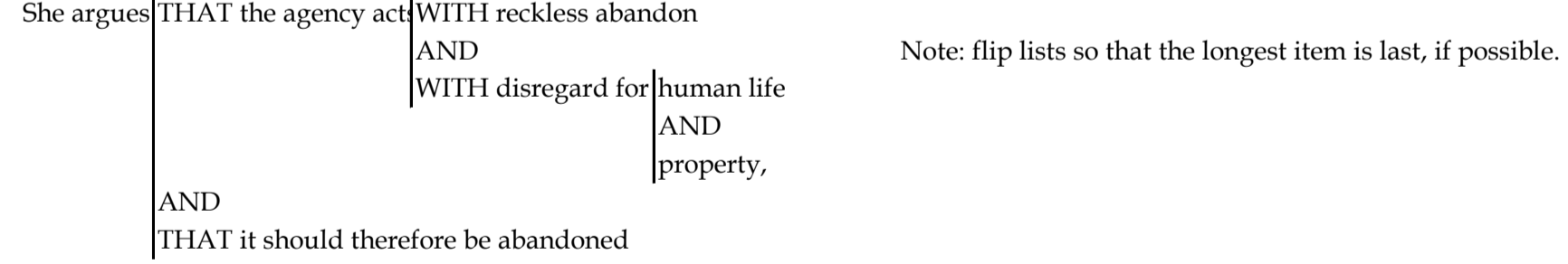


MGMAT Notes

- 1.00 According to GMAT, like cannot introduce examples (such as must be used instead), Like gives sort of "similar" meaning.
- 2.00 On the GMAT, should means "moral obligation" not "likelihood."
- 3.00 GMAT frowns upon using a phrase where a single word will do e. g. have differences is same as differ.
- 4.00 Another aspect of concision is redundancy. The three prices SUM to ta TOTAL of \$11.56.
- 5.00 Being almost always signals redundancy. Being excited is same as Excited
- 6.00 "The fact that" is always redundant
- Cha 3 7.00 Because and Which are connectig words. These are also known as Subordinators, because they turn the clauses they are attached to into Subordinate Clauses, which can not stand by themselves.
- 8.00 Subordinate clauses can not act as a sentence. They act like "big adjectives", "big adverbs" or "big nouns."
- 9.00 Common Prepositions: of, in, to, for, with, on, by, at, from
- 10.00 Beaware of Present Participles (ing form) and past participles (ed and en form). They act as adjective and sometime can be confused as verbs.
- 11.00 A noun in a prepositional phrase cannot be the subject of the sentsce, with limited idiomatic exceptions
- 12.00 Along with, accompanied by, in addition to, together with, as well as, including are additive phrases. Unlike and, additive phrases do not form compound subjects. Rather they act as modifiers.
- 13.00 The word and can unite two or more singular subjects, forming a compound plural subject. Only the word and can change a singular subject into a plural one.
- 14.00 Unlike and, additive Phrases such as along with, as well as, accompanied by, together with, including, do not form compound subjects
- 15.00 When using Or, either or, neigher nor, verb should match in the number to the nearest subject to the verb.
- 16.00 When either or neigher appear with out or or nor then they take singular verbs.
- 17.00 Agency, army, audience, class, committee, crowd, orchestra, team, baggage, citrus, equipment, fleet, fruit furniture are collective nouns are always take singular verbs
- 18.00 Indefinite pronouns like anyone, nobody, something (that end with ...one, ...body, ...thing) require singular verbs
- 19.00 SANAM (some, Any, None, All, More/Most) can be singular or plural. Noun of the of phrase (that usually preceeds SANAM) determines the number.
- 20.00 Technically, none of + plural noun can take either a singular or plural verb form.
- 21.00 Each and Every by themselves or preceeded by the subject takes singlar verbs. If they are after the subject, they has no bearing on the verb form.
- 22.00 The phrase "The number of" takes a singular verb, but "A number of" takes a plural verb.
- 23.00 In many idiomatic expressions the designate "quantities" or "parts" such as "a number of" the subject of the sentence is in an "of prepositional phrase"
- 24.00 Other examples where the subject is in of prepositional phrase are fractions and percents e.g. Half of the pie IS blueberry, and Half of the slices ARE already gone.
- 25.00 Of of words majority, minority, and plurality, if you want to indicate the many individual part of the totality, use a plural verb and if you want totality itself the use singular verb.
- 26.00 Treat the quantity phrases in the same way as SANAM pronouns: the noun in the of prepositional phrase will indicate whether the verb is singular of plural.
- 27.00 Sometimes the subject of a sentence is -ING phrase or even a whole phrase. These are always singular.
- 28.00 When in doubt, use singular. Most of the confusing nouns are singular.

- Cha 4 29.00 Parallel parts of a sentence are always signaled by parallel markers. Learn to spot the markers and you will find parallelism issues.
- 30.00 Parallel markers are: and, both x and y, or, either/or, not x but y, not only/ but also, rather than, from x to y
- 31.00 Any part of the speech e. g. nouns, verbs, preposional pharase can be made parallen to similar parallel element.
- 32.00 Parallel clauses should start with the saem word. The sentence "I want to retire to a place WHERE I can relax and THAT has low taxes" is wrong
- 33.00 Do not over shorten any element. "John likes BOTH THOSE WHO are popular AND WHO are not" is wrong. The second part should be AND THOSE WHO are not. John likes...who are not does not make sense.
- 34.00 One way to make sure it's right is to read the parts separately. For "The division was opening offices, and hiring staff" we can read "The division was opening offices" and "The division was hiring staff"
- 35.00 For the list joined by and, we put comma after every element and the comma and the "and" before the last. If the list only has two elements do not use comma. However, if we are joining a long clause by and it makes sense to put comma before and. I really like candy apples, and i eat them often.
- 36.00 Look at the hierarcy of paralleism to make sure it makes sense. Wrong sentence - She argues that the agency acts with disregard for humanlife and property and reckless abandon and it should



- 37.00 Idioms with built-in parallel

x acts as y	As x, so y	Between x and y	Compared to x, y	consider x y	In Contrast to x, y	Declare x y
x Develps into y	x differs from y	Distinguish x from y	Estimate x to be y	x instead of y	x is knows to be y	x is less than y
Make x y	Mistake x for y	Not only x (,) but also	Regarded x as y	x is the same as y	x is good so too is y	x, such as y (example0
Think of x as y	x is thought to be y	view x as y	whether x or y			
- 38.00 Treat any linking verb (these verbs express what the subject is, or what condition the subject is in) as a parallel marker. Make the subject and object parallel. E.g. All to be verbs, appear, become, feel, grow, look, remain, represent, resemble, seem, smell, sound, stay, taste, turn
- 39.00 We must also ensure that the two sides of the linking verb are parallel in meaning.
- 40.00 To be verb does not always have to be part of a linking verb. E.g. I am watering the plants (progressive tense)

- Cha 5
- 41.00 Pronouns and antecedent must match in numbers. Watch out for nouns used as adjectives! They cannot be antecedents of pronouns.
 - 42.00 The Antecedent to which you want to refer must actually exist in the sentence and be functioning as a noun.
 - 43.00 Antecedent and pronoun must also agree logically. If confused replace pronoun with antecedent in the sentence and check.
 - 44.00 Make sure that every pronoun has only one possible antecedent.
 - 45.00 GMAT disguises pronouns like it disguises subject in long phrases. Look out for those.
 - 46.00 Sometime case of the pronoun or antecedent is also important. English has three cases: Subject, object, and possessive.
 - 47.00 Subject Pronoun: I You He She It We They Who; Object Pronoun: Me You Him Her It Us Them Whom; Possessive Pronoun: My/Mine Your/Yours His Her/Hers Its Our/Ours Their/Theirs Whose
 - 48.00 If you want a pronoun to refer to a particular noun, you should usually make sure that the noun is not in the possessive
 - 49.00 The Possessive Poison rule states that possessive nouns can serve as antecedents only to possessive pronouns, not to subject or object pronoun.
