coffee, please.

- 2). I stayed in bed all day *instead of going* to work.
 3). Amit was invited to the reception, but he was ill, so Akash went *instead of* him.

Note - *Instead (without of)* is an adverb. It begins or ends a clause usually.

e.g - She didn't go to Greece after all. *Instead* , she went to America.

NOTE :

Usage --- *instead of + noun phrase*. *Instead of* is only a preposition and can introduce only a phrase i.e no verb

Usage --- *rather than + verb (or) rather than + noun*. *Further rather than* can act as a preposition and can introduce a prepositional phrase or can act as a conjunction and introduce a clause

'resulting from' vs 'as a result of'

We should use *resulting* when we want to describe a noun, e.g.:

The fire *resulting from* the earthquake caused a lot of damage.

In this sentence *resulting* tells us more about the fire.

Now let's look at how to use *as a result of*.

We should use *as a result of* when we want to establish a causal relationship between two things, e.g.:

As a result of the fire, many people had to stay in temporary shelters.

In this sentence, we are saying that the fire caused people to stay in temporary shelters.

'compare to' vs 'compare with'

compare to - use when two things are alike

compare with - use when two things are not alike

Compare to - is used to liken two things or to put them in the same category. You should use "compare to" when you intend to simply assert that two things are alike. Use "compared to" to illustrate that two things are similar.

e.g -

- 1). The economy can be *compared to* a stallion charging at the gate.
- 2). I *compare* getting comments from students in class *to* pulling teeth.
- 3). She *compared* her work for women's rights *to* Susan B. Anthony's campaign for women's suffrage.

In these examples, *compare to* is used to compare two things that generally don't fall in the same category , but are compare to each other.

Compare with - is used to place two things side by side for the purpose of examining their similarities or differences. Use

"compared with" to illustrate the differences a comparison draws

e.g -

- 1). The American economy can be **compared with** the European economy to note how military history impacts future economics.
- 2). It would be interesting to **compare** Purdue **with** Ohio State.
- 3). Ann has a 3.5 GPA, **compared with** Jim's 2.9.

In these examples, compare with is used to compare two things of the same nature (Purdue and Ohio).

Example Sentence Correction Question

Balancing a pizza with one hand and having gripped a six-pack carton of soft drinks with another, twenty-three year-old Alan, paused in front of a first floor flat in the colony.

- A. Balancing a pizza with one hand and having gripped a six-pack carton of soft drinks with another
- B. Having a balance of a pizza with one hand and gripping a six-pack of carton of soft drinks with the other
- C. Balancing a pizza with one hand and gripping a pack of six soft drink carton with the other
- D. Being balanced a pizza with one hand and gripping a six-pack carton of soft drinks with the another
- E. Having balanced a pizza with one hand and having gripped a six-pack carton of soft drinks with the other

A- is wrong because of the word another and it does not follow the principle of parallelism

B - is wrong because of having a balance of pizza

C - is wrong because of pack of six soft drink carton vs a six-pack carton of soft drinks

D -is wrong because of word another

E – correct, shows proper use of tenses, parallelism

The rule to apply here is having + past participle – **use of perfect participle**. Perfect participle is used for completed actions.

Usage of 'whether or not'

The Garcia government faces the greatest crisis of its mandate, and its political future after the next election depends on if it can restore the public's confidence and can move beyond the current political impasse in the Congress.

- A if it can restore the public's confidence and can move beyond
- B whether it can restore the public's confidence and move beyond
- C the ability to restore the public's confidence and moving
- D whether or not it can restore the public's confidence and be able to move beyond
- E its capability for restoring the public's confidence and move beyond

Well, GMAT has said in their publications that whether or not is redundant, since whether already includes the idea of two options; in other words, the exact same idea is expressed without or not.

"than do" vs "than have"

The guiding principles of the tax plan released by the Treasury Department could have even a greater significance for the economy than the particulars of the plan.

- (A) even a greater significance for the economy than
- (B) a significance that is even greater for the economy than
- (C) even greater significance for the economy than have
- (D) even greater significance for the economy than do
- (E) a significance even greater for the economy than have

D is indeed best in SAE.

In SAE, we generally use do to replace regular verbs, i.e., verbs that are not linking verbs, verbs that use modals, etc. we use have to replace the auxiliary (helping) verb.

For example:

Megumi speaks Japanese better than I do.

But you already knew that, I'm sure.

Look at the following examples for something (perhaps) new:

Megumi has visited more countries than I have.

We can use have again because have is an auxiliary verb here.

Megumi has more skirts than I do.

Here, has is NOT an auxiliary verb, and in SAE, we cannot use the verb have in the second bit.

"because" vs "because of"

1). Because - is a conjunction, used at the beginning of a clause, before a subject and verb.

We were late because it rained.

I'm happy because I met you.

2). Because of - is a two - word preposition, used before a noun or a pronoun.

We were late because of the rain.

I'm happy because of you.

Note : Because and its clause can go after or before the main clause.

I finished early because I worked fast.

Because I worked fast, I finished early.

"Like" vs "As"

Like - used to compare two nouns.

e.g

Incorrect - Gita and Sita, as their mother Reema, are extremely smart.

Correct - Gita and Sita, like their mother Reema, are extremely smart.

As - used to compare two clauses. (A clause is a phrase that includes a verb).

Incorrect - Just like swimming is good exercise, running is a way to burn calories.

Correct - Just as swimming is good exercise, running is a way to burn calories.

Note : Do not use Like when you mean for example.

"Until" vs "As long as"

Until can be used both as a preposition and as a conjunction. *Until* is used to **express a point of time in the future**

Until (preposition) -

1. Up to the time of: We danced **until** dawn.
2. Before (a specified time): She can't leave **until** Friday

Until (conjunction) -

1. Up to the time that: We walked **until** it got dark.
2. Before: You cannot leave **until** your work is finished.
3. To the point or extent that: I talked **until** I was hoarse

As long as means that **one thing will occur while another thing is still true**

As long as (conjunction) -

1. During the time that: I'll stay **as long as** you need me.
2. Since: **As long as** you've offered, I accept.
3. On the condition that: I will cooperate **as long as** I am notified on time.

Idiom

1. For the period of time that, as in You may keep the book **as long as** you want, that is, keep it for whatever time you wish to.
2. Also, so long as. Since, because, as in Please pick up some milk **as long as** you are going to the store, or **So long as** you're here, you might as well stay for dinner.
3. Also, so long as; just so. Provided that, as in **As long as** you don't expect it by tomorrow, I'll make the drawing, or **So long as** sales are greater than returns, the company will make a profit, or You may have another cookie, **just so** you don't take the last one.

Aim to vs Aim at

Aim to (idiom)

Meaning - Try or intend to do something.

e.g : We aim to please our customers, or She aims to fly to California.

Correct usage: aim to + verb

Aim at (idiom)

Meaning - Direct a missile or criticism at something or someone; to plan, intend or to have as one's purpose

*e.g: In his last speech the President took aim at the opposition leader.
He aims at finishing tomorrow.*

Correct usage: aim at + noun

Although vs Though vs Even though

Although - linking word - expresses the idea of contrast.

e.g - Although Amit has a car, he doesn't often drives it.

The clause with although can come at the end.

e.g - Although the cafe was crowded, we found a table. OR We found a table, although the cafe was crowded.

Though - is informal. It means the same as although.

e.g - Though / Although I liked the sweater, I decided not to buy it.

We can use though at the end of a sentence.

e.g - I liked the sweater. I decided not to buy it, though.

Even though - is stronger, more emphatic than although.

e.g -

1). Ram looked quite fresh, even though he'd been playing cricket.

2). Even though you dislike Sanya, you should try to be nice to her.

Note - We can use in spite of the fact (that) in the same way as although.

e.g -

I'm no better, although I've taken the pills.

OR

I'm no better in spite of the fact that I've taken pills.

Quick Tip -- Applicable most of the times but not always ...

Even though -- when the condition given is negative but the outcome/result is positive

eg -- *Even though Ram hadn't studied, he passed the exam.*

Although -- when the condition given is positive but the outcome/result is negative

eg -- *Although Ram had studied very hard, he did not score well.*

'each other' vs 'the other'

Q The complex tax dispute between the Covered Bridge Mall and Harris Township is not likely to be adjudicated for several years, and, in the meantime, both sides are intent on creating difficulties for the other.

- (A) both sides are intent on creating difficulties for the other
- (B) both sides are intent on creating difficulties for each other
- (C) each side is intent on creating difficulties for the other
- (D) each side is intent on creating difficulties for one another
- (E) the sides are both intent on creating difficulties for each other

The other issue is also important--the difference between each/the other and both/each other.

Use each when the parties are more separate, and use both when the parties are collaborating.

For example, each side was fighting the other sounds better than both sides were fighting each other, don't you think?

'Even if' vs 'even though'

they are not interchangeable. If you want to use **even though**, the meaning changes.

Even though means **despite the fact that** and is a more emphatic version of **though** and **although**.

Even if means **whether or not** and has to do with the conditions that may apply.

Compare the following:

Even if I had two hours to spare for shopping, I wouldn't go out and buy a suit.

Even though I had two hours to spare for shopping, I couldn't find the suit I wanted.

The **first example** describes an **unreal situation** where we could substitute 'just supposing' for **even if** and say: **just supposing** I had two hours to spare for shopping, I still wouldn't go out and buy a suit.

The **second example** describes a **real situation** where the shopper spent two hours looking for a particular kind of suit, but couldn't find it. When we attach **even to though** in this way, we are in effect saying: **you may find this surprising but...!**

Compare the following pairs of sentences:

Even though he lost his job as Arts Minister, he continued to serve in the government.

Even if he loses his job as Arts Minister, I think he'll continue to serve in the government.

Even though the injury was serious, she decided to carry on playing. It was an important match.

I know she'll want to carry on playing, **even if** she gets injured. It's an important match.

Even though I've cleaned it and polished it, it still doesn't look new.

Even if I clean and polish it, it still won't look new.

3. Parallelism

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

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

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

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

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

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

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

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

are okay.

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

are NOT okay.

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

2. Two gerunds + noun is okay

Ex: He liked sailing, swimming and girls.

But two infinitives + noun is NOT okay

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

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

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

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

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

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

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

OA is C

What is wrong with B?

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

Active vs. Passive Voice

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

Ex: I wrote a song

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

Ex: A song was written by me.

One further caution about the passive voice: we should not mix active and passive constructions in the same sentence: "The executive committee approved the new policy, and the calendar for next year's meetings was revised" should be recast as "The executive committee approved the new policy and revised the calendar for next year's meeting."

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

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

That vs. Which

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

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

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

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

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

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

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

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

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

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

3. Also, the relative pronoun **"which" should be used to refer to a noun** and not an idea or an action presented in an entire clause. (Ex: Q.49, Q.78 from OG)

Q.78: The root systems of the most flowering perennials either become too crowded, which results in loss of vigor, and spread too far outward, producing a bare center. -> Use of "which" is incorrect.

4. **Omitting "that"**

- You can omit "that" in a relative clause when the subject of the clause is different from the word or phrase the clause refers to. Thus, you can say either

The book that I was reading (or)

The book I was reading

- You can also omit "that" when it introduces a subordinate clause

Ex: I think we should try again.

- You should **NOT omit "that"**, however, when the subordinate clause begins with an **adverbial phrase or anything other than the subject:**

Ex: She said that under no circumstances would she allow us to skip the meeting.

The book argues that eventually the housing supply will increase.

This last sentence would be ambiguous if that were omitted, since the adverb eventually could then be construed as modifying either argues or will increase.

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

No vs. Not

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

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

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

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

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

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

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

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

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

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

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



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

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

OA is A

Usage of "One"

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

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

Sometimes the pronoun **"one" functions as a numerical expression:**

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

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

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

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

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

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

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

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



The "one" in the phrase "more than one" apparently controls **the number of the verb.**

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

"one or more": Constructions using one or more or one or two always take a plural verb:

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

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

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

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

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

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

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

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

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

<http://www.bartleby.com/64/C001/043.html>

Usage of "More than one":

When a noun phrase contains more than one and a singular noun, the verb is normally singular:

There is more than one way to skin a cat.

More than one editor is working on that project. More than one field has been planted with oats

When more than one is followed by **of** and **a plural noun**, the verb is plural:

More than one of the paintings were stolen.

More than one of the cottages are for sale.

When more than one stands alone, it usually takes a singular verb, but it may take a plural verb if the notion of multiplicity predominates:

The operating rooms are all in good order. More than one is (or are) equipped with the latest imaging technology

Conduct unbecoming an officer and a gentleman" is one of those phrases that sounds as if it comes out of Kipling.

The sentence caused considerable stir (as such things go), for the verb "sounds" should really relate to the plural "phrases," not the singular "one." The sentence should probably read (underlining things for our purpose):

"Conduct unbecoming an officer and a gentleman" is one of those phrases that sound as if they came out of Kipling.

