

# Sentence Correction

## Topics

1. Sentence correction basics
2. Grammar and Meaning
3. Subject-Verb agreement
4. Parallelism
5. Pronouns
6. Modifiers
7. Verb Tense, Verb mood and Verb voice
8. Comparisons
9. Idioms
10. Odds and Ends

## Chapter 1: Sentence correction Basics

Task is to evaluate the answer choices. Do not try to create the ideal sentence on your own. Look into what is provided and then choose the best answer.

Time - 60-75 seconds to a max of 90 seconds.

### Strategy

1. Read the question and understand
2. Scan the choice for splits
  - a. Beginning
  - b. End
  - c. Something that is obviously wrong
3. chose an easy split to start with
  - a. Easy to spot
  - b. Easy to compare
  - c. Easy to decide
4. Make the decision on the first split
5. Write down ABCDE and cross out the answers that is wrong
6. Re split the remaining answer choices
7. Find the final answer and put it back in the sentence.

## Chapter 2: Grammar and Meaning

Grammar: Does the sentence adhere to rules of standard written English?

Grammar topics include Subject-verb agreement, parallelism, pronouns, modifiers, verb tense, mood and voice, comparisons, idioms, odds and ends.

Meaning: Does the sentence clearly indicate author's Intended meaning?

In GMAT, there are 2 cases:

*Case 1: Grammatical errors:* Original sentence will have a clear, unambiguous meaning.

Goal: Preserve the original meaning and just correct the grammar mistakes.

*Case 2: Meaning Errors:* Original sentence will be confusing.

Goal: Correct the words placement, usage.

Meaning errors fall into 3 major categories:

1. Choose your words
2. Place your words
3. Match your words.

## GMAT - Sentence correction

### 1. Meaning: Choose your words

#### Similar words:

GMAT Very rarely tries to switch a particular word with a similar word.

#### Example:

*My decision to drive a hybrid car was motivated by ECONOMIC considerations.  
ECONOMICAL considerations motivated my decision to drive a hybrid car.*

Economic considerations and economical considerations indicate different meaning.

aggravate (worsen) vs. aggravating (irritating)  
known as (named) vs. known to be (acknowledged as)  
loss of (no longer in possession of) vs. loss in (decline in value)  
mandate (command) vs. have a mandate (have authority from voters)  
native of (person from) vs. native to (species that originated in)  
range of (variety of) vs. ranging (varying)  
rate of speed or frequency of) vs. rates for (prices for)  
rise (general increase) vs. raise (a bet or a salary increase in American English)  
try to do (seek to accomplish) vs. try doing (experiment with)

#### Helping Verbs:

May- uncertain  
Will  
Must - necessary  
Should - moral obligation  
Would - hypothetical

These helping verbs can change the meaning completely, and make sure to use them correctly in the answer choices so that the meaning of the author is not changed.

### 2. Meaning: Place your words

Overall word order should be preserved. Changing one word in the sentence could change the complete meaning.

*ALL the children are covered in mud.  
The children are ALL covered in mud.*

*ONLY the council votes on Thursdays.  
The council votes ONLY on Thursdays.*

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Ambiguity should be removed:

*The council granted the right to make legal petitions TO CITY OFFICIALS.*

*The council granted CITY OFFICIALS the right to make legal petitions.*

OR

*The right to make legal petitions TO CITY OFFICIALS was granted by the council.*

Awkward: *A referendum is a general public vote by which PASSES OR FAILS  
A LAW OR OTHER PROPOSAL.*

Better: *A referendum is a general public vote by which A LAW OR OTHER  
PROPOSAL PASSES OR FAILS.*

### 3. Meaning: Match your words

Subject and Verb must make sense together.

1. find the subject and verb
2. Do they make sense together?

### 4. Meaning: Redundancy

If a word can be removed without affecting the meaning, YES go ahead and remove the word.

*Wrong: The value of the stock ROSE by a 10% INCREASE.*

*Right: The value of the stock INCREASED by 10%.*

*Or: The value of the stock ROSE by 10%.*

*Wrong: The three prices SUM to a TOTAL of \$11.56.*

*Right: The three prices SUM to \$11.56.*

*Or: The three prices TOTAL \$11.56.*

Expression of time:

A sentence should include only one expression of time. Otherwise it is a redundant sentence.

Concision:

Concision is just a preference and not a rule. GMAT prefers concision writing.

*Wordy: They HAVE DIFFERENCES over THE WAY IN WHICH the company should  
MAKE INVESTMENTS in new technologies.*

*Better: They DIFFER over HOW the company should INVEST in new technologies.*

## Chapter 3: Subject-Verb Agreement

Every sentence should have a subject and a verb. Subject is the noun that does action by the verb. Otherwise it is called as a fragment.

The DOG with the gray ears RUNS out of the house.

The dog - subject Runs - verb

### Subject and Verb must make sense together

*Wrong: The development of a hydrogen car based on expected performance parameters will be able to travel hundreds of miles without refueling.*

*Right: Once developed, a hydrogen CAR based on expected performance parameters WILL BE able to travel hundreds of miles without refueling.*

### Subject and verb must agree in number

A singular subject requires a singular verb form: *The dog runs out of the house.*

A plural subject requires a plural verb form: *The dogs run out of the house.*

### Hidden subjects:

Sometimes the subject is hidden.

*The discovery of new medicines (was/were) vital to the company's growth.*

To find out the subject

- Eliminate the middle man, and skip the warm-up.
  - o Middle man - words inserted between the subject and verb
  - o Warm up - words in front of the subject.