 - 50.00 In particular, a pronoun in subject position in one clause may often be presumed to refer to the subject of a parallel clause, even if that subject is relatively far away
 - 51.00 e. g. Supernovas destroy their immediate environments in vast explosions, BUT by synthesizing heavy chemical elements, THEY provide the universe with ample energy.
 - 52.00 Never skip past deadly five: It, Its, They, Them, Their in a sentence. Stop and check whether the pronoun is being used correctly.
 - 53.00 Be particularly careful with their, which is often used in everyday speech to refer to singular subjects.
 - 54.00 This, That, These, and Those are Demonstrative Pronouns. You may use that or those to indicate a "New Copy" or copies of the antecedent.
 - 55.00 e.g. The money spent by her parents is less than THAT spent by her children. That refers to different pot of money.
 - 56.00 That or those indicating a New Copy or copies must be modified. THE MONEY spent by her parents is less than THAT SPENT BY HER CHILDREN.
 - 57.00 In contrast, when you use it, they or other personal pronouns, you mean the SAME ACTUAL THING as the antecedent. Check page 71.
 - 58.00 A little oddly, the GMAT insists that any "New Copy" that or those agree in number with the previous version. If you must change number, repeat the noun.
 - 59.00 On the GMAT, do not use this or these in place of nouns. Also, do not use that or those in place of nouns (unless you modify) that or those). Use it, they, or them instead.
 - 60.00 First person like we, I, our does not have antecedent. They simply refers to the speaker.
 - 61.00 In Ch5-Q15, these is incorrect because these is never used as a stand-alone pronoun without a noun following.
- Ch 6
- 62.00 Be sure not to use an adjective where an adverb is grammatically required, and vice versa. Note that adjectives, not adverbs, follow linking verbs such as feel.
 - 63.00 GMAT often provide two grammatically correct phrasings e.g. Adj+Adj+noun, in which the two adjectives both modify the noun
 - 64.00 The other phrasing would be Adv+Adj+noun, in which the adverb modifies the adjective, which in turn modifies the noun. Pick the one intended by author.
 - 65.00 Adjectives that have been observed alternating with their corresponding adverbs (in -ly) in GMAT problems include corresponding, frequent, independent, rare, recent, seeming, separate, significant, supposed, and usual
 - 66.00 Noun modifiers can be adjective, preposition, past participle, present participle without commas, relative pronoun, and another noun. Any of these can come before or after the noun they are modifying.
 - 67.00 Some of the time modifiers are separated by comma. Pay particular attention to the opening modifiers.
 - 68.00 Noun modifiers should touch the noun they modify. Follow the touch rule.
 - 69.00 If the modifier is next to a different noun, we have a misplaced modifier and if the noun we want to modify is not even in the sentence, we have a Dangling modifier.
 - 70.00 A present participle (-Ing form) at the beginning of a sentence is often made to be dangling. Although these forms are technically verb modifiers, they still need a noun subject that makes sense.
 - 71.00 E.g. "The problem was identified, using the latest technology" is wrong because we don't have a noun who actually used the technology even though "using the latest technology" is a verb modifier.
 - 72.00 Unlike a noun modifier, a verb modifier does not have to touch the subject. E.g. The engineer identified the problem, using the latest technology
 - 73.00 Avoid dangling modifiers by making sure the noun you want to modify is in the sentence. To avoid misplaced modifiers, place them next to the nouns they are meant to modify.
 - 74.00 Avoid long sequences of modifiers that modify the same noun. Putting two long modifiers in a row before or after a noun can lead to awkward or incorrect phrasings.
 - 75.00 Misplaced modifiers sometime appear in sentences that have possessive nouns (nouns that end in 's or s'). Modifiers cannot normally modify a noun in the possessive case.
 - 76.00 Noun modifiers introduced by relative pronoun such as which, that, who, whose, whom, where, when are subject to several restrictions.
 - 77.00 The pronouns who and whom must modify people and pronoun which must modify things and whose can modify either. On GMAT, clauses led by the pronoun that cannot modify people.
 - 78.00 Which or whom sometimes follow prepositions: "the canal through which water flows", "the senator for whom we worked"
 - 79.00 Who is used as the subject of the verb in a relative clause, where as whom is used as the object of the verb or the preposition.
 - 80.00 That or whom can be dropped when the modified noun is the object of the modifying clause. E.g The movie [THAT] we watched last Friday was scary.
 - 81.00 The pronoun where can be used to modify a noun place such as area, site, country or Nevada
 - 82.00 Where cannot modify a "metaphorical" place such as condition, situation, case, circumstances, or arrangement. In these cases, use in which rather than where.
 - 83.00 The pronoun when can be used to modify a noun event or time, such as period, age, 1987, or decade. In these circumstances, you can also use in which instead of when.
 - 84.00 Use an essential modifier to identify the noun (out of many possibilities) of to "attach" the modifier to the noun from that point onward
 - 85.00 Non-essential modifiers provide extra information. You do not need this information to identify the noun and any later reference to the noun does not include that extra information.
 - 86.00 Put commas between non-essential modifiers and their nouns. Put no commas between essential modifiers and their nouns.
 - 87.00 Use which (and commas) if the modifier is non-essential and use that (and no commas) if the modifier is essential.
 - 88.00 Which might show up in an essential modifier when which is used with a preposition. In that case it should not be separated by the comma.
 - 89.00 Verb modifiers answer questions about the verb such as "how," "when," "where," "why" etc.
 - 90.00 Verb modifiers can be Adverb, prepositional phrases, subordinator Present participle with commas, preposition + simple gerund, and infinitive of purpose. Any of these can come before or after the verb.
 - 91.00 Some verb modifiers may apply to both the verb and the verb's subject. In these cases, you must make sure that the subject makes sense with the modifier.
 - 92.00 Use which ONLY to refer to the noun immediately preceding it - never to refer to an entire clause. "Crime has recently decreased in our neighborhood, WHICH has led to a rise in property value" is wrong.
 - 93.00 The -ing form can modify nouns directly, can modify verbs and their subjects, and it can even modify an entire clause. E.g. Crime has recently decreased in our neighborhood, leading to..."
 - 94.00 When -ing modifies a clause the entire clause converted into a noun phrase should be able to function as the subject of the verb that is now in -ing form.

- 95.00 E.g. The recent decrease in crime in our neighborhood has LED to a rise in property values. Ing modifying the whole clause works best when you want to express the RESULT of the main clause
- 96.00 Q# 5: Normally a relative clause should touch the noun that it modifies, we are generally allowed to place an appositive, a noun used to modify another noun, between a relative clause and the modified noun.
- 97.00 Q#5: When relative cluses are meant to be parallel, they should start with the same relative pronoun.
- 98.00 Q#6: Avoid relative clauses whose only verb is a form of to be, because they can generally be expressed more succintly. People who are well-informed => well-informed people
- 99.00 If it's unclear on whether the clause is essential or not, look at the sentence with out the clause. If it makes sense, it is non essential. If the material informaiton is missing then the clause is essential.
- 100.00 Q#11: Past participle is used in the noun modifier. Past participle signals noun modifier.
- 101.00 Two verb moods: Indicative-used to describe knowledge or beliefs, subjunctive - used to express suggestions, desires, or hypothtcal events
- 102.00 In general, the GMAT prefers the simple tenses, unless the sentence clearly requires a more complex tense.
- 103.00 Do not use the present progressive for general definitions. Instead, use the simple present.
- 104.00 In GMAT sentences, do not use the present progressive to indicate future actions. Instead, use the simple future. "Bill is meeting Harvey for lunch tomorrow" is wrong.
- 105.00 Verbs tha express general states do not normally take progressive forms. Such state verbs include know or signify. "This inscription is signifying the emperor's birth" is wrong.
- 106.00 When you encounter the present progressive check to see whether another tense would be preferable.