The rare device for figuring out which verb to use in this construction is as follows: turn the sentence inside out:

Of those phrases that sound as if they came out of Kipling, "conduct unbecoming an officer and a gentleman" is one.

In this situation, the subject of the subordinate clause — usually a who or a that — will refer to the plural noun in the preceding prepositional phrase (not the one before it) and require a plural verb to follow.

Between vs. Among/ "er" vs. "est" forms/ more vs. most

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

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

Ex: easy, easier, and easiest

But, ready, more ready and most ready

When in doubt pick the more/most form.

Incorrect: *Could you drive slower?*

Correct: *Could you please drive more slowly?*

NOTE: Avoid "amongst" in GMAT.

One or other vs. One or another

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

one or another - between multiple choices not restricted to two

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

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

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

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

OA is B

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

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

OA is D

Whether vs. If

On the GMAT, "whether" is more preferred than "if"

"Whether" is used when there are alternative choices.

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

Incorrect: Her client didn't tell her if he had sent his payment yet.

Correct: Her client didn't tell her whether he had sent his payment yet.

"IF" is used in a conditional sense.

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

Use of "Being" in GMAT

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

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

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

Examples when "being" is correct:

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

I'm afraid **of being late**. (or)

I'm afraid **that I'll be late**.

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

But, the idiomatic structure "in addition to" does not have a counterpart that uses a subject and a verb, so our only option here is to use "being", which is grammatically a noun, but is derived from a verb.

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

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

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

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

1) Being a year ahead in producing new computer products can give a company significant edge over its competitors.

2) because uranium is the heaviest, and therefore the most penetrating, of natural metals, it is being increasingly used in the production of bullets.

in both the cases the correct answer was that i have written.

another thing was does the construction in sentence 2 " ,and therefore" is better than " ,therefore "

1) Being a year ahead in producing new computer products can give a company significant edge over its competitors.

In this case, being is a gerund and is the subject of the sentence. There's nothing inherently wrong with using being as a gerund in a sentence:

😊 Being happy is a wonderful thing. 😊

This construction cannot be faulted; other phrasings would change the meaning.

QUOTE(avtu @ Nov 8 2004, 12:41 PM)

because uranium is the heaviest, and therefore the most penetrating, of natural metals, it is being increasingly used in the production of bullets.

In this case, we are correcting using the present progressive passive, which, although not so common, is correct.

Here are some examples:

😊 *The Internet is great, but it often seems as if we are being bombarded with ads, solicitations, and other information we don't want or need.* 😊

😊 *It's lamentable that we are being driven underground.* 😊

😊 *Some voters resent being asked to pay higher prices in order to protect certain national industries.* 😊

You had another question about however; however is not a conjunction, so just ignore it for a second or two to figure out the punctuation. 😊

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

Note:

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

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

Absolute Phrase: A modifier (quite often a PARTICIPLE), or a modifier and a few other words, that attaches to a sentence or a noun, with **NO conjunction**. An absolute phrase **cannot** contain a FINITE VERB.

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

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

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

The nurses went on strike to protest their being overworked

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

OA is A

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

Use of Since

Since is used in a variety of different ways, both with the present perfect and with other tenses.

'since' as preposition

When it is used as a preposition to introduce a date or a specific time in the past, it is normally used with present perfect and past perfect tenses. It refers to a period of time starting at a particular point in the past and continuing up till now (present perfect) or up until another point in the past (past perfect).

Compare the following:

I haven't seen my younger brother since 14 July 1998.

They've been on strike since the beginning of April and there's no sign of it ending.

I hadn't visited the area since my childhood days and I noticed last summer how everything had changed.

'since' as conjunction

Since can also be used as a conjunction, as in your examples, Michele, introducing a clause. The tense in the since-clause can be past or perfect, depending on whether it refers to a point in the past or to a period of time leading up to the present or, in the case of the past perfect, leading up to a point in the past.

Since as a conjunction sometimes combines with ever to make ever since. Note also in these examples that present and past tenses are possible in the main clause as well as the present perfect:

We've been patronising this pub (ever) since we've been living in this village.

We've been patronising this pub (ever) since we moved to this village.

Henry's been teetotal since we got married.

Henry's been teetotal since we've been married.

It's only a week since I met him, but we're very much in love.

It's only a week since we've known each other, but we're very much in love.

They're a lot happier since they separated.

They're a lot happier since they've been living apart.

You're looking much better since you came out of hospital.

You're looking much better since you've been out of hospital.

It was in the summer of 2001 that I saw her and it was over 20 years since we had last met.

'Do you realize,' I said, 'it's over 20 years since we last met?'

'since then' / 'ever since'

Note that since can also be used as an adverb. Since then refers to a particular point in time and ever since to a period of time. Which one we use depends on whether we want to focus attention on the point in time or on the continuing period of time. Compare the following:

She left home in 1992 and hasn't contacted us since then. The company started losing money in 2002 and has been in serious decline since then.

The company started losing money in 2002 and has been in serious decline ever since. I took my final exams five years ago and have been working as a doctor ever since

Like vs. As

Like is used to **compare nouns**.

As is used to **compare actions**.

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

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

OA is D

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

Like vs. Such As

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

- Can you buy me some fruit **like** oranges or grapefruit?
-

This sentence would mean that you do NOT want oranges or grapefruit; instead, you'd prefer some fruit similar to oranges and grapefruit. For example, you may want pomelo, lemons, or limes.

- Can you buy me some fruit **such as** oranges or grapefruit?

Oranges and grapefruit are examples of the type of fruit we want.

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

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

OA is B (OG 223)

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

Participle & Participial Phrases

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

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

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

- A. *persisting*
- B. *persists*

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

OA is A

This sentence basically has two participial phrases:

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

Both modifying "atoms and molecules"

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

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

Subjunctive Mood

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

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

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

- If I were ten years younger, I would consider entering the marathon.

- If America were still a British colony, we would all be drinking tea in the afternoon.

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

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

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

- If I was (*not were*) to accept their offer-which I'm still considering-I would have to start tomorrow.
- He would always call her from the office if he was (*not were*) going to be late for dinner. Another traditional rule states that you are not supposed to use the subjunctive following verbs such as ask or wonder in if clauses that express indirect questions, even if the content of the question is presumed to be contrary to fact: We wondered if dinner was (*not were*) included in the room price. Some of the people we met even asked us if California was (*not were*) an island.

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

Note: Do **NOT** use "should" in Subjunctive mood.

Should vs. Would

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

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

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

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

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

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

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

Infinitives & Split Infinitive

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

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

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

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

Split infinitive is not considered acceptable in standard American English.

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

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

OA is C

What's wrong with A?

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

Compare with vs. Compare to

Rule 1: **Compare to** compares **unlike things**, whereas **compare with** compares **like things**.

Rule 2: **Compare to** is used to **stress the resemblance**. **Compare with** can be used to show either similarity or difference but is **usually used to stress the difference**.

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

Compare takes **with** when it refers to the act of examining two **like things** in order to discern their similarities or differences:

- The police **compared** the forged signature **with** the original.
- The committee will have to **compare** the Senate's version of the bill **with** the version that was passed by the House.

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

Compare usually takes the preposition **to** when it refers to the activity of describing the resemblances between **unlike things**:

- He **compared** her **to** a summer day.
- Scientists sometimes **compare** the human brain **to** a computer.

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

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

although + clause

though + clause

even though + clause

despite + noun

in spite of + noun

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

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

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

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

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

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

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

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

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

Count Vs Non count

Concrete things such as tables, students, bottle, person etc are count nouns.

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

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

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

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

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

Exception: When referring to time or money, **less** is often used even with numbers. Specific units of time or money use **fewer** only in cases where individual items are referred to.

Non count nouns generally take singular verbs and count nouns take singular or plural depending on the number.

Ex: Most people are; Most of the water is

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

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

Objective case of Pronouns

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Incorrect: It is me/ It's me

Correct: It is I/ It's I

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

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

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

Who vs. Whom

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

Ex: Who called the meeting?

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

Ex: Whom did you invite to the meeting?

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

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

- (A) one who
- (B) one of them who
- (C) and one of them who
- (D) one of whom
- (E) one of which

OA is D

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

Singular Pronouns & Collective Nouns

No one	Nobody	Nothing
Someone	Somebody	Something
Everyone	Everybody	Everything
Anyone	Anybody	Anything
None	Each	Any
Another	Either	Every
The number	Neither	

Collective noun examples: Family, School, Committee

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

What (Singular or Plural?)

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

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

- I see what seems to be a dead tree.

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

- He sometimes makes what seem to be thoughtless mistakes.

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

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

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

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

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

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

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

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

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

OA is B.

Why "is" and not "are"?

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

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

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

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

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

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

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

Because vs. Due to

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

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

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

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

Redundant Phrases

Eliminate any choices with redundant phrases. Some examples

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

Other

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

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

OA: A

Why is OA A, and not D or B?

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

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

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

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

or

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

Here are two more:

After eating lunch, I felt sleepy.

or

After lunch eating, I felt sleepy.

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

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

(A) to do almost nothing to achieve that

(B) to do almost nothing achieving such

(C) to do almost nothing to achieve It

(D) doing almost nothing in achieving any

(E) doing almost nothing to achieve that

OA is C

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

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

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

(A) Unlike modern feminism, which derives much of its strength from rejection of an oppressive home, Marietta Holley in her novels

(B) Unlike the modern feminist who derives much of her strength from rejection of an oppressive home, Marietta Holley's novels

(C) Unlike modern feminism, deriving much of its strength from rejection of an oppressive home, Marietta Holley's novels

(D) Unlike those of the modern feminist who derives much of her strength from rejection of an oppressive home, novels of Marietta Holley

(E) Unlike those of modern feminism, which derive much of their strength from rejection of an oppressive home, Marietta Holley's novels

OA is E

What's wrong with D?

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

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

Compare the following two phrases:

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

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

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

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

We know that we should be talking about the novels and "the feminist," because the latter part

of the sentence shows the contrast--Holley's novels (not "the feminist").

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

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

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

OA is E

Why not B?

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

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

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

OA is B

Why not A?

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

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

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

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

OA is C

Why not A?

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

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

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

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

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

- (A) all their members do not meet the five-year residency requirement
- (B) not all their members meet the five-year residency requirement
- (C) all their members have not met the requirement for a five-year residency

(D) not all their members have resided for five years, a requirement
(E) all their members have not resided for five years, as required

OA is B

Why not A?

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

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

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

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

OA is C

Why not D?

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

Few points:

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

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

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

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

(A) with the intention

(B) the intention of which is

(C) intended

(D) and intending

(E) so intended as

OA is C.

Why not A?

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

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

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

b) Although about 99 percent of over 50 million of the

c) Although about 99 percent of more than 50 million

d) Despite the fact that about 99 percent of more than 50 million

e) Despite the fact that about 99 percent of over 50 million

OA is A

What's the difference between A & C?

If we use "the," we are saying that there are only 50 million Turks in the whole world; if we don't use "the," we are saying that there are possibly more than 50 million Turks in the world

<p>Researchers have explored the possibility that dolphins <u>are able to be trained to communicate as humans.</u></p> <p>① are able to be trained to communicate as humans</p> <p>② were able to be trained to communicate like humans</p> <p>③ can be trained to communicate like humans can</p> <p>④ could be trained to communicate as humans</p> <p>⑤ are capable of being trained to communicate as humans do</p>	<p>The underlined portion of this sentence contains two problems. It sounds awkward to say "are able to be trained," and there is a vague comparison in the phrase "as humans." With this phrase, it is unclear whether the sentence means that dolphins COMMUNICATE as humans communicate or that they can be TRAINED to communicate as humans can be trained to communicate. (5) corrects both of these problems. The phrase "are capable of being" improves upon the awkward wording of "are able to be trained," and the comparison "as humans do" makes it clear that the sentence is referring to how humans communicate. (2) does not improve the awkward phrase at the beginning of the sentence—it just changes it to an equally awkward one—and it does not correct the vague comparison problem at the end. (3) corrects the awkward construction at the beginning of the sentence but does not clarify the vague comparison by adding the "can" at the end. (4) improves the awkward construction at the beginning of the sentence but does not correct the vague comparison at the end.</p>
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<p>This April, three out of seven people will file <u>tax returns with a disk found in software stores and accounting exts.</u></p> <p>① tax returns with a disk found in software stores and accounting texts</p> <p>② a tax return with a disk found in software stores and accounting texts</p> <p>③ tax returns with disks found in a software store and an accounting text</p> <p>④ tax returns with a disk found in a software store and an accounting text</p> <p>⑤ a tax return with a disk found in a software store and an accounting text</p>	<p>There is an error in meaning in this sentence that comes from the fact that "tax returns" is plural and "a disk" is singular. It makes it sound like all of the people used the same disk. (1) is out. We certainly do not want to stick to the original underlined portion of this sentence. Choices (3), (4) and (5) are all wrong because they do not correct the error in meaning and because they change the meaning of the original sentence which violates the directions. By substituting "AN accounting text" for "accounting texts" the meaning changes. Now it is one singular text that is being used not a variety as the original sentence states.</p>
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San Franciscans of the 1890's mocked the claim that declared Los Angeles a world city, yet within twenty years a powerful municipal will had made this boast a reality.