### 1. Prepositional Phrases

- group of words headed by a preposition

of mice

in Zambia

to the store

for milk

with her

on their orders

by 1800

at that level

from the office

*Near Galway, the houses on the road to Spiddle is/are gorgeous.*

*NEAR Galway, the HOUSES ~~ON the road TO Spiddle~~ ARE gorgeous.*

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### 2. Subordinate clauses

- begins with connecting words *who* or *which* and cannot stand alone

*When the auditors left, the executive who had been interviewed was/were glad.*  
~~*When the auditors left, the EXECUTIVE WHO had been interviewed WAS glad.*~~

### 3. Other modifiers

- Present participles - ing form
- Past participles - ed form

*Limping, the horse once considered one of the favorites was/were taken away.*  
~~*LIMPING, the HORSE once CONSIDERED one of the favorites WAS taken away.*~~

### Use structure to decide

A noun in the prepositional phrase cannot be a subject.

Prepositional phrase - phrase that contains a preposition (of X, on the Y...)

Examples:

*In the waning days of the emperor's life, the conquest of new lands on the borders of the empire was/were considered vital.*

~~*In the waning days of the emperor's life, the conquest of new lands on the borders of the empire WAS considered vital.*~~

*The tidal forces to which an object falling into a black hole is/are subjected is/are sufficient to tear the object apart.*

~~*The tidal forces to which an object falling into a black hole IS subjected ARE sufficient to tear the object apart.*~~

### Add - plural

Joe AND his friends ARE going to the beach.

Mathematics, history, AND science ARE mandatory high-school subjects.

### Additive Phrase - Singular

- Phrase that "add" something to the subject.

*along with Polly*  
*accompanied by me*

*in addition to surgery*  
*together with a tie*

*as well as the mayor*  
*including salt and pepper*

*Joe, as well as his friends, IS going to the beach.*

*Mathematics, in addition to history and science, IS a required subject.*

Or, Either ...Or & Neither.. Nor - Depends on the verb closest to noun

Either.. Or and Neither.. Nor -> Find the verb closest to the noun.

*Neither the coach nor the players ARE going to the beach.*  
*Neither the players nor the coach IS going to the beach.*

If only either or neither without or or nor, then it is singular.

Collective Nouns - always singular

A Collective Noun is a noun that looks singular (it usually does not end with an -s) but can refer to a group of people or objects.

People: agency, army, audience, class, committee, crowd, orchestra, team  
Items: baggage, citrus, equipment, fleet, fruit, furniture

*The CROWD in the stands IS cheering loudly as the home TEAM TAKES the field.*  
*Our ARMY of a hundred thousand soldiers IS attacking the enemy.*

Indefinite Pronouns - usually singular (SANAM exception)

Pronouns - words that replace other nouns and avoids repetition.

Indefinite Pronoun - pronouns that are not specific about what the thing which it refers.  
All pronouns that ends with -body, -one, -thing fall into this category.

Anyone, anybody, anything, Someone, somebody, something  
No one, nobody, nothing, Everyone, everybody, everything  
Each, every (as pronouns)  
Whatever, whoever  
Either, neither (may require a plural verb if paired with or/nor)

SANAM - Can be Singular or Plural.

Some Any None All More/Most

1. Find the Prepositional Clause (Of.. X)
2. Use the of.. phrase to find out if it is singular or plural.

*Right: Some of the money WAS stolen from my wallet. (money is singular)*  
*Right: Some of the documents WERE stolen from the bank, (documents is plural)*

Exceptions (Not One)

1. Not One - Singular (*Not one of my friends IS here this weekend*)

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### Each and Every - Singular

*Right: Every dog HAS paws.*

*Right: Every dog and cat HAS paws.*

*Right: Each of these shirts IS pretty.*

*They each ARE great tennis players.*

### Quantity words and Phrases

A number of                      - Plural

The number of                 - Singular

*The number of hardworking students in this class IS quite large.*

*A number of students in this class ARE hard workers.*

Words expressing *Majority, Minority and Plurality* are either singular or plural - depending on their context

*Half of the pie IS blueberry, and half of the slices ARE already gone.*

*The majority of the students in this class ARE hard workers.*

*In the Senate, the majority HAS coalesced into a unified voting block.*

### Subject Phrases and Clauses: Singular

If the subject of the sentence is an -ing phrase or even a whole clause, then it is considered as singular

-ing form as subject of a sentence - Singular

*Having good friends IS a wonderful thing.*

*Whatever they want to do IS fine with me.*

### Flip It

Usual form:     Subject - Verb

Sometimes:    Verb - subject

*Wrong: Near those buildings SIT a lonely house, inhabited by squatters.*

*Flip it! A lonely house, inhabited by squatters, SITS near those buildings.*

*Right: Near those buildings SITS a lonely house, inhabited by squatters.*

*Wrong: There IS a young man and an older woman at the bus stop.*

*Flip it! A young man and an older woman ARE there at the bus stop.*

*Right: There ARE a young man and an older woman at the bus stop.*

## Chapter 4: Parallelism

Principle of Parallelism: Comparable sentences should be structurally and logically similar.

*The employees were upset by the company's low pay, poor working conditions, and that they did not have enough outlets for their creativity.*

*Right: The employees were upset by the company's low pay, poor working conditions, and shortage of outlets for employees' creativity.*

*the company's low pay  
poor working conditions  
shortage of outlets for employees' creativity*

*The division WAS opening offices, hiring staff, AND investing in equipment.*

*The railroad CAN EITHER lose more money OR solve its problems.*

*They wanted TO increase awareness, spark interest, AND motivate purchases.*

Sub ordinates usage: Avoid Ambiguity:

*Wrong: I want to retire to a place WHERE I can relax AND I pay low taxes.*

*Right: I want to retire to a place WHERE I can relax AND WHERE I pay low taxes.*

Sub ordinates usage: Avoid Over shortening:

*Wrong: Ralph likes BOTH THOSE WHO are popular AND WHO are not.*

*Right: Ralph likes BOTH THOSE WHO are popular AND THOSE WHO are not.*

Logical Grouping should be preserved:

*Wrong: She argues that the agency acts with disregard for human life AND property AND reckless abandon AND it should therefore be shut down.*

*Right: She argues THAT the agency acts  
WITH reckless abandon AND  
WITH disregard for  
human life AND property,  
AND THAT it should therefore be shut down.*

Structural parallelism should be preserved:

Pay attention to verb and verb forms.