- 107.00 Sentences with more than one action do not necessarily require more than one verb tense. In fact, in any given sentence you should try to keep all verb tenses consistent unless the meaning clearly dictates otherwise,
- 108.00 You can use the past progressive to describe a background event, while you use simple past to describe a more important even in the foreground. She was playing with her friends when the babysitter arrived
- 109.00 We use the present perfect tense for actions that started in the past but continues (or whose result continues) into the present, or remain true in the present. This one has one foot in the past and one foot in the present
- 110.00 Whether it indicates continued action or continued effect, the Present Perfect tense makes a statement about the present time.
- 111.00 "The child has drawn a square in the sand" The child is no longer drawing a square. The act of drwing is finished. However, the square must still be here somehow; the effect of the act is still operative.
- 112.00 If the square has disappeared, you should use simple past. "The child drew a square in the sand, but the ocean ERASED/HAS ERASED it.
- 113.00 If used ERASED, it means the current state of the sand is not known. I used HAS ERASED, the current state of the sand is square-free, since the present perfect has erased indicated that this action's effect is still true.
- 114.00 In summary, the present perfect indicated either continued action or continued effect of a completed action. If you use Since, you must use present perfect to indicate continuity.
- 115.00 Present perfect should be used with within phrases, such as within the past five minutes or within last ten days to indicate continuity.
- 116.00 Because of this emphasis on the present time, the present perfect is actually more often found in sentences with simple present then with simple past.
- 117.00 The idea of completed action can be used simply to place a present perfect action earlier than another action in -ing forms, infinitives or subordinate clauses.
- 118.00 She will pay you when you ask her. (time of will pay = time of will ask). She will pay you when you hav taken out the garbage (time of will pay is later then the future tiem of have taken).
- 119.00 The past perfect is the "past of the past" or the "past twice removed" from the present time.
- 120.00 In general, you should use past perfectto clarify or emphasize a sequence of past events. The earlier event should somehow have a bearign on the context of the later event.
- 121.00 If the sequence is already obvious, we often do not need past perfect. "Antonio DROVE to the store and BOUGHT some ice cream."
- 122.00 A sequence of verbs with the same subject does not require past perfect. Rather use the simple past for all verbs.
- 123.00 "Antonio DROVE to the store, and Cristina BOUGHT some ice cream" Here, we are not emphasizing the order of events. Clauses linked by and or but do not require the past perfect as a general fule.
- 124.00 "Laura LOCKED the deadbold before she LEFT for work." Here before tells us the LOCKED happened before LEFT, so no perfect tense. When after or before is used, the perfect tenses are unnecessary.
- 125.00 "The band U2 WAS just one of many new groups on the rock music scene in the early 1980's, but less than ten years later, U2 HAD fully ECLIPSED its early rivals in the pantheon of popular music.
- 126.00 If an action began in the past and continues into the present (or its effect does), use Present Perfect tense.
- 127.00 If one action in the past precedes another, and you need to clarify or emphasize the time sequence, then use Past Perfect tense. Otherwise, stick to the simple tenses. GMAT prefers simplicity.
- 128.00 With a past tense reporting verb (e.g. The scientist ANNOUNCED that...), move present to past, past to past perfect, and future to conditional (that is will to would). We move tenses back in time one step.
- 129.00 In reporting sentences, avoid mixing present tense with conditional tense and past tense with future tense. The usual sequences are EITHER presen+future OR past+conditional
- 130.00 E.g. "The scientist BELIEVES that the machine WILL BE wonderful" or "The scientist BELIEVED that the machine WOULD BE wonderful."
- 131.00 Subjunctive mood in two special situations: 1. unlikely or unreal conditions (usually after if, as if, as though etc.)-Hypothetical 2. Proposals, desires, and requests formed with certain verbs and the word that. - Command
- 132.00 The basic form of Hypothetical subjunctive is equivalent to the simple past of every vers except the verb to be. For the verb to be, the form were is always used. It's also called "Past Subjunctive"
- 133.00 Sentences that use the word if do nto always use the Hypethetical Subjective.
- 134.00 If - General rule with no uncertainty (factual present tense): IF present, THEN present "If Sphie EATA pizza, then she BECOMES ill." Equivalent: "Whenever Sphie eats pizza, she becomes ill."
- 135.00 If - General rule with some uncertainty: If present, then can or may "If Sphie EATS pizza, THEN she MAY BECOME ill.
- 136.00 If -Peticular Case (in the future) with no unscetainty: If present, THEN future. If sofie EATS pizza tomorrow, THEN she WILL become ill. Peticular case in the present: If Sophie HAS EATEN pizza, the she WILL BECOME ill.
- 137.00 If - Unlikely Case (in the future) - Hypothetical Future Tense: If Hypothetical Subjunctive, THEN Conditional. If Sophie ATE pizza tomorrow, THEN she WOULD BECOME ill
- 138.00 If - Case that Never Happened (in the past) - Hypothetical Past Tense: If past perfect, THEN conditinal perfect. If sophie HAD EATEN pizza yesterday, THEN she WOULD HAVE BECOME ill.
- 139.00 Power Score: Factual Past Tense: If past tense, THEN past tense. If we WERE in town for labor day, we always WENT to the Rossi's party.
- 140.00 Power Score: Hypothetical Present Tense - Present tense hypothetical conditionals step back and use a past tense verb in the conditional. If they PLAYED better, we MIGHT WIN this game.
- 141.00 Command Subjunctive: e. g. The agency REQUIRED that Gary BE ready before noon; We PROPOSE that the school board DISBAND. The form is Command form: BE ready before noon, Gary! Or DISBAND, shool board!
- 142.00 The verb form is bare form, the infinitive w/o to. This simple present with exceptions 1. there is no -S on the end for third person singular (no the schoold board disbands) 2. form of to be is always be not is, are or am.
- 143.00 Construciton: Bossy verb + THAT + subject + Command Subjective. Also, Never use should in place of a command Subjunctive.
- 144.00 Wrong sentences: We propose the school board disband (that is not optional). We propose that the school board DISBANDS. We propose that the school board is to DISBAND.
- 145.00 Wrong sentences: We propose that the school board WILL DISBAND. We propose that the school board SHOULD DISBAND.
- 146.00 Not all bossy verb takes command subjunctive, but rather an infinitive. E.g. The vice-president WANTS her TO GO to the retreat.
- 147.00 Verbs that takes command subjunctive: Demand, dictate, insist, mandate, propose, recommend, request, stipulate, suggest. M-DRIPS (r square, s square). We demand that he be there.
- 148.00 Verbs that takes only infinitive: advise, allow, forbid, persuade want. F-WAPA. We allow HIM TO BE here.

- 149.00 Verbs that take either: ask, beg, intend, order, prefer, urge, require. RUPA's BIO
- 150.00 A few bossy verbs, most notably prohibit, takes other construction. The agency PROHIBITED Gary FROM WORKING on weekends.
- 151.00 The Command Subjunctive (CS) can also be used with nouns derived from bossy verbs such as a demand or a request. His demand THAT he BE paid full severance was not met.
- 152.00 CS is possible with IT IS X, in which X is an adjective, such as essential, that conveys urgency. It is essential THAT Gary BE ready before noon.
- 153.00 Other adjectives conveying urgency include advisable, crucial, desirable, fitting, imperative, important, mandatory, necessary, preferable, urgent, and vital.
- 154.00 Note also that you can use an infinitive in these constructions: it is essential for Gary to be ready before noon.
- 155.00 Avoid the use of CS after WHETHER. I like ice cream, WHETHER it BE chocolate, vanilla, or any other flavor. BE = > IS
- 156.00 If a sentence includes a demand, look either for an infinitive or for that followed by command subjunctive.
- 157.00 Passive voice is required when the non-underlined portion of the sentence contains the person or agent performing the action preceded by the word by. The Shuttle launch seen around the world by people. => was seen
- 158.00 If all the other issues are solved equally well in two sentences, choose the sentence that maintains parallelism of voice rather than the sentence that does not.
- 159.00 Q#3: When the sequence of events is important then use perfect tenses, otherwise stick with simple tenses.
- 160.00 Q#3: One possible reason to use the present perfect is to indicate that an action, though completed in the past, still has some continuing effect on the subject of the verb.