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

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

<u>Idiomatic</u>	<u>Unidiomatic</u>
A lot	<i>alot</i>
Able + infinitive	
Access to	
Account for	
Adapted to/ for/ from	
Agree to (idea or proposal)/ with (people)	
All of which	<i>Of which all</i>
Allows for	
Allow...to be based on	<i>Allow that...fees be based on</i>
Appeal to	
apply to	
As an instance of	
As good as...or better than	
as much as (as...as)	
Associate with	
attempt to	
Attend to (someone)	
Attribute to	<i>Attribute as</i>
Attribute x to y/x is attributed to y	
Based on	
Begin + infinitive	
believe x to be y	

<i>better served by x than by y</i>	
<i>between x and y</i>	
<i>Both x and y</i>	
<i>call ...to consider</i>	
<i>Care about/ for</i>	
<i>Center on</i>	<i>Center around</i>
<i>Choose + infinitive</i>	
<i>Compare a to b</i>	
<i>Compare a with b</i>	
<i>Composed of</i>	
<i>Concerned with</i>	
<i>Conform to</i>	<i>Conform with</i>
<i>Connection between x and y</i>	<i>Connection of x and y</i>
<i>Consider (+ nothing)</i>	<i>Consider as</i>
<i>Contend that</i>	
<i>Contrast a with b</i>	
<i>Count on + person/thing</i>	
<i>credit with</i>	
<i>debate over</i>	
<i>Different from</i> (compare people and things)	<i>Different than</i> (compare clauses-less preferred)
<i>difficult + infinitive (to)</i>	
<i>Disclose to + person/organization</i>	
<i>distinguish between x and y</i>	
<i>distinguish x from y</i>	
<i>Doubt that</i>	<i>Doubt whether</i>

<i>Drawn to person/thing</i>	
<i>Dream of/about</i>	
<i>Dwindle from</i>	
<i>Emerges from</i>	
<i>Essential to</i>	
<i>estimated to be</i>	
<i>Except for</i>	<i>Excepting</i>
<i>Fascinated by</i>	
<i>Flee from</i>	
<i>Focus on + thing/person</i>	
<i>Forbid x to do y</i>	
<i>from x to y</i>	
<i>Get credit for/give credit for</i>	
<i>Identical with</i>	<i>Identical to</i>
<i>In an attempt to</i>	<i>As attempt in</i>
<i>In contrast to</i>	<i>In contrast of</i>
<i>In regard to</i>	<i>In regards to</i>
<i>In spite of</i>	<i>Despite</i>
<i>Independent of</i>	<i>Independent from</i>
<i>Indicate that/ to</i>	
<i>Indifferent towards</i>	
<i>intend to</i>	
<i>intent on</i>	
<i>Invest in</i>	<i>Invest into/ for</i>
<i>Leads to</i>	

Less on x than on y	
liken x to y	<i>liken to be</i>
method of..	<i>method to</i>
Mistook x for y	<i>Mistook...to</i>
more ...than ever	
native of	
native to	<i>Native in</i>
Need for/ to	
no less ...than	
Not only ... but also	<i>not only... and also</i>
Not so much...as	
ordered y to do z	
Originate in	
Potential to	
Prohibits x from doing y	
Promise of + thing	
Promise to	
range from x to y	
rates for	<i>"rates of" when rates=> "prices charged"</i>
Refer to	
regard as	
Regardless	<i>Irregardless</i>
require + thing/person + infinitive	<i>require of x to y</i>
Responsible for	
Responsibility to	

<p>Result/Resulting in</p> <p>Results from</p> <p>Sacrifice x for y</p> <p>same to x as to y</p> <p>Save for</p> <p>Save from</p> <p>Seek to/thing/person</p> <p>seem + infinitive</p> <p>So infrequently that</p> <p>so x as to y</p> <p>speak to/ with</p> <p>state ...that</p> <p>Subscribe to</p> <p>Such...as</p> <p>Take advantage of</p> <p>Targeted at</p> <p>Think of x as y</p> <p>Try to</p> <p>use ...as</p> <p>Used + infinitive</p> <p>With the intention of</p> <p><i>you had better do it</i></p>	<p><i>Targeted to</i></p> <p><i>Think of x to be y</i></p> <p><i>Try and</i></p> <p><i>using x to be y</i></p>
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Subject/ Verb Inversion

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

There are at least eighteen types of inversion:

Type	Examples	Notes
1. neg intro	Never do I sleep.	Question form is obligatory.
		Used with all verbs.
	Only at night can I study.	This one is very common on the TOEFL and somewhat common on the GMAT and GRE.
	In no way could I help you with your Japanese grammar question.	We need to learn the various types of words and phrases that require this type of inversion.
	I believe that only rarely will I need your help.	Notice that sometimes the inversion occurs right after the neg intro form and sometimes it occurs in the next subject and verb.
	Not until I got home did I realize that my shoes were untied.	
		See Neg Intro for more info.

Type	Examples	Notes
2. intro adverbial	Into the room ran the lady .	Inversion is optional.
	First comes love , then comes marriage.	Used with be-verbs, linking verbs, and verbs of direction.
	After A comes B , then comes C, next comes D .	This one is less common on the TOEFL, but more common on the GMAT and GRE.
	Down came rain and washed the spider out.	Notice that sometimes we have an adverb, like first and down and sometimes we have an adverb phrase like into the room or after A. These adverbs and adverb phrases usually show location or direction.
		This type of inversion usually only occurs with be-verbs, linking verbs and verbs that show direction or movement, like come, go, run, etc.
3. intro -ed	Found in San Francisco is Lombard Street , the so-called crookedest street in the world.	Inversion is obligatory.
		Used with be-verbs.
	Lost among the old tables and chairs was the priceless Victorian desk .	This one is very common on the TOEFL, GMAT, and GRE.

Type	Examples	Notes
	<p>Located between San Francisco and Marin County is the Golden Gate Bridge.</p>	<p>This type of inversion usually occurs with be-verbs, but sometimes with linking verbs.</p> <p>Notice that the phrase is the complement of the be-verb.</p>
4. comparatives	<p>Cheetahs run faster than do antelopes.</p>	<p>Inversion is optional.</p>
	<p>You speak Chinese better than do I.</p> <p>Jessica is more interested in Computer Science than is Benjamin.</p>	<p>Used with all verbs.</p> <p>This form of inversion is common on the TOEFL, GMAT, and GRE.</p> <p>We normally only have inversion here if we are comparing subjects of the verb, not objects. For example, in the following two sentences, we are comparing objects, carrots and potatoes, not the subject I.:</p> <p>☺ I like carrots more than I do potatoes. ☺</p> <p>☺ I like carrots</p>

Type	Examples	Notes
		<p><i>more than do I like potatoes. ☹</i></p> <p><i>Now, in this sentence, we are comparing subjects, I and my friend Carl:</i></p> <p><i>☺ I like carrots more than does my friend Carl. ☺</i></p>
5. intro comparative	<p><i>Bigger than an apatosaur is the blue whale.</i></p>	<p><i>Inversion is obligatory.</i></p>
	<p><i>More important than your personal statement is your GPA.</i></p>	<p><i>Used with be-verbs.</i></p>
	<p><i>No less impressive than the invention of the laser was the development of the wheel.</i></p>	<p><i>This form is more common on the GMAT and GRE than it is on the TOEFL.</i></p>
		<p><i>Notice that we can only use this form of inversion when the verb is a be-verb since in every case, the comparative is the complement of the be-verb.</i></p> <p><i>Remember that less than is also a comparative.</i></p>

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

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

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

Type	Examples	Notes
	<i>Is it ever hot in here!</i>	<i>Used with all verbs.</i>
	<i>Do you know how to cook!</i>	<i>You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE. It could, however, appear on the Listening Comprehension Section of the TOEFL. We use this form mostly in spoken English.</i>
13. the bigger, the better	<i>The closer an object is to another object, the greater is the gravity between the two objects.</i>	<i>Question form is optional.</i>
		<i>Used with all verbs.</i>
14. questions	<i>Is this the last example?</i>	<i>Inversion is obligatory.</i>
	<i>Do you enjoy reading these lists?</i>	<i>Used with all verbs.</i>
	<i>Are we finished yet?</i>	<i>It would, however, appear on the Listening Comprehension section of the TOEFL. Not for GMAT</i>

Type	Examples	Notes
15. "story speech"	"I think it's time to go," said Susan.	Inversion is optional.
	"It's time for you, but not for me," replied Gary.	Used with verbs that report speech.
	"Maybe we should collect our thoughts for a moment," commented Lany.	You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE.
16. nor	No one has volunteered for the job, nor do we expect anyone to volunteer in the future.	Inversion is obligatory.
	Hok-ming cannot speak Portuguese, nor can José speak Cantonese.	Used with all verbs.
	The zoo regulations will not permit you to touch the animals, nor would most people advise you to do so.	You might see this on the adaptive TOEFL if you are scoring high and it could appear on the GMAT or GRE.
		Remember that nor is considered a conjunction, but we use it between two sentences (not between any two elements like the other conjunctions).
17. "so do I"/	"So do I."	Inversion is obligatory.

Type	Examples	Notes
"neither do I."	"So can Terry."	Used with all verbs.
	" Neither do most people I know."	You will probably not see this on the grammar section of the TOEFL or on the GMAT or GRE.
18. intro adjective	Beautiful beyond belief was my baby daughter.	Inversion is obligatory in most cases.
	Happy about their acceptance into their dream schools were Lany and Tomo.	Used with be-verbs.
	Quick and painless will be your medical procedure.	This one is fairly rare and probably would not appear on the TOEFL, but you might see it on the GMAT or GRE.
		Inversion is sometimes not used in poetic language.

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

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

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

When indefinite pronouns — such as *something, someone, anybody* — are modified by an adjective, the adjective comes after the pronoun:

Anyone capable of doing something horrible to someone nice should be punished.

Something wicked this way comes

If the intensifier *very* accompanies the superlative, a determiner is also required:

- She is wearing her very finest outfit for the interview.
- They're doing the very best they can.

We do, however, definitely use *less* when referring to statistical or numerical expressions:

- It's *less than twenty miles* to Dallas.
- He's *less than six feet* tall.
- Your essay should be *a thousand words or less*.
- We spent *less than forty dollars* on our trip.
- The town spent *less than four percent* of its budget on snow removal.

In these situations, it's possible to regard the quantities as sums of countable measures.

THE ROYAL ORDER OF ADJECTIVES



<i>Determiner</i>	<i>Observation</i>	<i>Physical Description</i>	<i>Origin</i>	<i>Material</i>	<i>Qualifier</i>	<i>Noun</i>
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In stating the argument that the President does not care about the plight of the poor, [u]a prominent Democrat inferred that Republicans have never been concerned about them[/u].

- A. a prominent Democrat inferred that Republicans have never been concerned about them*
- B. a prominent Democrat inferred that Republicans have never been concerned about the poor.*
- C. a prominent Democrat implied that Republicans have never been concerned about them*
- D. a prominent Democrat inferred that Republicans have never been concerned about it.*
- E. a prominent Democrat implied that Republicans have never been concerned about it.*

I think this is (E), but it's tricky, one could argue (C)

*First, it's an **imply vs. infer** issue. If you are doing the talking, you are **implying**. If you are listening, then you are **inferring**.*

So the Democrat is implying, ruling out A, B, and D

*At issue is an opinion about the **PLIGHT** of the poor and plight is a thing, an "it" not a "them". Republicans were never concerned about the PLIGHT. That, along with the previous opinion that **them** can be ambiguous anyway, makes me say (E)*

Inscribed with the names of each of the thousands of Americans who lost their lives in the war, Maya Lin's Vietnam veterans' memorial in Washington, D.C. has become a favorite stop for visitors to the nation's capitol.

- 1)
- 2)that lost their lives during the war
- 3)who lost his life in the war
- 4)whose life the war took
- 5)from whom the war took a life

I'd go with A

relative pronoun "who" refers to "americans", a plural noun. Hence, "their" properly refers to them. Usually, when it makes sense, a relative pronoun will refer to the closest preceding noun. Furthermore, C uses "his"... why not "her"? A's plural form corrects for gender reference.

ie Each of the books **reminds** me of her
 ie Each of the books that **rest** on the table **reminds me of her**

In first example, there is no relative pronoun and the verb is then conjugated with the subject "each" instead of the noun in the prepositional phrase.

The second example has pronoun "that" which can logically refer to immediately preceding noun "books" so verb is conjugated in plural tense. The portion in blue is there to complete the independent clause. Without it, the sentence would only have a subject "each", a prepositional phrase and a restrictive clause. However, you can see that in the second example, "reminds" is conjugated with the subject "each" although it is a word that is very far away from it. This makes complex sentences more difficult to decipher because they will introduce a bunch of prepositional phrases and obstacles in between but you have to make sure that the independent clause itself is complete.