*Sal applied himself in his new job, arriving early every day, skipping lunch regularly, AND leaving late every night.*

## Chapter 5: Pronouns

- words that take the place of a noun
- Avoids repetition of the same noun again.
- Antecedent - the noun that the pronoun replaces.
- Most important - it, its, they, them, their

### Antecedent must exist

- The antecedent that the pronoun refers should exist in the sentence as explicitly.

*Wrong: The park rangers discussed measures to prevent severe wildfires, which would be devastating to IT.*

Park - not mentioned; IT should refer to the park and not to the park rangers.

*Right: The park rangers discussed measures to prevent severe wildfires, which would be devastating to the park.*

### Antecedent and pronoun must make sense together

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

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

### Antecedent and pronoun must Agree in Number

*Wrong: Confronted by radical changes in production and distribution, modern Hollywood studios are attempting various experiments in an effort to retain ITS status as the primary arbiter of movie consumption.*

*Right: Confronted by radical changes in production and distribution, modern Hollywood studios are attempting various experiments in an effort to retain THEIR status as the primary arbiters of movie consumption.*

*Right: Confronted by radical changes in production and distribution, the modern Hollywood studio is attempting various experiments in an effort to retain ITS status as the primary arbiter of movie consumption.*

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### Third Person personal pronouns - It, Its, They, Them, Their

|                   |                                         |
|-------------------|-----------------------------------------|
| IT, ITS           | Third person personal pronouns SINGULAR |
| THEY, THEM, THEIR | Third person personal pronouns PLURAL   |

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

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

*Right: Whenever students call, take down THEIR information.*

### Demonstrative Pronouns - This, That, These, Those

*New "nano-papers" incorporate fibers that give THESE MATERIALS strength*

THAT - indicates a different copy and not the same one.

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

- both money are not the same

IT - indicates the same copy (antecedent)

*The money spent by her parents is more than IT was expected to be.*

- both the money refers to the same money.

- Do not use in place of nouns.

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

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

*Wrong: Her company is outperforming THOSE OF her competitors.*

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

### Pronoun Ambiguity

Every pronoun should have one antecedent and should refer to the same antecedent.

*Researchers claim to have developed new "nano-papers" incorporating tiny cellulose fibers, which THEY allege give THEM the strength of cast iron.*

*Right: Researchers claim to have developed new "nano-papers" incorporating tiny cellulose fibers, which give THESE MATERIALS the strength of cast iron, according to the researchers.*

GMAT Preferred pronoun words to avoid ambiguity

- o those environments
- o these materials
- o such explosions

## Chapter 6: Modifiers

- Describes or modifies something in the sentence.
- Types
  - o Single word
    - § Adjective - modifies a noun or pronoun
    - § Adverb - modifies anything but a noun or pronoun; formed by adding -ly to the verb. (quick - quickly)
  - o Several sentences

Example:

*Tired out from playing basketball, Charles decided to take a nap.*

### Adjectives and Adverbs

Examples:

*The SMART student works QUICKLY*

SMART - adjective

QUICKY - adverb

*Amy is a GOOD person. (Good is an adjective that modifies the noun person.)*

*Amy is feeling GOOD. (Good is an adjective that modifies the noun Amy.)*

*Amy is feeling WELL. (Well is an adjective that modifies the noun Amy.)*

*Amy writes WELL. (Well is an adverb that modifies the verb writes.)*

### Complex example with Adjective and Adverb together

2 cases of grammatically correct forms

Case 1:        Adjective        +        Adjective        +        Noun

- Both the adjectives modify the noun
- Grammatically correct; but check for meaning.

Case 2:        Adverb        +        Adjective        +        Noun

- Adverb modifies the adjective and adjective modifies the noun
- Grammatically correct; but check for meaning.

Wrong: James Joyce is Max's SUPPOSEDLY Irish ancestor.

Right: James Joyce is Max's SUPPOSED Irish ancestor.

Noun - ancestor; Irish - adjective (modified noun); According to the rules, both supposed and supposedly can come; Here there is no proof that the noun (ancestor) is either an Irish or

Ancestor. So the correct case is Case 1 adjective + adjective + noun as both supposed and Irish modify the noun ancestor.

Wrong: Max's grandmother is his SUPPOSED Irish ancestor.

Right: Max's grandmother is his SUPPOSEDLY Irish ancestor.

In this case, by the presence of the grandmother word, ancestor is for sure, but Irish is not for sure. Here supposed (adjective) does not describe ancestor (noun) so case 1 cannot be used. Hence we used supposedly (adverb) which modifies the Irish (adjective).

Other known commonly used words in GMAT: Corresponding, frequent, independent, rare, recent, seeming, separate, significant, supposed and usual.

### Noun Modifiers

- modified noun or pronouns
- A noun used to modify another noun - Appositive
- Position of the noun modifier is very important
  - o Before the noun  
*TIRED from chasing mice, the cat took a nap.*
  - o After the noun  
*The cat, TIRED from chasing mice, took a nap.*

### Position of Noun Modifiers

1. Misplaced Modifier (the modifier is placed incorrectly)
2. Dangling modifier (the noun that the modifier describes is not present in the sentence)

TOUCH RULE - the noun and its modifier should touch each other. Whenever a noun modifier is spotted, make sure to check the touch rule.