- 161.00 Q#4: The local government built the school that was destroyed by the earthquake. Either the simple past or the past perfect is possible. In the simple past version, the writer's mental time frame is concurrent with BUILT.
- 162.00 The following clause (that was destroyed by the earthquake) just serves to identify the school, and the writer might go on to discuss the building process.
- 163.00 On the other hand, the past perfect emphasizes the sequence of events more than the simple past does. In the past perfect version, the writer's mental time frame is concurrent with WAS DESTROYED.
- 164.00 The use of HAD BUILT indicates that the writer is dipping back in time only for a moment to the building process.
- 165.00 In fact, the writer might proceed to write more about the destruction (perhaps the consequences of shoddy construction methods).
- 166.00 Q#7: An action that was in the future (relative to the time in the main verb, realized), but is now in the past, must be rendered in the conditional tense (would have to)
- 167.00 "Last Monday Mary realized that she would have to spend all of that night rewriting her application because she HAD NOT BACKED up her files.
- 168.00 The past perfect tense required her because Mary's failure to back up her files must logically have occurred before May became aware of (realized) this failure.
- Cha 8 169.00 Comparisons are a form of parallelism: Two compared parts need to be truly parallel, both structurally and logically.
- 170.00 Comparison signals: like, unlike, more than, less than, faster than, different from, in contrast to/with, as, as (adj.) as, as much as, as little as, as fast as, the same as
- 171.00 Like is a preposition and it must be followed by nouns, pronouns, or noun phrases. Never put clause or a prepositional phrase after like. Remember clause contains a working verb, one that can be main verb in a sentence.
- 172.00 On the other hand, as can be either a preposition (appearing with a noun) or a conjunction (appearing with a clause)
- 173.00 You can correctly use as to compare two clauses, but you cannot use like to compare clauses. E.g. "Like her brother did, Ava aced the test" is wrong.
- 174.00 Comparison must be logically parallel meaning they must compare similar things. Comparisons must make sense. The two items being compared must be logically comparable.
- 175.00 E.g. Frank's toes, like those of his brother, are short and hairy. Those is standing for toes, it must agree with toes in number.
- 176.00 Comparisons must be structurally parallel. That is, they must have a similar grammatical structure. I like to run through forests more than I enjoy walking through crowds. TO RUN => RUNNING
- 177.00 Possessive nouns provide opportunity to omit. We can omit units, verbs and even whole clauses from the second term, as long as there is no ambiguity. I walked as fast now as [I walked] when I was younger.
- 178.00 My toes are longer than Brian's. My car is bigger than the Smiths'. Note that the possessing noun (Brian, the Smiths) can be singular or plural, regardless of whether the implied possessed noun (toes, car) is singular or plural.
- 179.00 You should put omitted words or appropriate helping verbs (be, do, and have) only if you need to remove ambiguity. I like cheese more than Yvette (Yvette could be subject or object) Yvette => Yvette does or Do yvette.
- 180.00 However, the GMAT occasionally allows unnecessary Helping verbs. Apples are more healthy to eat than caramels. Apples are more healthy to eat than caramels ARE.
- 181.00 Do not throw out an answer choice simply because of an unnecessary helping verb in the second term of a comparison.
- 182.00 Comparative and superlative: Do not compare an adverb that ends in -ly by changing the ending to -er. This error is common in speech. Adrian runs QUICKLY. He runs MORE QUICKLY than Jacob. QUICKER=wrong
- 183.00 However, some adverbs that do not end in -ly are made into comparatives by adding -er. Adrian runs FAST. He runs FASTER than Jacob
- 184.00 Do not use a comparative adjective unless you have a than in the sentence. With winter coming, I will have HIGHER energy bills. - Wrong. I will have HIGHER bills OVER last year. - Wrong.
- 185.00 I will have HIGHER bills THAN last year. - Right. Always use than with a comparative form.
- Cha 9 186.00 Idiom strategy: SPOT the suspect idiomatic expression. EXTRACT the various forms of the idiom. [USE that in your own little sentence to check.] REPLACE the corrected idiom in the sentence and confirm that it works.
- 187.00 I value my ABILITY TO sing
- 188.00 The bay ACTED AS a funnel for the tide (actual function (=AS)). My friend ACTED LIKE a fool (behaved in a similar manner, metaphorical comparison (=LIKE))
- 189.00 The new rules will AFFECT our performance. The new rules will HAVE AN EFFECT ON our performance (suspect, wordier)
- 190.00 AFTER the gold rush, the mining town collapsed. FOLLOWING the gold rush, the mining town collapsed (ambiguous, suspect)
- 191.00
- 192.00
- 193.00
- 194.00
- 195.00
- Cha 10 196.00 If you suspect that a sentence is a run-on, identify each main clause. Then make sure that the clauses are joined properly.
- 197.00 A sentence should have at least one main clause. It contains a subject and a verb and does not begin with a subordinating conjunction such as because or if. Sentence that lacks a main clause is called a fragment.
- 198.00 A comma is not enough to join two main clauses. A sentence that violates this rule is called a run-on sentence. You need to use coordinating conjunctions to connect two main clauses.
- 199.00 Whenever you see an and after a comma, check for two possibilities: 1. a list (apples, grapes, AND pears), or 2. two main clauses (I like apples, AND she likes grapes).
- 200.00 The GMAT will occasionally create a mixed-up sentence by linking a main clause to a fragment with and after a comma.
- 201.00 The term "Eureka," meaning "I have found it" in ancient Greek and famously uttered by Archimedes, AND ever since then, scientists have exclaimed the same word upon making important discoveries. ...ancient Greek WAS famously...
- 202.00 You can think of a comma+coordinating conjunction as a neutral referee that allows two main clauses to coexist peacefully as equals.

- 203.00 A subordinator, on the other hand, is decidedly partisan: it achieves harmony within a sentence by reducing one of the clauses to a subordinate clause.
- 204.00 You should also make sure that clauses are connected by SENSIBLE connecting word. Subordinators always imply some relationship to the main clause. She is not interested in sports, AND she likes watching them on TV. (Wrong)
- 205.00 Coordinators: For And Nor But Or Yet So. Subordinators: Although, Because, Before, After, Since, When, If, Unless, That, Though, While. Be sure to choose a connector that logically fits into a given sentence.
- 206.00 Finally, be on lookout for sentences that join a main clause to something that should be a clause, but is not actually a clause.
- 207.00 E.g. Citizens of many countries are expressing concern about the environmental damage caused by the widespread release of greenhouse gases may be impossible to reverse. Verb phrase "may be impossible to reverse" is not joined properly.
- 208.00 Citizens of many countries are expressing concern about the environmental damage caused by the widespread release of greenhouse gases, DAMAGE THAT may be impossible to reverse. Damage is added.
- 209.00 "Damage...reverse" is an absolute phrase (see modifiers). In the phrase "that...reverse" is a noun modifier that modifies the word damage.
- 210.00 Do not use a comma to connect two related main clauses; use a semicolon instead. GMAT does not make correct answers solely depend on comma use.
- 211.00 Take comma as signal to modifiers, items in a list and other sentence elements. For e.g. non-essential modifiers are set off by commas.
- 212.00 Do not use a comma before AND to separate two verbs that have the same subject. Earl walked to school, AND later ate his lunch. - Wrong. Do "school AND" or school, AND HE later"
- 213.00 The Semicolon connects two closely related statements. Each statements must be able to stand alone as an independent sentence.
- 214.00 Moreover, when you use a semicolon, you should ensure that the two sentence parts are related in an independent, balanced way. If it seems that the author originally meant to subordinate one part to the other, you must preserve the intent.
- 215.00 If you use a transition expression (Conjunctive Adverb) such as THEREFORE, HOWEVER, IN ADDITION in the second half of a sentence, make sure to use a semicolon.
- 216.00 Note that these transitional elements are not true conjunctions like AND. As a result, you must use semicolons, not commas, to join the sentences.
- 217.00 A minor use of the semicolon is to separate items that themselves contain commas. I listen to Earth, Wind & Fire; Wow Owls; and Bloon, Sweat & Tears.