Based on my examples, you have to be able to identify what the independent clause is and what the other bells and whistles splitting the independent clauses are.

From my first example:

Each of the books reminds me of her

In red is the independent clause and in blue is the prepositional phrase. "reminds" in this case is part of the independent clause and should be conjugated with the subject of the independent clause "each". In blue is just extraneous information splitting the independent clause. Do not get bothered by it. "reminds" should still be singularly conjugated.

From my second example:

Each of the books that rest on the table reminds me of her

In the above sentence, the independent clause and prepositional phrase have the same explanation as in

the first example. However, there is an intruder, another obstacle splitting the independent clause; the relative/restrictive clause in green. A relative clause usually refers to the closest noun and in this case, it is "books" from the prepositional phrase. Hence, it is why "rest" will be conjugated with "books" rather than "each".

Let's compare this to the question at hand:

Inscribed with the names of each of the thousands of Americans who lost their lives in the war[...]

The above is at the base, a participial phrase modifying "Maya Lin's Vietnam veterans' memorial". Its structure includes a multiple prepositional phrase in blue and a relative clause in green. As previously explained, the relative clause should modify the closest noun and in this case, it is "Americans"

each of X is singular. The way to conjugate it depends on whether there is a relative clause after. If there is, the relative clause should be conjugated with X although the sentence would then be incomplete. You should then look after completing the sentence with a verb which would then be conjugated with "each" as in my examples

"as well as", as a preposition, usually introduces a parenthetical element and is not good to be used in replacement of conjunction "and" as intended by your first meaning.

"as well as" used as a conjunction should replace conjunction "and" although its use is less frequent and certainly ambiguous so in GMAT world, "as well as" is usually taken as a preposition.

In either case, "as well as" should not result in a compound subject case and should not be followed by a plural verb.

For example:

1- my dog, as well as my cat, *is* fluffy

2- my dog and my cat *are* fluffy

In conclusion, your sentence seems fine and the second connotation is what I would think is he intended meaning("as well as" as a preposition)

From Webster dictionary: <http://www.ccc.commnet.edu/grammar/clauses.htm#restrictive>

Some relative clauses will refer to more than a single word in the preceding text; they can modify an entire clause or even a series of clauses.

Some relative clauses will refer to more than a single word in the preceding text; they can modify an entire clause or even a series of clauses.

Charlie didn't get the job in administration, which really surprised his friends.

Charlie didn't get the job in administration, and he didn't even apply for the Dean's position, which really surprised his friends

According to some analysts, whatever **its merits, the proposal to tax** away all capital gains on short-term investments would, if enacted, have a disastrous effect on Wall Street trading and employment.

- (A) its merits, the proposal to tax
- (B) its merits may be, the proposal of taxing
- (C) its merits as a proposal, taxing
- (D) the proposal's merits, to tax
- (E) the proposal's merits are, taxing

when one says "whatever its merits", you automatically imply that "whatever those merits may be

A) According to some analysts, **whatever its merits**, the proposal to tax away all capital gains on short-term investments would, if enacted, have a disastrous effect on Wall Street trading and employment.

In red is a parenthetical element. Remove it and you get:

According to some analysts, **the proposal** to tax away all capital gains on short-term investments would, **if enacted**, have a disastrous effect on Wall Street trading and employment.

This properly establish the subject of the main clause as "the proposal" for only "a proposal" can be "enacted". C, D and E erroneously say that it is the action of "taxing" which could be "enacted". Finally, B is out because proper idiom is "proposal to + infinitive" instead of "proposal for"

BTW 😊 it is ok to have a pronoun antecede the noun it is supposed to refer to.
eg Despite his generosity, Rob could not give his car away --> perfectly fine

the idiom is "likening/to liken X to Y".

The fact of some fraternal twins resembling each other greatly and others looking quite dissimilar highlights an interesting and often overlooked feature of fraternal-twin pairs, namely they vary considerably on a spectrum of genetic relatedness.

A. The fact of some fraternal twins resembling each other greatly and others looking quite dissimilar highlights an interesting and often overlooked feature of fraternal-twin pairs, namely they vary considerably

B. That some fraternal twins resemble each other greatly while others look quite dissimilar highlights an interesting and often overlooked feature of fraternal-twin pairs, namely that they vary considerably

C. With some fraternal twins resembling each other greatly and others looking quite dissimilar, it highlights an interesting and often overlooked feature of fraternal-twin pairs, namely considerable variation

D. With some fraternal twins resembling each other greatly and others looking quite dissimilar, it is a fact that highlights an interesting and often overlooked feature of fraternal-twin pairs, namely a considerable variation

E. Because some fraternal twins resemble each other greatly and others look quite dissimilar, this fact highlights an interesting and often overlooked feature of fraternal-twin pairs, namely they vary considerably

B it is

E has two errors:

- 1- Use of demonstrative pronoun "this" does not relate to the 1st dependent clause starting with "because". Instead, a relative pronoun would have better (ie that)
- 2- last part of sentence is a run-on sentence

B does not have run-on problem because it uses primo conjunctive adverb "namely" to put emphasis on the "feature" of fraternal-twin pairs and secundo, relative pronoun "that" links what "vary considerably" to "fraternal-twin pairs". The introduction of the conjunctive adverb AND relative pronoun makes the very last sentence after the comma become a dependent clause and eliminates the run-on sentence problem which the last sentence of E is plagued with.

"where" refers to location or when used as a conjunction, it also means "with respect to". The latter is not as common as the former, obviously. You can see examples 3-b and 4-b from the Webster dictionary: <http://www.webster.com/cgi-bin/dictionary>

"while" usually refers to time but when used as a conjunction, it can also mean "whereas".
eg. While he is the richest, I am the happiest.

"to gradually instill" is a correct form of split infinitive whereas "gradually to instill"

All appositive phrases are parenthetical elements but not all parenthetical elements are appositive. An appositive construction is a group of words (with no verb) which gives an emphasis to the immediately preceding word. On the other hand, a parenthetical element, non-essential information, can have many different forms among which the appositive phrase.

ie My dog, **the best one in town**, is an obedient dog.

The appositive phrase in red is the group of words which gives "extra" information on "my dog". It is also a parenthetical element because you can remove that phrase and the sentence would still make sense.

A parenthetical element can also be a non-restrictive clause as follows:

My dog, **which I bought at the pet shop**, is an obedient dog.

In red is a non-restrictive clause, non-essential information, and hence a parenthetical element. Note that the portion in red is a **clause**, not a **phrase**. This is because that red portion, as opposed to the one in the first example, has a verb.

As you can see, parenthetical elements have many different forms among which those above 2.

it is just ambiguous to have a relative clause after a prepositional phrase. As shown by your example:

I have some flowers with thorns, which would give you nasty stings

Is it the flowers or the thorns which give you the stings? Both can and the "which" clause seems to have ambiguous referent. Instead, I would make the relative clause become an adjective so that it is clear which is stingy.

ie I have some stingy flowers with thorns
ie I have some flowers with stingy thorns

I think it is why D sounds weird. It's just the relative clause is just dangling at the end of the sentence and seems disjunct from the rest. Instead, transforming the relative clause into an introductory modifier, as B does, is much better syntactically (and more concise).

Are in danger should be followed by of

*You use "like" to compare similar/consistent nouns....you use "as" when you compare verbs! you should use "as" when you cite examples....never use "like"!
you should use "as" when you compare two different things....which are not similar.....remember like is only used for similar objects...usually nouns!*

Use of two participles (eg: having and being) is ungrammatical

Depends of if is ungrammatical

Whether or not → redundancy

After So...not using "that" is not ungrammatical

Unrealistic enough to constitute is idiomatic (after enough use to)

So.....as is a correct idiom

*Since <<time>> indicates that whatever is described in the ensuing clause continued for some period of time after it began → hence **use present perfect to indicate continuity over a period of time in the past!***

Allow that is an incorrect expression...it should be allow to

Whenever you see a past perfect verb...search for a past verb in the sentence!!

So many...that is an unidiomatic for comparisons

X and Y can be crucial → where X and Y are parallel clauses

Seem + infinitive+ that + noun clause

Requires of...should not be followed by an infinitive

Cost should be followed immediately by a phrase that identifies the nature of the cost.

Believed to have → idiomatic

Regarded as

Credited with

Research to [verb] → correct idiom

Better served by X **than** Y

Used as = employed in the capacity of

What is an appositive?????

*Phrases in a sentence should be grammatically and **logically** parallel*

After and when → both cannot/should not be used to indicate a temporal sequence

ONLY as can be used to introduce a subordinate clause. Using Like to introduce a subordinate clause is incorrect

As is employed as a conjunction to introduce a subordinate clause

Since the 1930's aircraft manufacturers have tried to build airplanes with frictionless wings, shaped so smoothly and perfectly that the air passing over them would not become turbulent.

- (A) wings, shaped so smoothly and perfectly
- (B) wings, wings so smooth and so perfectly shaped
- (C) wings that are shaped so smooth and perfect
- (D) wings, shaped in such a smooth and perfect manner
- (E) wings, wings having been shaped smoothly and perfectly so

- A) "shaped so smoothly..." is a dependent clause with no subject
- B) correctly introduces the dependent clause with the subject "wings"
- C) "smooth and perfect" are adjectives. We need adverbs "smoothly and perfectly" in order to modify verb "shaped"
- D) again, the dependent clause is introduced with no subject or pronoun (ie which or that) which refers to the subject of the independent clause
- E) to convey the idea of magnitude, "so" should have been placed before the adverbs which intend to modify the verb "shaped". Also, use of present perfect is inappropriate

According to public health officials, in 1998 Massachusetts became the first state in which more babies were born to women over the age of thirty than under it.

- A. than
- B. than born
- C. than they were

- D. than there had been
E. than had been born

These are one of those tough ones. It's b/w A and B and A is best
A's comparison:

...in which more babies were born to women **over** the age of thirty
than

under it

"it" refers to "the age of thirty"

Reconstruct the sentence and you have:

...in which more babies were born to women **over** the age of thirty than [to women] **under** the age of
thirty

the portion italicized in brackets properly makes the comparison b/w the two group of women and the
portion in blue is what replaces "it" to properly refer to the ones **over** the age of thirty and the ones
under the age of thirty

B's comparison:

in which more babies were born to women over the age of thirty than born under it

By repeating the verb, the comparison is b/w:

babies born to women over the age of thirty - to - babies born under [women over the age of thirty]

The portion in brackets illogically replaces "it" and indeed, the subject becomes "babies" instead of
"women" as mentioned by fresinha12

Requiring X to Y

Requiring that X Y

Some of the tenth-century stave churches of Norway are still standing, demonstrating that with sound
design and maintenance, wooden buildings can last indefinitely.

(A) standing, demonstrating that with sound design and maintenance, wooden buildings can last
indefinitely

(B) standing, demonstrating how wooden buildings, when they have sound design and maintenance, can
last indefinitely

(C) standing; they demonstrate if a wooden building has sound design and maintenance it can last
indefinitely

(D) standing, and they demonstrate wooden buildings can last indefinitely when there is sound design and
maintenance

(E) standing, and they demonstrate how a wooden building can last indefinitely when it has sound design
and maintenance

While B,C, D and E are out as demonstrated by prep_gmat and nocilis, I just want to describe A's structure and how it is good. A has a complex sentence structure which has a first layer looking like this:

Some of the tenth-century stave churches of Norway are still standing, *demonstrating X*

The first portion before the comma is the independent clause followed by the portion in blue, an absolute phrase. An absolute phrase does not modify any word in particular: it modifies the whole sentence that either precedes or follows it. Therefore, it is not the churches which demonstrate anything. Instead, it is the fact that they are still standing which demonstrate X.

Now, the absolute phrase in and of itself has a sub-structure which looks like this:

[...]demonstrating that *with sound design and maintenance*, wooden buildings can last indefinitely

In red is a prepositional phrase which if you remove, you are left with:

[...]demonstrating *that wooden buildings can last indefinitely*.

As we see, the absolute phrase has within itself a restrictive clause, in green, introduced by "that". The comma mentioned by jpv is necessary in order to separate the prepositional away from the split restrictive clause. Try to read the second half of the sentence without that comma and you will wonder whether "wooden buildings can last indefinitely" is part of the prepositional phrase. It just does not sound kosher



Yes, the "edit" made sense.

Taking your example with a slight modification to fit the context:

He said that I will do fine

Add a prepositional phrase to the above:

He said that *with a little luck and much studying*, I will do fine

Same structure. The comma is just better because it allows to set the prepositional phrase from the split restrictive clause so as to not make the sentence too intertwined. In shorter, less complicated sentences, however, the comma could be omitted.