### Misplaced Modifier:

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

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

### Dangling Modifier:

Wrong: *Resigned to the bad news, there was no commotion in the office.*

Wrong: *There was no commotion in the office, resigned to the bad news.*

Right: *Resigned to the bad news, the office workers made no commotion.*

The modifier *Resigned to the bad news* should modify someone or some group of people who were actually resigned to the news. However, no noun referring to a person appears in the sentence (office means the physical place in this context).

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-ing form in the beginning considered as Dangling modifier

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

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

Right: *The engineer identified the problem, using the latest technology.*

Avoid long sequences of modifiers that modify the same noun.

Wrong: *George Carlin, both shocking and entertaining audiences across the nation, who also struggled publicly with drug abuse, influenced and inspired a generation of comedians.*

The misplaced modifier who also struggled publicly with drug abuse should be next to George Carlin, not nation.

Better: *Both shocking and entertaining audiences across the nation, George Carlin, who also struggled publicly with drug abuse, influenced and inspired a generation of comedians.*

An even better alternative may be to rephrase the sentence so that one of the modifiers is no longer a modifier.

Best: *Both shocking and entertaining audiences across the nation, George Carlin influenced and inspired a generation of comedians, even as he struggled publicly with drug abuse.*

Possessive Nouns - Nouns that end with 's or s'

Wrong: *Unskilled in complex math, Bill's score on the exam was poor.*

Right: *Unskilled in complex math, Bill did not score well on the exam.*

Wrong: *Only in the past century has origami's development, a ceremonial activity invented millennia ago, into a true art form taken place.*

Right: *Origami-a ceremonial activity invented millennia ago-has developed into a true art form only in the past century.*

Noun modifiers with relative pronouns

|                          |                  |                                                                                               |
|--------------------------|------------------|-----------------------------------------------------------------------------------------------|
| Modify things            | in Which<br>That | situation, condition, case, arrangement, circumstance<br>the movie that we watched last night |
| Modify People            | Who<br>Whom      | the security guard who was here<br>the security guard whom we met                             |
| Modify People and Things | Whose<br>Where   | the town whose water supply was stopped<br>area, site, country                                |

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*Wrong: The security guard WHO we met was nice.*

*Right: The security guard WHOM we met was nice.*

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

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

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

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

### Essential Vs Non Essential Noun Modifiers

- Essential - No comma, required information
- Non-Essential - comma is present, additional information

*Essential: The mansion PAINTED RED is owned by the Lees.*

*Non-essential: This mansion, RECENTLY PAINTED RED, is owned by the Lees.*

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

- Use WHICH (and commas) if the modifier is non-essential.
- Use THAT (and no commas) if the modifier is essential.

*Non-essential: This mansion, WHICH HAS BEEN RECENTLY PAINTED RED, is owned by the Lees.*

*Essential: The mansion THAT HAS BEEN PAINTED RED is owned by the Lees.*

### Verb Modifiers

- Do not have to touch each other; can be placed more freely.
- Modifies verb; placement should avoid ambiguity
- Position
  - o before the verb - *I FREQUENTLY walk to the store.*
  - o after the verb - *I walk to the store FREQUENTLY*

*Wrong: The weight was lifted by concentrating.*

*Right: I lifted the weight BY CONCENTRATING.*

*Wrong: The nameless symphony was at last performed, decades after it was composed, yesterday.*

*Right: The nameless symphony was at last performed yesterday, decades after it was composed.*

### Which vs. the Present Participle -ing

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

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

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

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

## Chapter 7 Verb Tense, Mood and Voice

Tense - when the action of the verb takes place

Mood - what does the author wants to do with the action

Voice - who or what is doing the action

### Verb Tense

#### Simple Tenses

- express 'eternal' states or frequent actions
- GMAT Preferred

|                |                                                 |
|----------------|-------------------------------------------------|
| SIMPLE PRESENT | Sandy PLAYS well with her friends.              |
| SIMPLE PAST    | Sandy PLAYED well with her friends yesterday.   |
| SIMPLE FUTURE  | Sandy WILL PLAY well with her friends tomorrow. |

#### Progressive Tenses

- ongoing nature of an action (-ing form)

|                     |                                        |
|---------------------|----------------------------------------|
| PRESENT PROGRESSIVE | Sandy IS PLAYING soccer.               |
| PAST PROGRESSIVE    | Sandy WAS PLAYING soccer yesterday.    |
| FUTURE PROGRESSIVE  | Sandy WILL BE PLAYING soccer tomorrow. |

#### DO NOT USE - General Definitions

*Wrong: Cherenkov radiation is light that particles ARE EMITTING when they ARE TRAVELING faster than the effective speed of light in any medium.*

*Right: Cherenkov radiation is light that particles EMIT when they TRAVEL faster than the effective speed of light in any medium.*

#### DO NOT USE - Present progressive to indicate future actions

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

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

DO NOT USE - with State verbs (know, signify that do not take progressive forms)

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

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

### Preserve the meaning

Case: Tenses in a sentence are the same - takes place in same timeframe

*Right: She WALKED to school in the morning and RAN home in the afternoon.*

*Right: She WALKS to school in the morning and RUNS home in the afternoon.*

*Right: She WILL WALK to school in the morning and RUN home in the afternoon.*

Case: Tenses in a sentence are not same - indicates different timeframe

*Right: He IS thinner now because he WENT on a strict diet six months ago.*

*Right: She WAS PLAYING with her friends when the babysitter ARRIVED.*

*Right: She PLAYED with her friends when the babysitter ARRIVED.*

### Perfect Tenses

#### Present perfect

- actions that started in the past but continue into present
- Present perfect = HAVE/HAS + Past Participle (-ed forms)

*Right: We HAVE LIVED in a hut for three days.*

*Right: This country HAS ENFORCED strict immigration laws for thirty years.*

*Right: They HAVE KNOWN each other since 1987.*

*Right: The child HAS DRAWN a square in the sand.*

- also indicates an action that has completed but its effect continues

*Right: The child DREW a square in the sand, but the ocean ERASED it.*

*Right: The child DREW a square in the sand, but the ocean HAS ERASED it.*

*Wrong: The child HAS DRAWN a square in the sand, but the ocean HAS ERASED it.*

- Since - use present perfect tense (action or effect that continues to the present time)

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

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

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

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- do not use in timeframe that has no indication of present

*Wrong: Veronica HAS TRAVELED all over the world in 2007.*

*Right: Veronica TRAVELED all over the world in 2007.*

- Can be used in -ing forms, infinitives or subordinate clauses to clarify an ambiguous sequence in time.