- 218.00 Use a colon to explain something further. Make sure that the part in front of the colon can stand alone. What comes after the colon does not hve to be able to stand alone. I love listening to many kinds of music: classical, rock, rap and pop.
- 219.00 Whatever needs explanation should be placed as close to the colon as possible. Three factors affect the rate of a reaction: concentration, surface area, and temperature. - Wrong. The rate of a reaction is affected by three factors:...
- 220.00 You can put a main clause AFTER a colon as well. The key is that this clause must explain what precedes the colon - perhaps the entire preceding clause.
- 221.00 E.g. On January 1, 2000, the national mood was completely different from what it would become just a few years later: at the turn of the century, given a seemingly unstoppable stock market and seemingly peaceful world, the country was content.
- 222.00 Do not confuse the semicolon with the colon. The semicolon connects two related independent clauses, but the second does not necessarily explain the first. In contrast, the colon always connects a sentence with a further explanation.
- 223.00 The Dash (-) is a flexible punctuation mark that the GMAT occasionally employs. You can use dash as an emphatic comma, semicolon or colon.
- 224.00 However sometimes dash is preferred over comma. For instance, you should use dashed to separate an appositive from an item in a list: My three best friends - Danny, Jimmy, and Joey - and I went skiing. If comma is used- it sounds like 7 people
- 225.00 You can also use the dash to restate or explain an earlier part of the sentence. Unlike the colon, the dash does not need to be immediately preceded by the part needing explanation.
- 226.00 E.g. Post-MBA compensation for investment bankers tends to surge far ahead of that for management consultants - by tens, if not hundreds, of thousands of dollars a year.
- 227.00 The phrase after the dash (by tens...a year) explains the word far in th phrase far head. In comparison, a colon would not work so well here. In short, you cannot really go wrong with a dash!
- 228.00 Countable vs Uncountable nouns: If not sure, perform counting test: one hat, two hats, three hats (make sense: countable). One water, two waters, three waters (does not make sense: uncountable)
- 229.00 Countable Modifiers: Many hats, Not many hats, Few hats, fewer hats, fewest hats, number of hats, fewere than 10 hats, numerous hats, More numerous hats
- 230.00 Uncountable Modifiers: Much patience, Not much patience, Little patience, less patience, least patience, Amount of patience, less than a certain amount of patience, great patience, greater patience
- 231.00 More, most, enough, and all (MEAL) work with both countable (plural) and uncountable (singular) nouns: More hats; more patience; most people, most furniture; enough hats, enough patience, all people, all furniture.
- 232.00 Be Careful with unit nouns such as DOLLARS or GALLONS. By these are countable: one dollar, two dollars so use countable modifiers. However unit nouns represet uncountable quantities: Money, Volume.
- 233.00 As a result, we use less with unit nouns, when we really want to indicate something about the underlying quantity. We have LESS THAN twenty dollars. We are interested in the amount of money in whatever forms.
- 234.00 "We have FEWER THAN twenty dollar bills" We are actually talking about the physical twenty pieces of paper money.
- 235.00 Use Comparative forms of adjectives (better, worse, more, less) to compare 2 things or people but use superlative forms (best, worst, most, least) to compare 3 or more things or people.
- 236.00 THE NUMBER OF is singular and A NUMBER OF is plural. The number of dogs IS greater than the number of cats. A number of dogs ARE chasing away the cats.
- 237.00 THE NUMBERS OF is almost always incorrect. Stick to the expression the number of. The numbers of dogs in Montana ARE steadily increasing.-Wrong. The number of dogs in Montana IS steadily increasing.
- 238.00 However, numbers is possible in a few contexts. If you wish to make a comparison, use greater than not more than.
- 239.00 The rare Montauk beaked griffin is not extinct; its numbers are now suspected to me much MORE than before. - Wrong. More = > Greater
- 240.00 The words increase and decreas are not the same as the words greater and less. Increase and decrease express the change of one thing over time. Greater and less signal a comparison between two things.
- 241.00 E.g. The price of silver INCREASED by ten dollars. The price of silver is five dollars GREATER than the price of copper.
- 242.00 Despite advancing in an absolute sense, the productivity of Zel-Tech's workforce has fallen significantly behind that of competitor workforces: by upto thousands of dollar per week. Colon to dash (-)
- 243.00 The dash is better choice than the colon if you need to explain a peticular phrase, such as "significantly behind" that cannot easily be moved closer to the explanation.
- 244.00 Ch 10 Q 11: "... in two olympic events: the 100-meter, and 200-meter runs." The comma before and should be dropped.
- 245.00 Here and is a parallelism signal joining two modifiers (100-meter and 200-meter), not two main clauses. Thus, and should not be preceded by a comma.
- 246.00 Although should be however. Although is a subordinator; therefore, it must be placed at the start of a subordinate clause. In contrast, the conjunctive adverb however can be placed in the middle of a main clause.
- Ch 11 247.00 Drive the VAN = Verb > Adjective (or Adverb) > Noun. If you can express an action as either a verb or a noun, pick the verb. Any active verb is unusally stronger and more concise than an adjective or an action noun.
- 248.00 The townspeople's REVOLUTION WAS AGAINST the king. -wordy. The townspeople REVOLTED AGAINST the king - better.
- 249.00 VAN #1: Prefer a verb to an action noun. Generally, a short simple verb (revolt) is stroger than a phrase with the relevent action noun (revolution) and a generic verb, such as BE or MAKE
- 250.00 E.g. They MADE a REFERENCE to the strike => They REFERRED to the strike. The WEIGHT of the apples IS a pound => The apples WEIGH a pound.
- 251.00 VAN #2: Prefer a THAT-Clause (with verbs) to a series of phrases (with nouns). When you tack a long thought onto a noun, try to put the thought in a that-clause rather than in a long series of prep phrases.
- 252.00 The hypothesis ABOUT THE COMPOSITION OF THE UNIVERSE AS LARGELY DARK ENERGY seems strange. =>The hypothesis THAT THE UNIVERSE IS LARGELY COMPOSED OF DARK ENERGY seems strange.
- 253.00 A that-clause starts with the word that and contains a working verb (is composed is the working verb). With that clause you are choosing the verb form of the action.
- 254.00 "Idea" nouns such as hypethesis, idea, suggestion, belief, discovery, evidence, indication, and report fits this pattern. Belief THAT..., Evidence THAT..., Discovery THAT...
- 255.00 VAN # 3: Prefer a verb to an adjective. Try to pick the verb form of the action, rather thana adjective form plus the verb to be.
- 256.00 The artist WAS INFLUENTIAL TO the movment => The artist INFLUENCED the movement.

- 257.00 VAN#4: Prefer an adjective to a noun. THERE IS AN ABUNDANCE OF funds for school construction => Funds for school construction ARE ABUNDANT.
- 258.00 To describe a noun or noun phrase (e.g. funds for school construction), use an adjective (abundant). Avoid the noun derived from that adjective (abundance) if you can.
- 259.00 Since adjectives are designed to modify nouns, they often do so more concisely than longer phrases. He is in isolation => He is isolated.
- 260.00 VAN#5: Prefer an Adverb to a Prepositional Phrase. To modify a verb phrase (e.g. have not fallen), use a simple adverb rather than a long prepositional phrase that means the same thing.
- 261.00 E.g. Oil prices have fallen, but prices at the gasoline pump have not fallen TO A COMPARABLE EXTENT => Oil...not fallen COMPARABLY. To a significant degree => significantly
- 262.00 Elimination BE: Prefer an Adjective to an Adjective Clause with Be. Marcos is a professor WHO IS ADMIRABLE => Marcos is an ADMIRABLE professor.
- 263.00 An adjective clause that contains the verb TO BE is generally wordier than the adjective by itself. Joan, WHO IS A FIREFIGHTER, works in Yosemite Park. => Joan, a FIREFIGHTER, works...
- 264.00 Concision Pattern #7: Remove IT IS...THAT construction. IT IS without fear THAT children should play=> Children should play without fear.
- 265.00 It is ... that construction is perfectly grammatical and even useful when you want to emphasize some aspect of the situation (such as without fear). But GMAT avoids such constructions in correct answers.