He said that *with some luck* I will do fine

See that the comma is omitted here because the prepositional phrase is simple enough.

comma at the end of the prepositional phrase was preferred to separate it from whatever clause it is embedded within. The presence of the comma at the beginning of the prepositional phrase is not required and even seems cumbersome by introducing an unnecessary pause. For compound prepositional phrases, use a comma at the end: 1st example would be best. For simple prepositional phrase, no such comma is required. Again, what I really mean is that the presence of the comma is not a flaw but the lack of it would not necessary be an error

Since the 1930's aircraft manufacturers have tried to build airplanes with frictionless wings, shaped so smoothly and perfectly that the air passing over them would not become turbulent.

why A is not as good as B is simply because the relative pronoun "them" at the end of the sentence does not have any clear referent. Does it refer to "airplanes" or "wings"? The same goes for A's participial phrase form which could refer to either one of those 2 preceding nouns.

For example, you have these 2 participial phrase structures:

eg The airplane kit model *in the closet*, built with such perfection that **it** amazed the whole family, was part of his collection.

As you can see above, there is an ambiguity as to what was built with such perfection. Is it the subject of the prepositional phrase in red or is it the "airplane kit model"? Because of this ambiguity, relative pronoun "it" also have an ambiguous referent. If the author meant that it was the closet which was built with..., then he should repeat the word closet to clear such ambiguity. By the same token, "it" should then have a clear referent.

eg The airplane kit model *in the closet*, **a closet** built with such perfection that **it** amazed the whole family, was part of his collection.

You can apply this same concept to the original question

Contrary to the scholarly wisdom of the 1950's and early 1960's that predicted the processes of modernization and rationalization would gradually undermine it, ethnicity is a worldwide phenomenon of increasing importance.

- (A) would gradually undermine it
- (B) to be a gradual undermining of it
- (C) would be a gradual undermining of ethnicity
- (D) to gradually undermine ethnicity
- (E) gradually undermining it

A it is

it is fine to have a relative pronoun antecede its corresponding noun

verb "predicted" needs past conditional construction with verb **will** in the past tense = **would**

X predicted that Y would...

Only A and C remain. C is way too wordy so A wins

When the participle of an absolute phrase is a form of to be, such as being or having been, the participle is often left out but understood.

- *The season [being] over, they were mobbed by fans in Times Square.*
 - *[Having been] Stars all their adult lives, they seemed used to the attention*
-

As long as the main clause's verb is in neither the past nor the past perfect tense, the verb of the subordinate clause can be in any tense that conveys meaning accurately. When the main clause verb is in the past or past perfect, however, the verb in the subordinate clause must be in the past or past perfect. The exception to this rule is when the subordinate clause expresses what is commonly known as a general truth:

- *In the 1950s, English teachers still believed that a background in Latin is essential for an understanding of English.*
- *Columbus somehow knew that the world is round.*
- *Slaveowners widely understood that literacy among oppressed people is a dangerous thing*

Causative Verb "help" requires:

... help + (Noun/Pronoun if required) + infinitive form without "to"

Rather than Vs Instead of

First of all, rather than is a generally used as a conjunction on the GMAT, whereas instead of is always a preposition. You will notice that people often try to use instead of as a conjunction:

X *Let's do it later instead of now.*

This construction would be incorrect on the GMAT because now is an adverb, and GMAT grammar requires that we use a noun after instead of:

😊 *Let's do it now rather than later.*

Second, there is a slight meaning difference between the two. *rather than* is used to show preference while *instead of* is used to show more of a substitution.

Princeton Review

Types of modifiers:

Adjective → descriptive word placed next to the noun it describes

Appositive → descriptive phrases set off from the main sentence by commas

Prepositional Phrases → combine preposition and a noun

When one word modifies another, the two should be next to each other

A clause contains a subject and a verb

A phrase lacks either a subject or a verb

The misplaced modifier rule applies only to phrases but not clauses! Therefore, change a phrase into a clause to correct sentences which violate this rule.

Eg:

While leaving the bank, Elvin's purse was stolen → Incorrect

As she was leaving the bank, Elvin's purse was stolen → correct

Parallelism:

Incorrect:

In order to change the company's image, the marketing director suggested a modified strategy targeted at younger consumers, new market research for designing the new company logo, and searching for well-known actors to appear in its TV commercials

Correct:

In order to change the company's image, the marketing director suggested a modified strategy targeted at younger consumers, new market research for designing the new company logo, and search for well-known actors to appear in its TV commercials

In order to change the company's image → Appositive

Parallelism in nouns seems to be a weak point → be careful abt. It!

*Eg: Incorrect: **The first task** to accomplish when writing an application essay is **formulating** an outline that lists all the things you want to say*

*Correct: **The first task** to accomplish when writing an application essay is **formulation of** an outline that lists all the things you want to say*

Incorrect: When he reached the age of sixty, my father chose **to retire** over **searching** for another job

Correct: When he reached the age of sixty, my father chose **to retire** over search for another job

Remember!!! Properly constructed sentences require a subject and a verb → the rest all is fluff(modifiers → adjectives, prepositional phrases and appositives)

Correct Idiom → more because of X than because of Y

Extra Read:

When a parenthetical element — an interjection, adverbial modifier, or even an adverbial clause — follows a coordinating conjunction used to connect two independent clauses, we do not put a comma in front of the parenthetical element.

- The Red Sox were leading the league at the end of May, but of course, they always do well in the spring. [no comma after "but"]
- The Yankees didn't do so well in the early going, but frankly, everyone expects them to win the season. [no comma after "but"]
- The Tigers spent much of the season at the bottom of the league, and even though they picked up several promising rookies, they expect to be there again next year. [no comma after "and"]

(This last piece of advice relies on the authority of William Strunk's Elements of Style. Examples our own.)

When both a city's name and that city's state or country's name are mentioned together, the state or country's name is treated as a parenthetical element.

- We visited Hartford, Connecticut, last summer.
- Paris, France, is sometimes called "The City of Lights."

When the state becomes a possessive form, this rule is no longer followed:

- Hartford, Connecticut's investment in the insurance industry is well known.

Also, when the state or country's name becomes part of a compound structure, the second comma is dropped:

- Heublein, a Hartford, Connecticut-based company, is moving to another state.

Conditionals:

Conditional Clause and Main Clause

If I have enough money, I will go to Japan.

conditional clause **main clause**

I will go to Japan, if I have enough money

main clause **conditional clause**

First, Second, and Third Conditional

- 1. First conditional:** *If I have enough money, I will go to Japan.*
- 2. Second conditional:** *If I had enough money, I would go to Japan.*
- 3. Third conditional:** *If I had had enough money, I would have gone to Japan.*

Conditional clause

Main clause

- 1. If + Present Tense** *will + inf / present tense / imperative*

- If you help me with the dishes (if + pres),
I will help you with your homework. (will + inf)*
- If the sum of the digits of a number is divisible by three,*

the number is divisible by three (Pres. tense)

c. *If you see Mr Fox tonight, tell him I am ill. (imperative).*

2. *If + Past Tense* *would + inf*

3. *If + Past Perfect Tense* *would have + past participle*

We do not normally use will or would in the conditional clause, only in the main clause.

Uses of the Conditional

1. First conditional

- a. Nature: Open condition, what is said in the condition is possible.
- b. Time: This condition refers either to present or to future time.
e.g. *If he is late, we will have to go without him.*
If my mother knows about this, we are in serious trouble.

2. Second conditional

- a. Nature: unreal (impossible) or improbable situations.
- b. Time: present; the TENSE is past, but we are talking about the present, now.
e.g. *If I knew her name, I would tell you.*
If I were you, I would tell my father.
Compare: *If I become president, I will change the social security system. (Said by a presidential candidate)*
If I became president, I would change the social security system. (Said by a schoolboy: improbable)
If we win this match, we are qualified for the semifinals.
If I won a million pounds, I would stop teaching. (improbable)

3. Third conditional

- a. Nature: unreal
- b. Time: Past (so we are talking about a situation that was not so in the past.)
e.g. *If you had warned me, I would not have told your father about that party. (But you didn't, and I have).*

Remember!

1. The conditional construction does not normally use will or would in *if*-clauses. EXCEPTION: *If* will or would express willingness, as in requests, they can be used in *if*-clauses.

e.g. If you will come this way, the manager will see you now.

I would be grateful if you would give me a little help.

(= ± please, come this way; please, give me...)

2. For the second conditional, *were* replaces *was*:

If I were a rich man...

3. After *if*, we can either use "*some(-one, -where...)*" or "*any(-one, -where...)*".

If I have some spare time next weekend....or :

If I have any spare time...

4. Instead of *if not*, we can use *unless*.

e.g. I'll be back tomorrow unless there is a plane strike.

He'll accept the job unless the salary is too low.

5. There is a "mixed type" as well, for the present results of an unreal condition in the past:

If + Past Perfect - would + inf.

If you had warned me [then], I would not be in prison [now].

Also refer to <http://webster.comnet.edu/grammar/conditional.htm> for more information

Excellent material on Misplaced modifiers: <http://webster.commnet.edu/grammar/modifiers.htm>

And for conciseness refer to: <http://webster.commnet.edu/grammar/concise.htm#expletive>

Very best of Paul's explanations:

Great explanation about Absolute Phrases and Participle Phrases

When to have "predicted that" or just "predicted"

<http://www.gmatclub.com/phpbb/viewtopic.php?t=14234&postdays=0&postorder=asc&start=0>

Oberlin College in **Ohio** was a renegade institution at its 1833 founding for deciding to accept both men and women as students.

- (A) at its 1833 founding for deciding to accept
- (B) for the decision at its 1833 founding to accept
- (C) when it was founded in 1833 for its decision to accept
- (D) in deciding at its founding in 1833 to accept
- (E) by deciding at its founding in 1833 on the acceptance of



When referring to a founding year, you cannot talk of it in a possessive form. Thus, A and B, reworded, would mean "the 1833 founding of **Oberlin College**..." This is illogical. Instead, it should have had the form "**Oberlin College** was founded **in** 1833..." or "**Oberlin College**...at its founding in 1833". In the latter case, it is not "1833" but "the founding" which belonged to **Oberlin College**. We are left out with C, D and E.

E "deciding on the acceptance of" is plain wordy

The difference b/w C and D is more subtle but involves a crucial difference in logical understanding. C means that **Oberlin College** was founded **for the decision** to accept both men and women and that's why it was considered a renegade institution. Alright, you can found X for some cause but for a decision...

I don't think so 😊.

ie Centraide was founded for the protection of underprivileged children

ie Centraide was founded for the decision to protect underprivileged children -->  

D is the best answer choice. Let's break it down:

Oberlin College in **Ohio** was a renegade institution in deciding **at its founding in 1833** to accept both men and women as students.

*The portion in red is a preposition phrase. Remove it and you will the clear logic. Why was **Oberlin College** a renegade institution? Because it decided(in deciding) to accept both men and women as students*

OA is not C, but D

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

(A) with the intention

(B) the intention of which is

(C) intended

(D) and intending

(E) so intended as

OA is not A, it is C!!!

A) portfolios cannot have any intention

C) portfolios however can be intended for some given goal

As a stand-alone word and as a collective noun, "**number**" can take a singular or a plural form.

eg Two hundreds persons were at the party; the **number(s)** is just astounding. --> either form can be used

However, when preceded by an article and followed by preposition "of", "**number**" is singular and the verb that follows "**number**" will be conjugated singular or plural depending on whether there is a definite or indefinite article in front.

eg The **number** of calls **is** overwhelming --> definite article so verb is singular

eg A **number** of people **are** responding --> indefinite article so verb is plural

Pertaining to the star example, I believe that the use of definite or indefinite article depends on the context.

eg The **number** of stars in the Milky Way is overwhelming --> We are talking about stars as a collective group and referring to the ones in the Milky Way. Notice how the verb rule applies

eg A **number** of stars in the Milky Way are gigantic --> We are talking about a specific cluster of stars, many ones, in the Milky Way

As you can see, both "the **number** of stars" and "a **number** of stars" can be used but in different contexts

In the galaxy Milkyway, **the number** of stars **has been** reduced because of uncontrolled nuclear explotion,by population,and by various other threats to star's equalibrium.

Means, in general, for all stars...

In the galaxy Milkyway, **a number** of stars **have been** reduced because of uncontrolled nuclear explotion,by population,and by various other threats to star's equalibrium.

Means for some set of stars in the milkyway...

or

In the galaxy Milkyway, **numbers** of stars **have been** reduced because of uncontrolled nuclear explotion,by population,and by various other threats to star's equalibrium.

Same as last one: Means for some set of stars in the milkyway...

<http://www.gmatclub.com/phpbb/viewtopic.php?t=14283&highlight=numbers+number>

Many environmentalists believe that the widespread planting of trees, along with the conservation of existing forests, would be one of the surest, easiest, and least expensive ways to begin to halt or even to reverse the buildup of carbon dioxide in the air.