*Right: She WILL PAY you when you ASK her. (No Present Perfect)*

*= She will pay you at the same time as you ask her, or maybe just after.*

*Right: She WILL PAY you when you HAVE TAKEN out the garbage. (Present Perfect)*

*= She will pay you clearly after you take out the garbage and have proven it!*

### Past perfect

- 2 actions at different times in the past
- past perfect = HAD + Past Participle (-ed form)
- use only to emphasize a sequence of past events

*Right: The film HAD STARTED by the time we ARRIVED at the theater.*

*Right: The teacher THOUGHT that Jimmy HAD CHEATED on the exam.*

*Right: Antonio DROVE to the store and BOUGHT some ice cream.*

*Right: Antonio DROVE to the store, and Cristina BOUGHT some ice cream.*

*Right: Laura LOCKED the deadbolt before she LEFT for work.*

*Right: By 1945, the United States HAD BEEN at war for several years.*

*Right: 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.*

### Use only when necessary

*Wrong: Joe LEARNED about an epoch in which dinosaurs HAD WALKED the earth.*

*Right: Joe LEARNED about an epoch in which dinosaurs WALKED the earth.*

In the first example, the Past Perfect had walked is unnecessary. Although the action had walked does take place earlier than the action learned, the earlier action does not have a direct bearing on the context of the later action. The sequence of time does not need to be clarified or emphasized. Thus, the Past Perfect is considered wrong in this context.

### Tense Sequence

For reporting statements:

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Present + Future (will)                      OR  
Past + Conditional (would)

*Scientist: "The supercollider IS ready, it DID not COST too much, and it WILL PROVIDE new insights into the workings of the universe."*

*Report: The scientist ANNOUNCED that the supercollider WAS ready, that it HAD not COST too much, and that it WOULD PROVIDE new insights into the workings of the universe.*

*Right: The scientist BELIEVES that the machine WILL BE wonderful.*

Present

Future

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

Past

Conditional

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

Present

Conditional

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

Past

Future

## Verb Mood

### Hypothetical Subjunctive

- indicates an unlikely or unreal condition
- If, as if, as though
- If I WERE a rich man

*Right: To overcome my fear of germs, I will think about disease as though it WERE harmless.*

- If.. then usage (THEN is optional)

*IF you study diligently, [THEN] you will score highly.*

*You will score highly IF you study diligently.*

*IF Sophie EATS pizza, THEN she BECOMES ill.*

*IF Sophie EATS pizza, THEN she MAY BECOME ill.*

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

*IF Sophie ATE pizza tomorrow, THEN she WOULD BECOME ill. (Hypothetical)*

The helping verbs would and should NEVER go in the if part of the sentence

### Command subjunctive

- important in GMAT
- usage of bossy verbs

## GMAT - Sentence correction

- general format -  
BOSSY VERB + THAT + SUBJECT + COMMAND SUBJUNCTIVE

*Bossy Verb + THAT + subject + Command Subjunctive*  
*We PROPOSE THAT the school board DISBAND.*

*Wrong: We PROPOSE the school board DISBAND. {That is not optional.}*  
*Wrong: We PROPOSE THAT the school board DISBANDS.*  
*Wrong: We PROPOSE THAT the school board IS TO DISBAND.*  
*Wrong: We PROPOSE THAT the school board WILL DISBAND.*  
*Wrong: We PROPOSE THAT the school board SHOULD DISBAND.*

- DO NOT USE: WHAT + THAT  
*Right: The vice-president WANTS her TO GO to the retreat.*  
*Wrong: The vice-president WANTS THAT she GO to the retreat.*

### Verbs that take Subjunctive or infinitive

- Verbs that only take command Subjunctive when indicating desire

|              |                  |                |
|--------------|------------------|----------------|
| Demand that  | propose that     | stipulate that |
| Dictate that | mandate that     | suggest that   |
| Insist that  | recommend that.. |                |

*We demand THAT HE BE here.*

- Verbs that take ONLY the Infinitive:  
Advise      allow              forbid              persuade              want

*We allow HIM TO BE here.*

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

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

- Avoid the use of the Command Subjunctive after *whether*.