- 266.00 None of these concision patterns express a rule but rather preference. Above patterns does not automatically indicate that the answer is wrong.
- 267.00 Concision: Don't make it too short. The GMAT sometimes tries to trick you with false concision: tempting expressions that are too short for their own good.
- 268.00 Pattern 1: keep the prepositional phrase if you need to. I talked to the BOSTON SOLDIER. -Too Short. I talked to the SOLDIER FROM BOSTON.- Better
- 269.00 In many cases, when we have one noun modified by a prepositional phrase, we can turn the phrase into a Noun-Adjective and put it in front of the noun. A wall OF STONE to A STONE WALL.
- 270.00 This shortening works best with "of". If the preposition is not of, then you should avoid collapsing the prepositional phrase.
- 271.00 Places or locations rarely work well as Noun-Adjective, unless the original prepositional phrase begins with of. Aegean sea salt => salt from the Aegean sea, Ural Mountain ore => ore from the Ural mountains
- 272.00 Whenever you have a time period, quantity, or other measurement as the first word, keep the prepositional phrase with of. Never modify a measurement using a Noun-Adjective.
- 273.00 Also you should generally avoid using a possessive to modify a measurement. The oxygen amount => the amount of oxygen, the merger year => the year of the merger
- 274.00 Pattern 2: Keep that of or those of if you need to. Certain small words and phrases, such as that after a verb or that of/those of, may be essential in the sentence.
- 275.00 THE FACE I see in ads every day is A FAMOUS ACTOR. Too short. THE FACE I see in ads every day is THAT OF A FAMOUS ACTOR. That stands for the face. Without that face = actor, not logical
- 276.00 However careful with GMAT's unnecessary insertion. THE FIELDS I most enjoy studying are THOSE OF physics and chemistry. => THE FIELDS...are physics and chemistry. Here fields = physics and chemistry
- 277.00 Pattern 3: Keep that after a reporting verb. The study INDICATES the problem has vanished.-too short. => ...INDICATES THAT the problem...
- 278.00 A reporting verb, such as indicate, claim, contend, or report, often in fact reports or otherwise includes a thought or belief. This thought can stand alone as a sentence; The problem has vanished.
- 279.00 The GMAT insists that the following reporting verbs take that whenever you follow them with a clause (a thought expressed in its own mini-sentence).
- 280.00 Agree: The criminals agreed that gold would be the scam. Claim: They claimed that gold was growing scarce. Contend: They contended that the price of gold would rise. Declare: They declared that they had discovered gold.
- 281.00 Find: Investors found that they could not get answers. Indicate: An article indicated that the mine was worthless. Reveal: An investigation revealed that the gold was a mirage.
- 282.00 Rule: The court ruled that the criminals were guilty of fraud. Show: This story shows that crime does not pay. It is likely that the GMAT will insist on that after most other reporting verbs.
- 283.00 Other common reporting verbs: Announce, assert, believe, confess, demonstrate, doubt, expect, hold, know, mention, observe, proclaim, reason, recognize, repeat, state, think, and warn
- 284.00 Other various forms of reporting verbs with the verb be, such as be convinced, be certain, be assured and so forth also requires that.
- 285.00 Somewhat oddly, the GMAT does not require you to put that after the verb say: the water was so cold that people SAID polar bears would shiver. There seems to be a very little chance of confusion without that.
- 286.00 Parallelism: concrete nouns and action nouns. THE BOUQUET of flowers WAS a giving of love - wrong. The flower bouquet is not parallel to a giving of love, even though giving in his context is technically a noun.
- 287.00 Concrete nouns: refers to things, people, places and even time periods or certain events: e.g. rock, continent, electron, politician, region, holiday, week
- 288.00 Action nouns: refers to actions, as their name implies. They are often formed from verbs. E.g. eruption, pollution, nomination, withdrawal, development, change, growth
- 289.00 To maintain logical parallelism, avoid making concrete nouns and action nouns parallel. Keep concrete nouns and action nouns separate from each other. Do likewise with simple and complex gerunds.
- 290.00 On top of above category, there are gerund nouns: two types 1. Simple gerund phrases: e.g. Tracking satellites accurately is important for the space agency.
- 291.00 Simple gerund phrases are "Nouns on the outside, verbs on the inside" However, inside the actual phrase, the words are arranged as if they follow a verb.
- 292.00 Tracking satellites accurately can easily be made part of a working verb phrase: I am tracking satellites accurately.
- 293.00 Complex Gerund Phrases are "Nouns Through the Through." THE ACCURATE TRACKING OF SATELLITES is important for the space agency.
- 294.00 The -ing gerund form is made fully into a noun; in fact it is often preceded by articles (a, an, or the) or adjectives (accurate). The object is put into an of-prepositional phrase (e.g. the running of marathons)
- 295.00 These are also placed in front of the -ing form (e.g. marathon running). These sometimes sound less natural than simple gerund phrases, as in the example above.
- 296.00 GMAT follows very strict rules of structural parallelism with these gerund forms. Simple gerund phrases are NEVER PARALLEL to complex gerund phrases - even though they both are -ing forms of a verb, and both are used as nouns.
- 297.00 E.g. I enjoyed drinking the water AND the wine tasting. - wrong. Drinking the water is a simple gerund phrase, but the wine tasting is a complex gerund phrase. I enjoyed the drinking the water and tasting the wine.
- 298.00 Of the two types of gerund phrases, only complex ones can be parallel to action nouns.
- 299.00 The rebels demanded the withdrawal of government forces from disputed regions, significant reductions in overall troop levels, raising the rebel flag on holidays, and general pardon.
- 300.00 Withdrawal, reductions, and pardon are all action nouns. Thus, you should not include the word raising by itself. Rather you should choose "the raising of" ...,the raising of the rebel flag on holidays,...
- 301.00 In any list of action nouns, always choose the complex gerund phrase over simple. In any list of action nouns, -ing forms should generally be preceded by the/a/an and be followed by OF, if possible.
- 302.00 If an appropriate action noun for a particular verb already exists in English, the avoid creating a complex gerund phrase. Instead, use the pre-existing action nouns.
- 303.00 The rebels demanded the withdrawal of government forces from disputed regions AND RELEASING certain political prisoners. -wrong, ...AND THE RELEASING OF...-wrong, ...AND THE RELEASE OF...-Right
- 304.00 In brief, there are three categories of nouns: 1. Concrete nouns, 2. Action nouns and complex gerunds, and 3. Simple gerunds. DO NOT MIX THESE TOGETHER.
- 305.00 For parallelism's sake, separate 1. working verbs, 2. infinitives, 3. adjectives (and similar words) and 4. clauses.
- 306.00 Working verbs: Only working verbs are parallel to other working verbs. The plant BOTH exceeded output targets AND ran more smoothly than ever.
- 307.00 In general, only make infinitives parallel to other infinitives. The TO can be omitted in the second infinitive (and all the rest), unless there is a parallelism marker before the first infinitive.
- 308.00 It is critical to suspend activities, to notify investors and say nothing. To notify => notify or And say => And to say
- 309.00 Adjectives, Past Participles, and Present Participles (used as adjectives) A mastodon carcass, thawed only once and still fresh, is no display.
- 310.00 Both Thawed and fresh describe carcass. Thawed is a past participle, whereas fresh is an adjective. However, they can be made parallel to each other.

- 311.00 Only a few feet wide but spanning a continent, the railroad changed history. Wide is an adj, whereas spanning is a present participle but both are describing the railroad.
- 312.00 Only clauses starting with the same word should be made parallel. In general, clauses should not be made parallel to anything besides another clause.
- 313.00 A mastodon carcass, thawed only once and which is still fresh, is on display. - Wrong. A mastodon carcass, which has been thawed only once and which is still fresh, is on display.
- 314.00 Deadly five pronouns: It, its, they, them, their. Very important demonstrative pronouns: This, that, these, those.
- 315.00 There: If there means a specific place in a sentence, then you need to indicate that place elsewhere with a noun. The antecedent PLACE is often referred to in a prepositional phrase and should be noun, not an adjective.