- (A) one of the surest, easiest, and least expensive ways to begin to halt or even to reverse
- (B) one of the most sure, easy, and least expensive ways to begin a halt or even reverse
- (C) one of the surest, easiest, and least expensive ways that would begin halting or even reversing
- (D) a most sure, easy, and inexpensive way beginning the halting and even reversing of
- (E) the most sure, easiest, and inexpensive way that would begin halting or even reversing

D sounds as if the "way" itself is beginning the halting and the reversing... because of the present continuous tense. Present continuous tense is better used to describe a context, setting rather than describe a condition. A, with the infinitive form, properly refers to "the widespread planting of trees" as one of the ways to reach the given goal. I'll give you 2 examples:

The person guarding the door is Mike--> describes a context
Mike would be a good person to guard the door--> a condition met by Mike. Similarly, you would not say "Mike would be a good person guarding the door".

Look at the first part of the original sentence and see how the first non-underlined part is the element that meets the condition described by the underlined part in A.

<http://www.gmatclub.com/phpbb/viewtopic.php?t=7171>

I did some research in terms of idiomatic expression. As a matter of fact, both are fine.

Something + has proved helpful + in + gerund

<http://paknews.com/flash.php?id=13&date1=2003-12-30>

Look at headline

Something + has proved helpful + to + verb?

http://www.cambridge-efl.org/rs_notes/0001/rs_notes1_5.cfm

Look at the first sentence of the third paragraph

Both are idiomatic. I would prefer the former with the gerund form but I believe that while the the original question's error is clearly explained, the chicken question has an error which makes it preferable to choose E over A

A) **a cannon** shooting dead chickens at airplanes has proved helpful to demonstrate what kind of damage
In the above, the emphasis is put on the subject in bold "a cannon". The portion in green is an adjective clause and it is given second order importance vis a vis the subject. It seems that it is the subject, the cannon itself which has proved helpful to... while it should really be the act of shooting which has proved helpful to...

E) **a cannon** that shoots dead chickens at airplanes has proved helpful in demonstrating
In the above, the portion in red is a restrictive clause. The emphasis is shifted to the restrictive clause and it is because of it that whatever happens happens. Hence, it is because the cannon shoots chicken and the very act of shooting chickens which has proved helpful in demonstrating... not the cannon itself for not every cannon can demonstrate...

I'll try to show another example of the "shift of emphasis" when using restrictive clauses.

Ex: The garage that belongs to my uncle is filled with cars. --> why is the garage filled with cars? Because it belongs to my uncle. As you can see, a restrictive clause gives crucial information to whatever verb comes after; it explains why the verb is.

Ex: The garage belonging to my uncle is filled with cars --> the portion in blue is an adjective clause. It is not crucial in explaining the very reason of the verb coming after. The adjective clause could be replaced by a simple adjective. Let's change it by adjective "blue"

The blue garage is filled with cars: Is it because the garage is blue that makes it being filled with cars? No. It is just a garage which happens to be blue and which is filled with cars.

All of this to say the importance of restrictive vs adjective clauses. Whenever there is a restrictive clause, you should know that it is that clause which explains why what comes after has a very reason of being. Therefore, in the "chicken" question, the use of either idioms is fine but it is the use of restrictive vs adjective clause which makes the difference

X of Y

X: %, percent, number, fraction etc.

Y: subject

is a case where the combined subject is singular or plural, based on whether Y is singular or plural.

So,

A high *percentage of the population* _____ *is* _____ voting for the new school.

A high *percentage of the people* _____ *were* _____ voting for the new school.

are the correct answers as population is a singular and people is a plural subject.

Some more examples:

10% of the students *are* not in the class (plural)

One third of the cake *has been* eaten (singular)

One more note:

The following words can result in **either a singular or plural subject** based on the subject it acts on

1) **Some of :**

Example:

Some of the cookies *are* missing - OK

Some of the cake *is* missing - OK

2) **Any of**

3) **Most of**

4) **All of**

<http://www.ccc.commnet.edu/grammar/gerunds.htm> (read through the list of verbs which take infinitives and gerunds)

who vs whom: <http://www.ccc.commnet.edu/grammar/pronouns.htm#who>

will vs would: <http://www.ccc.commnet.edu/grammar/auxiliary.htm#would>

will vs shall vs should: <http://www.ccc.commnet.edu/grammar/auxiliary.htm#shall>

which vs that: <http://www.ccc.commnet.edu/grammar/notorious/that.htm>

SC TIP: We began working on this project two years ago. We finished working on this project a month ago. (**Finish always takes a gerund.**)

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

Gerund: a verb form, ending in -ing, which acts as a noun. Running in the park after dark can be dangerous. Gerunds are frequently accompanied by other associated words making up a gerund phrase ("running in the park after dark").

Because gerunds and gerund phrases are nouns, they can be used in any way that a noun can be used:

- as subject: *Being king can be dangerous for your health.*
- as object of the verb: *He didn't particularly like being king.*
- as object of a preposition: *He wrote a book about being king*

rather than

The phrase rather than consists of an adverb and a conjunction and often means “and not,” as in I decided to skip lunch rather than eat in the cafeteria again. It is grammatically similar to sooner than in that it is used with a “bare” infinitive—an infinitive minus to: I would stay here and eat flies sooner than go with them. 1

Rather than can also be used with nouns as a compound preposition meaning “instead of”: I bought a mountain bike rather than a ten-speed. But some people object to this use, insisting that than should be used only as a conjunction. They therefore object to constructions in which rather than is followed by a gerund, as in Rather than buying a new car, I kept my old one. 2

In some cases, however, rather than can only be followed by a gerund and not by a bare infinitive. If the main verb of the sentence has a form that does not allow parallel treatment of the verb following rather than, you cannot use a bare infinitive, and you must use a gerund. This is often the case when the main verb is in a past tense or has a participle. Thus, you must say The results of the study, rather than ending (not end or ended) the controversy, only added to it. If the main verb was in the present tense (add), you could use the bare infinitive end. 3

Curiously, when the rather than construction follows the main verb, it can use other verb forms besides the bare infinitive. Thus you can say The results of the study added to the controversy rather than ended it. 4

The overriding concern in all of this should be to avoid faulty parallels, as in sentences like Rather than buy a new car, I have kept my old one and Rather than take a cab, she is going on foot. 5

Clearly, it is grammatically defensible to follow rather than with a gerund, but if you prefer to avoid the controversy, use instead of with gerunds. 6

The word **YET** functions sometimes as an adverb and has several meanings: in addition ("yet another cause of trouble" or "a simple yet noble woman"), even ("yet more expensive"), still ("he is yet a novice"), eventually ("they may yet win"), and so soon as now ("he's not here yet"). It also functions as a coordinating conjunction meaning something like "nevertheless" or "but." The word yet seems to carry an element of distinctiveness that but can seldom register.

- John plays basketball well, yet his favorite sport is badminton.
- The visitors complained loudly about the heat, yet they continued to play golf every day.

In sentences such as the second one, above, the pronoun subject of the second clause ("they," in this case) is often left out. When that happens, the comma preceding the conjunction might also disappear: "The visitors complained loudly yet continued to play golf every day."

Yet is sometimes combined with other conjunctions, but or and. It would not be unusual to see and yet in sentences like the ones above. This usage is acceptable

The Case of Like and As

Strictly speaking, the word like is a preposition, not a conjunction. It can, therefore, be used to introduce a prepositional phrase ("My brother is tall like my father"), but it should not be used to introduce a clause ("My brother can't play the piano ~~like~~ as he did before the accident" or "It looks ~~like~~ as if basketball is quickly overtaking baseball as America's national sport."). To introduce a clause, it's a good idea to use

as, as though, or as if, instead.

- ~~Like~~ As I told you earlier, the lecture has been postponed.
- It looks ~~like~~ as if it's going to snow this afternoon.
- Johnson kept looking out the window ~~like~~ as though he had someone waiting for him.

In formal, academic text, it's a good idea to reserve the use of like for situations in which similarities are being pointed out:

- This community college is like a two-year liberal arts college.

However, when you are listing things that have similarities, such as is probably more suitable:

- The college has several highly regarded neighbors, ~~like~~ such as the Mark Twain House, St. Francis Hospital, the Connecticut Historical Society, and the UConn Law School.

Omitting That

The word that is used as a conjunction to connect a subordinate clause to a preceding verb. In this construction that is sometimes called the "expletive that." Indeed, the word is often omitted to good effect, but the very fact of easy omission causes some editors to take out the red pen and strike out the conjunction that wherever it appears. In the following sentences, we can happily omit the that (or keep it, depending on how the sentence sounds to us):

- Isabel knew [that] she was about to be fired.
- She definitely felt [that] her fellow employees hadn't supported her.
- I hope [that] she doesn't blame me.

Sometimes omitting the that creates a break in the flow of a sentence, a break that

can be adequately bridged with the use of a comma:

- The problem is, ~~that~~ production in her department has dropped.
- Remember, ~~that~~ we didn't have these problems before she started working here.

As a general rule, if the sentence feels just as good without the that, if no ambiguity results from its omission, if the sentence is more efficient or elegant without it, then we can safely omit the that. Theodore Bernstein lists three conditions in which we should maintain the conjunction that:

- When a time element intervenes between the verb and the clause: "The boss said yesterday that production in this department was down fifty percent." (Notice the position of "yesterday.")
- When the verb of the clause is long delayed: "Our annual report revealed that some losses sustained by this department in the third quarter of last year were worse than previously thought." (Notice the distance between the subject "losses" and its verb, "were.")
- When a second that can clear up who said or did what: "The CEO said that Isabel's department was slacking off and that production dropped precipitously in the fourth quarter." (Did the CEO say that production dropped or was the drop a result of what he said about Isabel's department? The second that makes the sentence clear.)

Correlative Conjunction(always come up in pairs): Whether you win this race or lose it doesn't matter as long as you do your best

If you are beginning a sentence with "because", make sure that there is no sentence fragment

Prefer to use "Such" when trying to give a list of examples/example.

To use 'during' -- the time period should be specific.

Good Discussion from Test magic:

<http://www.testmagic.com/forums/showthread.php?s=5be479b6edc365f26f09c6172b197e93&p=46295#post46295>

A gerund is always preceded by a possessive form and succeeded by an objective or an accusative form

older than is used with reference to chronological age. you could be speaking about a person, shelf-life of a product or a concept/idea, but ancient is more appropriate when you are referring to a practice or a civilisation, because it goes back in time; you are not talking about age but how old something is.

EG: In his eagerness to find a city worthy of Priam, the German archaeologist Schliemann cut through Troy and uncovered a civilization a thousand years older as was the city Homer's heroes knew.

- (A) older as was the city Homer's heroes knew
- (B) more ancient than the city known to Homer's heroes
- (C) older than was the city known to Homer's heroes
- (D) more ancient of a city than Homer's heroes knew
- (E) older of a city than was the one known to Homer's heroes

So...that vs So...as to

- 1. so.. that...: answers why did you do that?
- 2. so.. as to...: answers why did you it that way?

Grammatically:

- 1. so + adjective/adverb/noun + that + Full Clause
- 2. so + adjective/adver/noun + as + Infinitive.

Eg:

- He worked so hard that he fell sick.
- He worked so hard as to be a rich poerson.

A few tricky questions:

<http://www.sentencecorrection.com/forums/index.php?showtopic=1875>

The First National Bank of Boston pleaded guilty in a federal district court for failing to report \$1.2 billion in cash transfers to Swiss Bank.

- (A) for failing to report
- (B) for its failure to report
- (C) for its failure in reporting
- (D) to its failure in reporting
- (E) to failing to report

Do we say plead guilty for or plead guilty to? Or, plead guilty for vs. plead guilty to.

First, I agree with you: E is the best answer.

Okay, here's why:

We say:

-X was fined \$XX for failing to do sth.

We use for here to explain the cause.

-X pleaded guilty to failure to do sth.

The correct idiom here is: plead guilty to [name of crime]

I would say that your friend's explanation that one pleads guilty for [description of crime] is accurate, but that this usage is a bit colloquial.

look forward to Ving

commit to Ving

dedicate to Ving
accustom to Ving
own up to Ving
get around to Ving
lead up to Ving
put down to Ving
put a stop to Ving
take exception to Ving

Several years ago the diet industry introduced a variety of appetite suppressants, but some of these drugs caused stomach disorders severe enough to have them banned by the Food and Drug Administration.

- (A) stomach disorders severe enough to have them*
- (B) stomach disorders that were severe enough so they were*
- (C) stomach disorders of such severity so as to be*
- (D) such severe stomach disorders that they were*
- (E) such severe stomach disorders as to be*

OA:

In the traditional Japanese household, most clothing could be packed flatly, and so it was not necessary to have elaborate closet facilities.

- (A) flatly, and so it was not necessary to have elaborate closet facilities*
- (B) flat, and so elaborate closet facilities were unnecessary*
- (C) flatly, and so there was no necessity for elaborate closet facilities*
- (D) flat, there being no necessity for elaborate closet facilities*
- (E) flatly, as no elaborate closet facilities were necessary*

For the farmer who takes care to keep them cool, providing them with high-energy feed, and milking them regularly, Holstein cows are producing an average of 2,275 gallons of milk each per year.