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

### Verb Voice

- Active Voice and Passive Voice

## GMAT - Sentence correction

|          |                                                                                                                    |
|----------|--------------------------------------------------------------------------------------------------------------------|
| Active:  | <i>The hungry students ATE the pizza.</i>                                                                          |
| Passive: | <i>The pizza WASEATEN by the hungry students.</i>                                                                  |
| Wrong:   | <i>The pizza GOTEATEN by the hungry students.</i>                                                                  |
| Wrong:   | <i>The pizza must GETEATEN today.</i>                                                                              |
| Wrong:   | <i>The pizza WAS accidentally EATENBY a quirk of fate.</i>                                                         |
| Wrong:   | <i>A quirk of fate accidentally ate the pizza.</i>                                                                 |
| Right:   | <i>THROUGH a quirk of fate, the pizza WAS accidentally EATEN.</i>                                                  |
| Wrong:   | <i>News of the moon landing repeated around the world BY people of all ages, all races, and all religions.</i>     |
| Right:   | <i>News of the moon landing WAS repeated around the world BY people of all ages, all races, and all religions.</i> |
| Wrong:   | <i>The aliens WERE ARRIVED on Neptune in the 20th century.</i>                                                     |
| Right:   | <i>The aliens ARRIVED on Neptune in the 20th century.</i>                                                          |
| Passive: | <i>It HAS BEEN DECIDED by Jason that he will not attend college.</i>                                               |
| Active:  | <i>Jason HAS DECIDED not to attend college.</i>                                                                    |
| Passive: | <i>It HAS BEEN DECIDED by Jason that he will not attend college next fall.</i>                                     |
| Active:  | <i>Jason HAS DECIDED next fall not to attend college.</i>                                                          |
| Right:   | <i>During the operation, new blood vessels are inserted around blockages.</i>                                      |
| Right:   | <i>The shuttle launch TOOK place flawlessly and WAS SEEN on television.</i>                                        |

Don't be biased against the passive. Don't use voice to eliminate answers, except for the clearly incorrect issues indicated on the previous page. In fact, if you must resort to guessing between an active and a passive choice, with absolutely nothing else to go on, *pick passive*.

## Chapter 8 Comparisons

- Compare 2 sentences
- They must be similar
  - o Structurally similar

## GMAT - Sentence correction

- o Logically similar
- Like, Unlike, As and Then

### Like Vs As

- Like - compare 2 nouns; must be followed by a noun, pronoun or noun phrases
- As - Compare clauses

*Right: LIKE her brother. Ava aced the test.*

*Wrong: LIKE her brother DID, Ava aced the test.*

*Right: AS her brother DID, Ava aced the test.*

### Logically similar comparisons

- compare similar things

*Wrong: Frank's build, LIKE his brother, is broad and muscular.*

*Right: Frank's build, LIKE his brother's, is broad and muscular.*

*Right: Frank's build, LIKE that of his brother, is broad and muscular.*

*Right: Frank, LIKE his brother, has a broad and muscular build.*

### Structurally similar comparisons

- should have similar grammar

*Wrong: I like to run through forests more than I enjoy walking through crowds.*

*Right: I like running through forests MORE THAN walking through crowds.*

### Omitted words

- words can be ignored in the second part of comparison

*My car is bigger than Brian's [car].*

*My car is bigger than the Smiths' [car].*

*My toes are longer than Brian's [foes].*

*My toes are longer than the Smiths' [foes].*

- if there is an ambiguity, the words should be repeated

*Ambiguous: I like cheese more than Yvette. (Yvette could be subject or object.)*

*Right: I like cheese more than Yvette DOES. (= than Yvette likes cheese)*

*Right: I like cheese more than I DO Yvette. (= than I like Yvette)*

### Helping verbs are also allowed sometimes

*Right: Apples are more healthy to eat than caramels.*

*Right: Apples are more healthy to eat than caramels ARE.*

## Chapter 9 Idioms

Most commonly used:

**\*\* ABILITY**

RIGHT: I value my ABILITY TO SING.  
(Note: I CAN SING is preferred to *I HAVE THE ABILITY TO SING.*)

WRONG: *I value my ABILITY OF SINGING.*  
*I value my ABILITY FOR SINGING.*  
*I value the ABILITY FOR me TO SING.*

**\*\* ALLOW**

RIGHT: The holiday ALLOWS Maria TO WATCH the movie today. (= permits)  
Maria WAS ALLOWED TO WATCH the movie.  
The demolition of the old building ALLOWS FOR new construction.  
(= permits the existence of)

WRONG: *The holiday ALLOWED FOR Maria TO WATCH the movie.*  
*The holiday ALLOWED Maria the WATCHING OF the movie.*  
*The holiday ALLOWS THAT homework BE done (or CAN BE done).*  
*Homework is ALLOWED FOR DOING BY Maria.*  
*The ALLOWING OF shopping TO DO (or TO BE DONE).*

**\*\* AND**

RIGHT: We are concerned about the forests AND the oceans.  
We are concerned about the forests, the oceans, AND the mountains.  
We work all night, AND we sleep all day. (note the comma before AND)

SUSPECT: *We are concerned about the forests AND ALSO the oceans.*  
*We work all night AND we sleep all day. (link 2 clauses with comma + AND)*

WRONG: *We are concerned about the forests, ALSO the oceans.*

**\*\* AS**

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RIGHT:   | <p>AS I walked, I became more nervous. (= during)</p> <p>AS I had already paid, I was unconcerned. (= because, since)</p> <p>AS we did last year, we will win this year. (= in the same way)</p> <p>JUST AS we did last year, we will win this year. (= in the same way)</p> <p>AS the president of the company, she works hard. (= in the role of)</p> <p>AS a child, I delivered newspapers. (= in the stage of being)</p> <p>My first job was an apprenticeship AS a sketch artist.</p> <p>AS PART OF the arrangement, he received severance.</p> <p>.....</p> |
| SUSPECT: | <p><i>AS A PART OF the arrangement, he received severance.</i></p> <p>.....</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| WRONG:   | <p><i>My first job was an apprenticeship OF a sketch artist.</i></p> <p><i>They worked AS a sketch artist. (needs to agree in number.)</i></p> <p><i>WHILE BEING a child, I delivered newspapers.</i></p> <p><i>AS BEING a child, I delivered newspapers.</i></p> <p><i>WHILE IN childhood, I delivered newspapers.</i></p>                                                                                                                                                                                                                                       |