- 316.00 At current prices, Antarctic oil may be worth drilling for, if wells can be dug THERE and environmental concerns addressed. - Wrong Antarctic oil => Oil in Antarctica.
- 317.00 When there is used as a "dummy" pronoun such as "There is a cat in a tree" or "There are roses on my doorstep" then we do not need an antecedent.
- 318.00 Reflexive pronouns like itself and themselves are used to indicate when subject acts upon itself, another pronoun may be less ambiguous than we think.
- 319.00 After the agreement surfaced, the commission dissolved IT. Here, it can not refer to commission because if we want to refer to commission, we must use itself, so there is no ambiguity about the pronoun "IT"
- 320.00 The reciprocal pronouns one another and each other are used to indicate interaction between parties are not interchangeable with THEMSELVES. The guests at the party interacted with THEMSELVES.-wrong => ONE ANOTHER.
- 321.00 The words such & Other/another often combine with a general noun to indicate and antecedent. Such means "like the antecedent" Similarly, other and another mean "additional of the same type," though not necessarily "exactly alike."
- 322.00 One indicates an indefinite copy or a single, indefinite part of a collection. In contrast, the personal pronoun it and they/them indicate definite selection of an entire object or collection.
- 323.00 After walking by the chocolates so many times, Roger finally had to eat ONE/THEM- One - the particular chocolate was not delineated ahead of time. THEM- Roger ate ALL the chocolates.
- 324.00 Do so can refer to an entire action, including a verb, its objects and its modifiers. Quinn did not eat dinner quickly, but her brother did so. Here her brother not only ate but ate quickly. We can just say did, "so" is not required.
- 325.00 In the phrase "do it", the pronoun it must refer to an actual noun antecedent. Quinn failed to do the homework, but her brother did it. It refers specifically to the homework.
- 326.00 When the subject or object is awkward, it usually moved to the back of the sentence and IT is placed instead of subject or object. Its called "placeholder it" and in this case "IT" does not require antecedent.
- 327.00 Case #1: Postpone Infinitive Subjects. "TO RESIST temptation is futile" => It is futile TO RESIST temptation. It is a subject and as a pronoun refers to the infinitive phrase. Under other circumstance, it can not normally refer to an infinitive.
- 328.00 Case # 2 Postpone That-Clause Subjects. "THAT we scored at all gave us encouragement" => IT gave us encouragement THAT we scored at all. It is referring to THAT clause. It cannot normally refer to a clause under other circumstances.
- 329.00 Case # 3 Postpone Infinitive or That-Clause Objects. She made IT possible for us to attend the movie. There is no other way to say this unless we change the TO ATTEND to ATTENDANCE.
- 330.00 Then it can be "She made our attendance at the movie possible." Placeholder it does not have noun antecedent.
- 331.00 Do not be afraid to get rid of pronouns altogether by using generic synonyms to refer to nouns. We can always repeat the noun itself, but using generic synonym is more GMAT like.
- 332.00 New "nano-papers" incorporate fibers that give THESE MATERIALS strength. Synonym stands in for the antecedent & functions like a pronoun, but without ambiguity.
- 333.00 After roasting the deer, the hunter extinguished the fire and then searched for a tree to hang THE MEAT from. The generic synonym meat refers to the deer.
- 334.00 When analysing a pronoun, after the absolute principles of number and gender, learn to apply the principles of repeats, proximity and case to determine the suitability of antecedents.
- 335.00 Repeats: Repeated pronouns are presumed to refer to the same antecedent. That is, every it and its in the sentence should generally mean the same thing.
- 336.00 Proximity: The pronoun should normally refer to the closest eligible antecedent. Note that there is such an idea as "too close"
- 337.00 Case: The pronoun and the antecedent should agree in case if they are in parallel structures. In particular, a subject pronoun in one clause often refers to a noun in subject position in another parallel clause.
- 338.00 These last three principles do not have to agree for there to be unambiguous pronoun reference.
- 339.00 If you eliminate EVERY answer choice on the basis of antecedent ambiguity, go back and be less stringent on this issue. Truly wrong answers will have other problems as well.
- 340.00 Do not move a noun modifier away from its noun unless you can classify the situation as one of the exceptions to the touch rule.
- 341.00 1. A "misson-critical" modifier falls between. This modifier is often an of-phrase that defines the noun. The less important modifier refers to the noun plus the first modifier.
- 342.00 An ice sheet covers 80 percent of the surface of greenland, an area roughly the size of alaska. Without OF Phrase, 80 percent is almost meaningless. "an area.." does not modify Greenland, it modifies the whole phrase.
- 343.00 2. A very short predicate falls between, shifting a very long modifier back. A new CEO has been hired who will transform the company by decentralizing authority to various...Scorecards.
- 344.00 3. A short non-essential phrase intervenes and is set off by commas. In the example below, There is nowhere else logical to put the phrase "such as delaware."
- 345.00 Our system of presidential elections favors states, such as delaware, that by population are over-represented in electoral college. "that by..." does not modify Delaware but states.
- 346.00 4. The modifier is part of a series of parallel modifiers, one of which touches the noun. In heraldry, the term "tinture" refers to a color emblazoned on a coat of arms and labeled with a special French word.
- 347.00 Do not use OF X's on the GMAT. In roughly 80-90% of publicly released problems that contain the plural possessive in the underlined portion, the GMAT avoids the plural possessive answer choice or choices.
- 348.00 When you are describing a part of a larger group with modifiers, following three constructions are right:
- 349.00 1. This model explains all known subatomic particles, some of which were only recently discovered.
- 350.00 2. This model explains all known subatomic particles, some of them only recently discovered. & 3. This model explains all known subatomic particles, some only recently discovered.
- 351.00 When you are describing a part of a larger group with modifiers, following three constructions are wrong:
- 352.00 1. This model explains all known subatomic particles, of which some were only recently discovered. 2. ...particles, some of them which were only recently discovered. 3. ...particles, some of which only recently discovered.
- 353.00 In place of some, you can substitute the other SANAM pronouns (any, none, all, more/most), as well as many, each, either, neither, half, one and any other number or pronoun that picks out subgroup.
- 354.00 A relative clause and a present participle modifier are practically interchangeable. The man WHO IS CLEANING the steps is my uncle. The man CLEANING the steps is my uncle.
- 355.00 Present participles do not necessarily indicate present tense. They indicate the same tense as the main verb. I SAW a man CLEANING the steps (Past)
- 356.00 If you want the cleaning to take a place at a different time from the seeing, then use the relative clause, not the present participle. I SEE the man WHO CLEANED the steps yesterday.
- 357.00 Absolute phrases are sophisticated modifiers and they do not have to modify what they touch; rather they modify the main clause in some way. His head held high, Owen walked out of the store.
- 358.00 It is not appositive noun modifier. We are not placing "His head held high" next to Owen to equate them. Moreover, we can easily move the modifier to the end of the sentence; we can not do so with normal noun modifiers.
- 359.00 At the end of a sentence a result of the main clause can be written with either an absolute phrase or an ing form, but never use which to tack on a second thought.
- 360.00 Scientist have found high levels of iridium in certain geological formations around the world, which suggests that cataclysmic impact of a meteor millions of years ago - WRONG.
- 361.00 ...world, results that suggest the... RIGHT Here eventhough results comes right after the world, it does not modify world.
- 362.00 GMAT does not like this or that by themselves, since these pronouns have vague antecedents unless they are attached to a noun (e.g. these results). "...world, AND THIS suggests the..." is wrong.
- 363.00 At the end of a sentence, either an -ing form or an absolute phrase can indicate a result of the preceding clause. "...world, SUGGESTING the cataclysmic..." is right. Absolute phrase can be introduced by dash instead of comma as well.
- 364.00 A pronoun can not have an antecedent that is verb phrase such as "have significantly reduced violent crime."

- 365.00 A noun that modifies a gerund has to be in the possessive form.