- A. providing them with high-energy feed, and milking them regularly, Holstein cows are producing*
- B. providing them with high-energy feed, and milked regularly, the Holstein cow produces*

- C. provided with high-energy feed, and milking them regularly, Holstein cows are producing
- D. provided with high-energy feed, and milked regularly, the Holstein cow produces
- E. provided with high-energy feed, and milked regularly, Holstein cows will produce

A recent study of ancient clay deposits has provided new evidence supporting the theory of global forest fires ignited by a meteorite impact that contributed to the extinction of the dinosaurs and many other creatures some 65 million years ago.

- (A) *supporting the theory of global forest fires ignited by a meteorite impact that*
- (B) *supporting the theory that global forest fires ignited by a meteorite impact*
- (C) *that supports the theory of global forest fires that were ignited by a meteorite impact and that*
- (D) *in support of the theory that global forest fires were ignited by a meteorite impact and that*
- (E) *of support for the theory of a meteorite impact that ignited global forest fires and*

<http://www.gmatclub.com/phpbb/viewtopic.php?t=7739&highlight=study+ancient+clay+deposits+provided>

A substance derived from the Madagascar periwinkle, which has proved useful in decreasing mortality among young leukemia patients, is cultivated in China as part of a program to integrate traditional herbal medicine into a contemporary system of health care.

- (A) *A substance derived from the Madagascar periwinkle, which has proved useful in decreasing mortality among young leukemia patients,*
- (B) *A derivative, which has proved useful in decreasing mortality among young leukemia patients, of the Madagascar periwinkle,*
- (C) *A Madagascar periwinkle derivative, which has proved useful in decreasing mortality among young leukemia patients,*
- (D) *The Madagascar periwinkle has a derivative which has proved useful in decreasing mortality among young leukemia patients, that*
- (E) *The Madagascar periwinkle, a derivative of which has proved useful in decreasing mortality among young leukemia patients,*

Chose C – but the OA is E. How can a derivative be cultivated in china? Need to be very careful – should not just go by “sounds good to the ear” approach, if you are targeting 750

According to a recent poll, owning and living in a freestanding house on its own land is still a goal of a majority of young adults, like that of earlier generations.

- (A) like that of earlier generations
- (B) as that for earlier generations
- (C) just as earlier generations did
- (D) as have earlier generations
- (E) as it was of earlier generations

This is the third time I am getting it wrong!!! Still a goal == it was of earlier generations. Looks plain and simple!

According to his own account, Frederic-Auguste Bartholdi, the sculptor of the Statue of Liberty, modeled the face of the statue like his mother's and the body like his wife's.

- (A) modeled the face of the statue like his mother's and the body like his wife's
- (B) modeled the face of the statue after that of his mother and the body after that of his wife
- (C) modeled the face of the statue like his mother and the body like his wife
- (D) made the face of the statue after his mother and the body after his wife
- (E) made the face of the statue look like his mother and the body look like his wife

So stupid to choose (A) – how can the sculptor model the face like his mother's????? he can model it after that of his mother

According to some analysts, whatever its merits, the proposal to tax away all capital gains on short-term investments would, if enacted, have a disastrous effect on Wall Street trading and employment.

- (A) *its merits, the proposal to tax*
- (B) *its merits may be, the proposal of taxing*
- (C) *its merits as a proposal, taxing*
- (D) *the proposal's merits, to tax*
- (E) *the proposal's merits are, taxing*

Excellent explanation by Paul: <http://www.gmatclub.com/phpbb/viewtopic.php?t=2287>

New techniques in thermal-scanning photography, a process that records radiation from surface areas, makes it possible to study the effects of calefaction, or warming, of a river in greater detail than ever before.

- (A) *makes it possible to study the effects of calefaction, or warming, of a river in greater detail than ever before*
- (B) *make it possible to study, in greater detail, the effects of calefaction, or warming, of a river than ever before*
- (C) *have made it possible to study in greater detail than ever before the effects of calefaction, or warming, of a river*
- (D) *make possible the study of the effects of calefaction, or warming, of a river in greater detail than it ever was before*
- (E) *has made it more possible than ever before to study in greater detail the effects of calefaction, or warming, of a river*

New techniques....cannot make <<something>>, it should be have made and hence C is the answer

One of five computers are now purchased by people aged fifty years or more, compared with just one of nine purchased in 2001.

- (A) of five computers are now purchased by people aged fifty years or more, compared with just one of nine purchased
- (B) of five computers is now purchased by a person whose age is fifty or older, compared to just one of nine computers that were purchased
- (C) computer in five are now purchased by people aged fifty or older, compared to just one in nine
- (D) computer in five is now purchased by a person aged fifty or older, compared with just one in nine
- (E) in five computers is now purchased by people aged fifty years or more, compared with just one of nine purchased

Surprisingly OA is D and not E – E has fifty years or more which makes it incorrect

At the height of Manchu power, the situation was not unlike that which can exist between a superpower and a satellite or protectorate, and therefore one which, though politically significant, does not extinguish the independent existence of the weaker state.

- A. the situation was not unlike that which can exist between a superpower and a satellite or protectorate
- B. the situation was not unlike between a superpower to a satellite or protectorate
- C. the situation was like between a superpower to a satellite or protectorate
- D. there was a situation which was like that which can exist between a superpower and a satellite or protectorate
- E. the situation was as that which can exist between a superpower to a satellite or protectorate



Anandnk's notes from GMATCLUB

If his **parents** _____ more careful in his upbringing, Holden Caulfield would have been quite different.

- A. had been
- B. were

The correct response is A. If the information in the "if" clause points to a condition that is or was probable or **likely**, the verb should be in the indicative, not the subjunctive.

The subjunctive mood covers both hypothetical situations and also situations in the past. The case you are talking about is in the past. This has to use "had been".

This is my collection after visiting few sites and going through some examples, answers and their explanations.

I dont know how to make this editable by others.

Thanks.

<http://webster.commnet.edu/grammar>
Guide to English Grammar

This site is very usefull for those who want to learn enlgish Grammar in a short amount of time. It also has JAVA enabled tests that help one achieve his or her goal. The topic on phrases is very useful and is most important to solve modifier questions. The Grammar follows **The American Heritage Book Of English Usage**.

Learn about Grammar Traps at

Great link : <http://www.agriculture.purdue.edu/agcomm/traps.html>

1. Just as, so

This is a idiom. Just remember it.

2. **in that** vs **because** - **in that** is used to talk about some aspects, and **because** is used to talk about all aspects

Example :

Going to Ivy league college is very stressfull because it includes huge expenses.

means

Going to Ivy league college is very stressfull in all aspects

Going to Ivy league college is very stressfull in that it includes huge expenses.

means

Going to Ivy league college is very stressfull from economic point of view.

3.

so + adjective/adverb/noun + that + sentence

Example - **So hard that**

so + adjective/adverb/noun + as + infinitive

Example - **So hard as to**

Example :

Usage - **Something is so beautiful that...** is preferred over **so beautiful is soemthing that...**

4. **Although all the shows telecast were not live** - It means none of the shows were telecast live

Although not all the shows were telecast live - It means some of them were telecast live.

5. **such as** - Means for example

6. **in order to do** - short form is **to do**

7. I hate him, for he is a christian - the word **for** means because

8. **Greater numbers** is preferrable to **more numbers**

9. usage of **so as to** and **so that**

First, you should know that such + noun + as to is much less common than so + adj/adv + as to.

Now, for the difference between these two. I think these are best illustrated with examples:

Xue Mei spoke in such a way as to calm us down.

The sales materials are presented in such a way as to encourage attendees to purchase the products on the spot.

These usages focus on doing an action and paying to that action while you are doing it so that the action creates

*a result. To simplify a bit, these usages answer the question, **Why did you do it in that way?***

So, the most common words to use with this pattern are way, manner, etc.

Compare these similar sentences:

Xue Mei spoke so that we would stop asking her questions.

The sales materials are presented at the end of the meetings so that the participants won't realize the

meeting

is actually a sales presentation.

The part that comes after **so... that...** answers the question WHY.

10. **equally well** vs **as well**

as well - means also

equally well - is used for comparison.

11. **because** is preferable to **Since** is preferable to **being**

12. **Rather than** is (usually) a conjunction, NOT a preposition; **instead of** is a preposition, NOT a conjunction.

13. Absolute phrase example

I chose A, which is the right answer, but I don't really understand why. Is A an absolute phrase?
For several decades after 1830, Paterson was among the fastest growing cities, its population nearly doubling every ten years.

a...

b. with nearly doubled population every ten years.

c. its population was almost twice as much every ten years.

d. every ten years its population was almost doubled

e. almost every ten years population was twice as much

Paterson was among the fastest growing cities, and its population was nearly doubling every ten years.

That's the main idea with absolute phrases, since they never include the conjunction or the verb. You should also know that when the -ing form or being is correct, it's because these words are in an absolute phrase;

Country X saw dramatic increases in many industries, with industry Y being the industry with the greatest increase.

14 Usage of likelihood

1. likelihood that something will happen

2. likelihood of something

Example

Likelihood that violence will erupt.

Likelihood of snowing today is low.

15 one of NOUN (this noun will always be plural) + PLURAL VERB

16 Great usually describes nouns which express feelings or qualities.

e.g. great admiration, great anger, in great detail

Large is often used with nouns concerning numbers and measurements. It is not usually used with uncountable nouns.

e.g. a large amount, a large number (of), a large population, a large proportion

17 Usage of **Where** and **When**

where can be used in the sense of **whereas**, as can **while**. However, if you have to choose between **while** and **whereas**, you should go with **whereas** (or **where** in this case) if **while** can be ambiguous in the sentence, since it can mean **whereas** or **at the same time that**.

Here's an example of a sentence in which **while** can have an ambiguous meaning:

Diana prefers to eat at McDonald's while Tomo eats at Burger King.

If **while** means **although** here, then we have the simple meaning of contrast--one prefers X, but the other prefers Y.

If **while** means **at the same time that** here, then we have a somewhat strange sentence that says that Diana enjoys eating at McD's when Tomo goes to Burger King. In other words, something like Diana will enjoy it only when Tomo is doing something else, kind of an illogical sentence.

18 **equal** vs **equivalent**

The new resort hotel will serve 20,000 tourists at its maximum capacity, equaling the capacity of a large stadium.

- (A) equaling the capacity of a large stadium
- (B) which equals a large stadium
- (C) which equals that of a large stadium's
- (D) the equivalent of that of a large stadium's
- (E) the equivalent of a large stadium's

Well, GMAT has written in one of their explanations that **equal** should be used only in its strictest sense, for example,
 $4 + 3$ is equal to $5 + 2$.

equivalent, GMAT says, is preferable when we are saying that two things are not entirely identical, but are **almost equal**. For example, Country X spent \$XX on something, equivalent to the GDP of Country Y.

19. **whether** vs **if**

A proposal has been made to trim the horns from rhinoceroses to discourage poachers; the question is whether tourists will continue to visit game parks and see rhinoceroses after their horns are trimmed.

- (A) whether tourists will continue to visit game parks and see rhinoceroses after their horns are
- (B) whether tourists will continue to visit game parks to see one once their horns are
- (C) whether tourists will continue to visit game parks to see rhinoceroses once the animals' horns have been
- (D) if tourists will continue to visit game parks and see rhinoceroses once the animals' horns are
- (E) if tourists will continue to visit game parks to see one after the animals' horns have been

The real focus of the question here is whether vs. if. There is a little rhyme to help you remember:

If you see **whether** and **if**... whether is better

Of course, this rhyme is just to help you remember, it doesn't explain the rule.

We use **if** for conditions: I will help you if I can.

and for things that might happen:

If you need a hand, please let me know.

We use **whether** when we have two options:

We will have the picnic whether or not it rains. (Two options: rain/no rain.)

Another way to think of this is if we can add **or not**, then we **MUST** use **whether**. (Of course, you'll remember that GMAT does NOT like to add **or not**; GMAT considers the **or not** redundant.)

Furthermore, in this sentence

question... is...

we are missing a noun complement.

Strictly speaking, we should NOT use an adjective clause as a noun complement; we should use a noun clause.

You will recall that **if** can NEVER be used in noun clauses (only in adverb clauses), but **whether** CAN be used in noun clauses.

20. **for all** vs **along with**

Second, **for all** means despite, and **along with** means in addition to. I'm sure you'll agree that the meanings are different, right?

21. Subjunctive rule

The preferred rule for GMAT is this:

subjunctive word (such as demand, suggest, recommend, require, order, mandate) + that + NOUN + BASE FORM of the VERB (e.g., be, go, stop, run, excel) i.e., the infinitive without the to part.

2) All five-hundred dollar and thousand-dollar bills were withdrawn from circulation in 1969, and this left the one-hundred dollar bill to be the highest denomination of currency.

- a) and this left the one-hundred dollar bill to be the highest denomination of currency
- b) an act which has left the hundred-dollar bill to be the highest currency denomination.
- c) leaving the highest denomination of currency to be the one-hundred dollar bill
- d) leaving the one-hundred dollar bill as the highest denomination of currency.

this, which, that, and other pronouns MUST replace nouns, not sentences.

this in A) and **which** B) refer to the entire sentence.