**\*\* AS... AS**

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RIGHT:   | <p>Cheese is AS GREAT AS people say.</p> <p>Cheese is NOT AS great AS people say.</p> <p>We have AS MANY apples AS need to be cooked.</p> <p>We have THREE TIMES AS MANY pears AS you.</p> <p>We have AT LEAST AS MANY apples AS you.</p> <p>We have 10 apples, ABOUT AS MANY AS we picked yesterday.</p> <p>His knowledge springs AS MUCH from experience AS from schooling.</p> <p>His knowledge springs NOT SO MUCH from experience AS from schooling.</p> <p>He wins frequently, AS MUCH because he plays SO hard AS because he cheats.</p> <p>.....</p> |
| SUSPECT: | <p><i>Cheese is NOT SO great AS people say.</i></p> <p><i>We have AS MANY apples AS OR MORE apples THAN you.</i></p> <p><i>We have AS MANY apples AS THERE need to be cooked.</i></p> <p><i>He wins frequently, AS MUCH because he plays AS hard AS because he cheats.</i></p> <p>.....</p>                                                                                                                                                                                                                                                                  |

WRONG: *Cheese is SO great AS people say.*  
*Cheese is SO great THAT people say.*  
*Cheese is AS great THAT people say.*  
*We have AS MANY apples THAN you.*  
*We have SO MANY apples AS you.*  
*We have AS MANY OR MORE apples THAN you.*  
*We have THREE TIMES AS MANY MORE pears AS you.*  
*We have 10 apples, ABOUT EQUIVALENT TO what we picked yesterday.*  
*His knowledge springs NOT from experience AS from schooling.*

## **\*\* BECAUSE**

RIGHT: *BECAUSE the sun SHINES, plants grow.*  
*Plants grow BECAUSE the sun SHINES.*  
*BECAUSE OF the sun, plants grow.*  
*BY SHINING, the sun makes plants grow.*  
*Plants grow, FOR the sun shines. (grammatically correct but very formal)*

---

SUSPECT: *Plants grow BECAUSE OF the sun, WHICH SHINES.*  
*Plants are amazing IN THAT they grow in the sun. (correct but wordy)*  
*The growth of plants IS EXPLAINED BY THE FACT THAT the sun shines.*  
*(correct but wordy)*

---

WRONG: *Plants grow BECAUSE OF the sun SHINING.*  
*Plants grow AS A RESULT OF the sun SHINING.*  
*BECAUSE OF SHINING, the sun makes plants grow.*  
*ON ACCOUNT OF SHINING or ITS SHINING, the sun makes plants grow.*  
*BECAUSE the sun SHINES IS the REASON that plants grow.*  
*The ABILITY OF plants TO grow IS BECAUSE the sun shines.*  
*BEING THAT the sun shines, plants grow.*  
*The growth of plants IS EXPLAINED BECAUSE OF the shining of the sun.*  
*The growth of plants IS EXPLAINED BECAUSE the sun shines.*

## **\*\* BEING**

RIGHT: *BEING infected does not make you sick.*  
*The judges saw the horses BEING led to the stables.*

---

SUSPECT: *BEING an advocate of reform, I would like to make a different proposal.*  
 Note: The word BEING is often wordy or awkward. However, having caught on to the

“BEING is wrong” shortcut, the GMAT problem writers have created a few problems that force you to choose BEING. BEING appears in many more wrong answers than right ones. But BEING can be used correctly as a gerund or as a participle. In the end, you should pick a BEING answer only if you are 100% sure that the other answer choices are wrong for clear grammatical reasons.

**\*\* BELIEVE**

RIGHT: She BELIEVES THAT Gary IS right.  
She BELIEVES Gary TO BE right.  
IT IS BELIEVED THAT Gary IS right.  
Gary IS BELIEVED TO BE right.  
.....  
SUSPECT: *Gary IS BELIEVED BY her TO BE right.*

**\*\* BOTH... AND**

RIGHT: She was interested BOTH in plants AND in animals.  
She was interested in BOTH plants AND animals.  
.....  
WRONG: *She was interested BOTH in plants AND animals.*  
*She was interested BOTH in plants AS WELL AS in animals.*  
*She was interested BOTH in plants BUT ALSO in animals.*

**\*\* CONSIDER**

RIGHT: I CONSIDER her a friend. I CONSIDER her intelligent.  
Note: You can switch the order of the two objects, if one is long.  
I CONSIDER illegal the law passed last week by the new regime.  
The law IS CONSIDERED illegal.  
.....  
SUSPECT: *The judge CONSIDERS the law TO BE illegal.*  
.....  
WRONG: *The judge CONSIDERS the law AS illegal (or AS BEING illegal).*  
*The judge CONSIDERS the law SHOULD BE illegal.*  
*The judge CONSIDERS the law AS IF IT WERE illegal.*

**\*\* BUT**

- RIGHT: I STUDY hard BUT TAKE breaks.  
I STUDY hard, BUT I TAKE breaks.  
ALTHOUGH I TAKE frequent naps, I STUDY effectively.  
DESPITE TAKING frequent naps, I STUDY effectively.  
I TAKE frequent naps, YET I STUDY effectively.  
.....
- SUSPECT: *DESPITE THE FACT THAT I TAKE frequent naps, I STUDY effectively.*  
*ALTHOUGH a frequent napper, I STUDY effectively.*  
(ALTHOUGH should generally be followed by a clause.)  
.....
- WRONG: *I STUDY effectively ALTHOUGH TAKING frequent naps.*  
*ALTHOUGH I TAKE frequent naps, YET I STUDY effectively.*  
*ALTHOUGH I TAKE frequent naps, AND I STUDY effectively.*  
*DESPITE TAKING frequent naps, YET I STUDY effectively.*

**\*\* CAN**

- RIGHT: The manager CAN RUN the plant.  
The plant CAN CAUSE damage.  
.....
- SUSPECT: *The manager IS ABLE TO RUN the plant.*  
*The manager IS CAPABLE OF RUNNING the plant.*  
*The manager HAS THE ABILITY TO RUN the plant.*  
*The manager HAS THE CAPABILITY OF RUNNING the plant.*  
*It is POSSIBLE FOR the plant TO CAUSE damage.*  
*The plant POSSIBLY CAUSES damage.*  
*The plant HAS THE POSSIBILITY OF CAUSING damage.*  
Note: ALL of these suspect forms are grammatically correct but wordier than CAN.