- 366.00 Pay attention to every helping verb that you see. They play critical roles in the sentence. The three primary helping verbs are BE, DO and HAVE
- 367.00 Be generates the progressive tenses and passive voice, while have generates the perfect tenses. Do is used with simple present or past to negate verbs, emphasize verbs or ask questions.
- 368.00 You can use helping verbs to stand for longer verbs or verb phrases. I have never seen an aardvark, but my father has seen an aardvark. I ..., but my father HAS.
- 369.00 The first instance of the verb should usually match the helping verb in tense. If you need to change tenses, repeat the whole verb in the new tense.
- 370.00 I have never seen an aardvark, but last year my father DID. => I have..., but last year my father SAW one.
- 371.00 In rare cases in which the tenses do not need to match, the exact verb from missing after the helping verb should be present elsewhere in the sentence. Our cars were designed to inspire envy, and they ARE (wrong)...and they DO (right).
- 372.00 Helping verbs be, do and have stand for the positive form of a verb phrase, even if the full verb phrase expressed elsewhere in the sentence is negative. This plan ensures that action MUST be taken. => WILL be taken.
- 373.00 Some sentences use "to be" in order to indicate obligation or future time. GMAT avoids this type of construction. Use will or should instead depending on the intended meaning.
- 374.00 Should he pass the test, he will graduate. - Awkward. If he pass the test, he will graduate - right.
- 375.00 Infinitives can play many different roles. When you see an infinitive, identify its role: noun, adjective, or adverb.
- 376.00 The subject of the main verb would normally be the implied subject of the infinitive. The building was demolished to avoid falling down accidentally. Wrong.
- 377.00 Since the building is the implied subject of to avoid and since building cannot avoid something intentionally the above sentence is nonsensical. The...demolished to keep it from falling down accidentally- right.
- 378.00 Infinitives can be used as subjects of verbs, but in general you should postpone an infinitive subject using placeholder it.
- 379.00 Infinitives are often used as objects of verbs, but they cannot be used as object of prepositions, as normal nouns can. Moreover, you never modify an infinitive as you would modify noun. Rather, you use adverbs: to run quickly
- 380.00 Gerunds are more noun like and we can easily use them not only as objects of verbs, but also as subjects of verbs and objects of prepositions.
- 381.00 Never make simple gerunds and complex gerunds (refer to ch 11) parallel. Also, do not create a complex gerund if a more familiar action noun already exists: the quick eating of apple => the quick consumption of apples
- 382.00 When you see an -ing form in a sentence, identify its role: verb, noun, adjective, or adverb.
- 383.00 A noun preceding a gerund must be in the possessive case if the noun is the doer of the action described by the gerund. Mike swimming is awesome => Mike's swimming is awesome.
- 384.00 Try to avoid possessing a gerund at all. If you must possess a gerund, try to use a personal pronoun such as its, their, his or her.
- 385.00 Present participles are used to modify nouns, verbs, or even whole clauses. Whereas past participles is typically used as part of a perfect-tense verb or as an adjective.
- 386.00 An -ing form may be combined with a past participle: Having broken the lamp, she has been worrying all night.
- 387.00 Present participle (investors sold the stock rapidly, causing panic) express result but we know nothing about intention. The infinitive (Investors sold the stock rapidly to cause panic) express intention but we know nothing about result
- 388.00 If the subject cannot intend anything (e.g. the subject is an inanimate (mostly non-living things) object), then you should generally avoid using the infinitive.
- 389.00 Pay attention to the subtle differences among the verbals. In some cases, the meaning is nearly the same in other cases, it is not.
- 390.00 In Present participle (A technique alleviating pain is growing popular) and relative clause (A technique that alleviates pain...) technique is meant to be the subject of the action alleviate.
- 391.00 However in infinitive (A technique to alleviate pain is growing popular) technique is not meant to be the subject of the action alleviate, but the doer (you) is.
- 392.00 A plan conquering the world is in his files. - wrong. A plan that will conquer the...-wron. A plan to conquer the...-right. Its not the plan itself is actually conquering the world, so infinitive is right.
- 393.00 Like can modify a noun or a verb, but like must be followed by a noun, not a whole clause. The position of the like phrase can change the meaning slightly. Also, like comparison might be metaphorical, not literal.
- 394.00 Careful about the ambiguity with a like phrase at the end. I want to coach divers LIKE Greg. I want to coach divers, LIKE Greg. Notice the comma before like in the second.
- 395.00 Unlike is very common on GMAT. You must ensure parallelism with unlike, even though unlike indicates that the two items are not like each other.
- 396.00 Most materials resist electricity, unlike superconductors, which shows zero electrical resistance. The noun following unlike (superconductors) will generally be compared to the subject (most material)
- 397.00 As is either conjunction or a preposition, depending on the context. Conjunction as appears with a clause and has three uses:
- 398.00 1. Duration as: As I strolled to the store, I smelled the air (while during). 2. Causation as: I will not tell you, as you already know (since, because). 3. Comparison as: You should walk as she wants you to (in the same way)
- 399.00 Comparison as is the most important conjunction use of as on the GMAT. It sometimes appears together with just, so or even so too.
- 400.00 Appearance of as with a phrase: As in the previous case, the judge took an early break.
- 401.00 Appearance of as with a full clause: JUST AS the trains were late yesterday, the buses are late today. JUST AS...yesterday, SO TOO are they late today.
- 402.00 Preposition as is used with a noun or noun phrase. It also has three uses:
- 403.00 1. Function as: As your leader, I am in charge (in role of). 2. Equation as: I think of you as my friend (you are my friend). 3. Stage as: As a child, I thought I could fly (when I was)
- 404.00 In any prepositional senses, as does not mean "similar to" I will jump up AS a clown (in a clown suit). I will jump up Like a clown (in a clownish manner)
- 405.00 To force the comparison as meaning, use a clause. To make a clause, include a verb: I will jump as clown DO (like actual clowns). I will jump up as a clown MIGHT (like a hypothetical clown)
- 406.00 The structure as...as... creates comparison. The first as is followed by an adjective or adverb. The second as is followed by a noun, a phrase, or even a whole clause.
- 407.00 They are As hungry As you. They are As hungry As you are. They are As hungry As they were last night.
- 408.00 Number in comparisons. 1. If you want to related the quantities by multiplication, use times and as...as... together. The man is five times older than his grandson - wrong. The...times as old as his grandson. - right
- 409.00 Write 3 times as old as not 3 time older than. On the other hand, write 3 years older than, not 3 years as old as.
- 410.00 Use times without as or than to indicate direct multiplication (twice means two times). The cost of a ticket is \$12, six times the cost ten years ago. The concert was attended by 300 people, twice the previous attendance.
- 411.00 Number in comparisons. 2. If you want to related two quantities by addition or subtraction, use more than or less than. I am ten years older than you. Right I ...years as old as you. - wrong.
- 412.00 The words more and less are rather flexible. They can be used as nouns (or pronouns), adjectives, or adverbs. I own more than I should (noun or pronoun). I own more shirts than I should (adj). I sleep More than I should (adv.)
- 413.00 In numerical comparisons, the words high and low as well as higher and lower, should only be used as adjectives. I spend LOWER than I did last year. Wrong. I spend LESS than I did last year - right.
- 414.00 Put more or less in the right positions. Watch out for ambiguity, especially when more comes before an adjective plus a noun.
- 415.00 Pay attention to the position of more and less. Make sure they are modifying the right noun, verb, adjective, or adverb.
- 416.00 We have even MORE efficient engines than before. - ambiguous. We have engines even MORE efficient than before - Correct. We have even MORE engines that are efficient than before.- Right.
- 417.00 Pay attention to less common comparisons. For instance some verbs such as exceeds or surpass indicate comparisons. Always make sure that the two items under comparison are parallel.
- 418.00 The incidence of the disease among men exceeds women. Incidence =/= women. Wrong. The incidence of the disease among men exceeds that among women.

419.00 You can use in addition to to add another example to the subject or to add another example to a different noun in the sentence, such as the object of the verb or some other noun.

420.00 In addition to taxes, death is inevitable. Right. In addition to Munster cheese, I like Swiss.