In A, this replaces the whole sentence All five-hundred dollar and thousand-dollar bills were withdrawn from circulation in 1969. If we choose D, we have a participial phrase, which GMAT allows to modify a sentence.

21 Quick rules:

because + SENTENCE

because of + NOUN

despite/in spite of + NOUN

due to should only be used as a complement (i.e., after a be-verb (yeah, stupid rule, but some people are adamant about it)) NOT as a preposition (i.e., NOT at the beginning of the sentence).

for as a subordinating conjunction is rare, but acceptable. I'd trust my ear on this one.

22 **one or the other** vs **one or another**

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

(A) one or other national states

(B) one or another national state

(C) one or the other national state

(D) some or another of the national states

(E) each and every national state

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

For example, **I have two sisters. One is a doctor, and the other one is an artist.**

23. **who** vs **whom** (Conjunction)

First, many of who is *WRONG*; we need many of whom.

(Rule: quantifier + of + object.

Examples: some of whom, half of which, 44% of whom, etc.)

I saw two movies this weekend, both of them were good.

On first listen, this sounds correct, but it's not, for reasons that may seem at first hard to explain.

*However, if we realize that we have two sentences, **I saw two movies this weekend** and **both of them were good**, then we'll also realize that we must have a conjunction between them to join them (the basic rule of conjunctions and parallel structure).*

The classic corrections (in descending order of likeliness of appearing as correct answers) are:

- *I saw two movies this weekend; both of them were good. (joining two sentences with a semi-colon)*

- *I saw two movies this weekend, both of which were good. (using a relative pronoun (aka subordinating conjunction)*

to join two sentences)

- *I saw two movies this weekend, and both of them were good. (using a coordinating conjunction to join two sentences)*

24. use of **as such**

Caesarea was Herods city, founded as a Romanized counterweight to Hebraic Jerusalem, and being such it was regarded with loathing by the devout.

(A) *being such*

(B) as such

(C) *for this*

(D) *so*

(E) *so being*

This sentence has format: founded as + n. , and as such + sentence

1. *as such* - because it is that thing

Example : **I'm a teacher, and as such, I should try to help you.**

2. *as here* is a preposition and must therefore be followed by a noun.

3. *so* is used to replace verbs, adjectives, and adverbs, but **NOT** nouns; we use *such* for nouns.

25. **but not** vs **rather than**

Example -

Pucci is not a dog but a cat.

Pucci is a cat rather than a dog - means Puci has chosen to be a dog rather than cat - sounds terrible

I want a cat rather than a dog. - Shows preference.

26. **resulting from** vs **as a result of**

We should use *resulting* when we want to describe a noun, e.g.:

The fire resulting from the earthquake caused a lot of damage.

In this sentence resulting tells us more about the fire.

Now let's look at how to use *as a result of*.

We should use *as a result of* when we want to establish a causal relationship between two things, e.g.:

As a result of the fire, many people had to stay in temporary shelters.

In this sentence, we are saying that the fire caused people to stay in temporary shelters.

Example :

The cheetah seems to be headed for extinction because, resulting from intensive inbreeding generations ago, the species has so little genetic variation that it is extremely vulnerable to environmental change.

A)

B) *because, as a result of intensive inbreeding generations ago,*

27. **compare to** vs **compare with**

compare to - use when two things are alike

compare with - use when two things are not alike

28. *The current administration, being worried over some foreign trade barriers being removed and our exports failing to increase as a result of deep cuts in the value of the dollars, has formed a group to study ways to sharpen our competitiveness.*

A. *being worried over some foreign trade barriers being removed and our exports failing*

B. *worrying over some foreign trade barriers being removed, also over the failure of our exports*

C. *worried about the removal of some foreign trade barriers and the failure of our exports*

D. *in that they were worried about the removal of some foreign trade barriers and also about the failure of our exports*

E. *because of its worry concerning the removal of some foreign trade barriers, also concerning the failure of our exports*

Although C must be the right choice since it uses worried about idiomatically and does not have unnecessary wording, it is hard to understand how PRESENT perfect ("has formed") can be used with PAST simple ("worried about") in one sentence??? They are two different time planes !

being worried over some foreign trade barriers being removed and our exports failing - is

supposed to be a phrase modifying the noun **Current administration** can be converted to Participle phrase **worried about the removal of some foreign trade barriers and the failure of our exports**

Balancing a pizza with one hand and having gripped a six-pack carton of soft drinks with another, twenty-three year-old Alan, paused in front of a first floor flat in the colony.

- A. Balancing a pizza with one hand and having gripped a six-pack carton of soft drinks with another
- B. Having a balance of a pizza with one hand and gripping a six-pack of carton of soft drinks with the other
- C. Balancing a pizza with one hand and gripping a pack of six soft drink carton with the other
- D. Being balanced a pizza with one hand and gripping a six-pack carton of soft drinks with the another
- E. Having balanced a pizza with one hand and having gripped a six-pack carton of soft drinks with the other

A and D - are wrong because of word **another**

B - is wrong because of **having a balance of pizza**

C - is wrong because of **pack of six soft drink carton** vs **a six-pack carton of soft drinks**

The rule to apply here is having + past participle

30. Usage of **that**

It is well known in the supermarket industry that how items are placed on shelves and how frequently inventory turns over can be crucial to profits.

A panel concluded that malnutrition is the most serious health problem facing the third world countries, but that it can and will be eradicated with the assistance of developed countries.

The difference here is that the word **that** is not present after the word **and** in the first sentence.

Let's say you have something like the following:

I know that you are very smart and that you are strong as well.

In this sentence, we have three things that are EXACTLY the same:

- that
- you
- are

Depending on the sentence, you might all or none of the repeated elements.

If the sentence is short and sweet, we can omit more stuff:

I know that you are very smart and strong.

If there's more **stuff** intervening, we might choose to add one of these elements to **remind** the reader just what's parallel:

I know that you are very smart when it's later in the day and you've had your coffee and that you are strong as well.

In this case, the that serves to remind us just what part of the previous sentence the next part is going to parallel.

31. Usage of **whether or not**

The Garcia government faces the greatest crisis of its mandate, and its political future after the next election depends on if it can restore the public's confidence and can move beyond the current political impasse in the Congress.

- A if it can restore the public's confidence and can move beyond
- B whether it can restore the public's confidence and move beyond
- C the ability to restore the public's confidence and moving
- D whether or not it can restore the public's confidence and be able to move beyond
- E its capability for restoring the public's confidence and move beyond

Well, GMAT has said in their publications that whether or not is redundant, since whether already includes the idea of two options; in other words, the exact same idea is expressed without or not.

32.

The guiding principles of the tax plan released by the Treasury Department could have even a greater significance for the economy than the particulars of the plan.

- (A) even a greater significance for the economy than
- (B) a significance that is even greater for the economy than
- (C) even greater significance for the economy than have
- (D) even greater significance for the economy than do
- (E) a significance even greater for the economy than have

D is indeed best in SAE.

In SAE, we generally use do to replace **regular** verbs, i.e., verbs that are not linking verbs, verbs that use modals, etc.

For example:

Megumi speaks Japanese better than I do.

But you already knew that, I'm sure.

Look at the following examples for something (perhaps) new:

Megumi has visited more countries than I have.

We can use *have* again because *have* is an auxiliary verb here.

Megumi has more skirts than I do.

Here, *has* is NOT an auxiliary verb, and in SAE, we cannot use the verb *have* in the second bit.

33. **each other** vs [/B]the other[/B]

Q 2: The complex tax dispute between the Covered Bridge Mall and Harris Township is not likely to be adjudicated for several years, and, in the meantime, both sides are intent on creating difficulties for the other.

- (A) both sides are intent on creating difficulties for the other
- (B) both sides are intent on creating difficulties for each other
- (C) each side is intent on creating difficulties for the other
- (D) each side is intent on creating difficulties for one another
- (E) the sides are both intent on creating difficulties for each other

The other issue is also important--the difference between each/the other and both/each other.

Use **each** when the parties are more separate, and use **both** when the parties are **collaborating**.
For example, each side was fighting the other sounds better than both sides were fighting each other, don't you think?

GRAMMAR

General Grammar Resources

<http://www.ccc.commnet.edu/grammar/>

<http://newark.rutgers.edu/~jlynch/Writing/>

<http://www.grammarstation.com>

A, An, The (articles)

<http://www.learnenglish.org.uk/words/activities/articles01.html>

<http://www.impactseries.com/star%20files/wwwboard/messages/4.html>

<http://depts.gallaudet.edu/englishworks/grammar/main/articles.htm>

<http://www.renselaer.edu/dept/lc/writecenter/web/esl.html>

<http://webster.commnet.edu/grammar/determiners/determiners.htm#articles>

<http://efl.bravepages.com/grammar2.htm>

Adjectives

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

http://hem.passagen.se/peter9/gram/g_adj.html

<http://www.factmonster.com/ipka/A0885349.html>

<http://www.grammarstation.com/KnowyourAdjectives.html>

http://www2.actden.com/writ_den/tips/sentence/adjectiv.htm

<http://grammar.englishclub.com/adjectives.htm>

<http://www.uottawa.ca/academic/arts/writcent/hypergrammar/adjective.html>

<http://ellerbruch.nmu.edu/CS255/cusher/partsofspeech/adjective.html>

Nouns

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

http://hem.passagen.se/peter9/gram/g_sub.html

<http://www.grammarstation.com/KnowYourNouns.html>

<http://ellerbruch.nmu.edu/CS255/cusher/partsofspeech/noun.html>

http://www2.actden.com/writ_den/tips/sentence/nouns.htm

<http://www.ojohaven.com/collectives/>

<http://grammar.englishclub.com/nouns.htm>

Adverbs

<http://www.grammarstation.com/KnowYourAdverbs.html>

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

<http://ellerbruch.nmu.edu/CS255/cusher/partsofspeech/adverb.html>

Clauses

http://www.uottawa.ca/academic/arts/writcent/hypergrammar/bl_dcls.html

<http://webster.comnet.edu/grammar/clauses.htm>

http://owl.english.purdue.edu/handouts/grammar/g_clause.html

<http://www.edict.com.hk/vlc/clauses/default.htm>

<http://eslbee.com/AdjClauses.htm>

Plurals

<http://webster.comnet.edu/grammar/plurals.htm>

http://owl.english.purdue.edu/handouts/grammar/g_spelnoun.html

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/irrplu.htm>

<http://www.wm.edu/CAS/modlang/gasmit/grammar/nouns/plurals.htm>

Prepositions

http://hem.passagen.se/peter9/gram/g_prp.html

<http://webster.comnet.edu/grammar/prepositions.htm>

<http://ellerbruch.nmu.edu/CS255/cusher/partsofspeech/preposition.html>

Pronouns

http://hem.passagen.se/peter9/gram/g_prn.html

<http://webster.comnet.edu/grammar/pronouns1.htm>

<http://ellerbruch.nmu.edu/CS255/cusher/partsofspeech/pronoun.html>

http://www.uottawa.ca/academic/arts/writcent/hypergrammar/us_epron.html

Verbs

http://hem.passagen.se/peter9/gram/g_vrb.html

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

<http://ellerbruch.nmu.edu/CS255/cusher/partsofspeech/verb.html>

http://www.uottawa.ca/academic/arts/writcent/hypergrammar/us_everb.html

Verb Tenses

<http://www.grammarstation.com/servlet/GrammarGuide?type=VB>

<http://owl.english.purdue.edu/handouts/esl/esltensverb.html>

<http://leo.stcloudstate.edu/grammar/tenses.html>

http://www.uottawa.ca/academic/arts/writcent/hypergrammar/us_etense.html

<http://www.pacificnet.net/~sperling/quiz/vtr.html>

<http://grammar.englishclub.com/verb-tenses.htm>

http://www.ruthvilmi.net/hut/help/grammar_help/verbs.html

<http://www.tc.cc.va.us/writcent/handouts/grammar/verbtens.htm>

<http://www.lsilver.net/tense.htm>

<http://www.tc.cc.va.us/writcent/handouts/grammar/verbtens.htm>

Voice (active/passive)

<http://www.grammarstation.com/servlet/GrammarGuide?type=ACTIVEPASSIVE>

http://owl.english.purdue.edu/handouts/grammar/g_actpass.html

<http://www.uvsc.edu/owl/handouts/active-passive-voice.html>

<http://grammar.englishclub.com/verbs-voice.htm>

http://www.law.cuny.edu/wc/multilingual/active_passive.html

<http://jade.ccccd.edu/cobb/passive.html>

http://www.english.uiuc.edu/cws/workshop/grammar/active_and_passive_voice.htm

<http://uark.edu/campus-resources/qwrtcntr/resources/handouts/activepassive.htm>

http://www.geocities.com/Athens/Atrium/5852/Voices/active_passive.html

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