**\*\* EXPECT**

- RIGHT: We EXPECT the price TO FALL. The price IS EXPECTED TO FALL.  
We EXPECT THAT the price WILL FALL.  
IT IS EXPECTED THAT the price WILL FALL.  
Inflation rose more than we EXPECTED.  
There IS an EXPECTATION THAT the price will fall.  
.....
- SUSPECT: *There IS an EXPECTATION the price WILL FALL.*  
*There IS an EXPECTATION OF the price FALLING.*  
  
*Inflation rose more than we EXPECTED IT TO.*  
*Inflation rose more than we EXPECTED IT WOULD.*  
.....
- WRONG: *The price IS EXPECTED FOR IT TO FALL.*  
*IT IS EXPECTED THAT the price SHOULD FALL.*

**\*\* INDICATE**

|          |                                                                                                                                                                                                                                                                  |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RIGHT:   | A report INDICATES THAT unique bacteria LIVE on our skin.<br>.....                                                                                                                                                                                               |
| SUSPECT: | A report INDICATES the presence of unique bacteria on our skin.<br>(Note: this correct form seems to be avoided in right answers.)<br>A report IS INDICATIVE OF the presence of unique bacteria on our skin.<br>.....                                            |
| WRONG:   | A report INDICATES unique bacteria LIVE on our skin. (THAT is needed.)<br>A report IS INDICATIVE THAT unique bacteria LIVE on our skin.<br>A report INDICATES unique bacteria AS present on our skin.<br>A report INDICATES unique bacteria TO LIVE on our skin. |

**\*\* LIKE**

|        |                                                                                                                                                                                                                                                                                                                                           |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | See also SUCH AS.                                                                                                                                                                                                                                                                                                                         |
| RIGHT: | LIKE his sister, Matt drives fast cars. (= both drive fast cars)<br>Matt drives fast cars LIKE his sister.<br>(= both drive fast cars, OR both drive fast cars in the same way)<br>Matt drives fast cars LIKE his sister's.<br>(= both drive <u>similar</u> cars, OR, less optimally, one of the cars he drives is his sister's)<br>..... |
| WRONG: | Matt drives fast cars LIKE his sister does.<br>LIKE his sister, SO Matt drives fast cars.                                                                                                                                                                                                                                                 |

**\*\* LIKELY**

|        |                                                                                                                                                                                                                                                                      |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RIGHT: | My friend IS LIKELY TO EAT worms.<br>IT IS LIKELY THAT my friend WILL EAT worms.<br>My friend is MORE LIKELY THAN my enemy [is] TO EAT worms.<br>My friend is TWICE AS LIKELY AS my enemy [is] TO EAT worms.<br>MORE THAN LIKELY, my friend WILL EAT worms.<br>..... |
| WRONG: | My friend IS LIKELY THAT he WILL EAT worms.<br>RATHER THAN my enemy, my friend is THE MORE LIKELY to EAT worms.                                                                                                                                                      |

**\*\* NOT... BUT**

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RIGHT: | She DID NOT EAT mangoes BUT ATE other kinds of fruit.<br>She DID NOT EAT mangoes BUT LIKED other kinds of fruit AND later BEGAN to like kiwis, too.<br>A tomato is NOT a vegetable BUT a fruit.<br>A tomato is NOT a vegetable BUT RATHER a fruit.<br>The agency is NOT a fully independent entity BUT INSTEAD derives its authority from Congress. (note that the verbs <i>is</i> and <i>derives</i> are parallel)<br>She DID NOT EAT mangoes; INSTEAD, she ate other kinds of fruit.<br>..... |
| WRONG: | She DID NOT EAT mangoes BUT other kinds of fruit.<br>She DID NOT EAT mangoes; RATHER other kinds of fruit.                                                                                                                                                                                                                                                                                                                                                                                      |

**\*\* NOT ONLY... BUT ALSO**

- RIGHT: We wore NOT ONLY boots BUT ALSO sandals.  
We wore NOT ONLY boots, BUT ALSO sandals. (comma is optional)  
We wore NOT JUST boots BUT ALSO sandals.  
.....
- SUSPECT: *We wore NOT ONLY boots BUT sandals.*  
*Note: The GMAT has used this construction in correct answers.*  
*We wore NOT ONLY boots BUT sandals AS WELL.*  
*We wore boots AND ALSO sandals.*  
.....
- WRONG: *We wore NOT ONLY boots AND ALSO sandals.*  
*We wore NOT ONLY boots BUT, AS WELL, sandals.*

**\*\* SO... THAT** See also ENOUGH.

- RIGHT: The book was SO SHORT THAT I could read it in one night.  
The book was SHORT ENOUGH FOR me TO READ in one night.  
Note: These two expressions have slightly different emphases, but it is unlikely that you will need to choose an answer solely on this basis.  
.....
- SUSPECT: *The book was SO SHORT I could read it. (THAT is preferred.)*  
*The book was OF SUCH SHORTNESS THAT I could read it.*  
*The book had SO MUCH SHORTNESS THAT I could read it.*  
*SUCH was the SHORTNESS of the book THAT I could read it.*  
.....
- WRONG: *The book was OF SUCH SHORTNESS, I could read it.*  
*The book was SHORT TO SUCH A DEGREE AS TO ALLOW me to read it.*

**\*\* SO THAT**

- RIGHT: She gave money SO THAT the school could offer scholarships. (= purpose)  
.....
- SUSPECT: *She gave money, SO the school was grateful. (= result)*  
.....
- WRONG: *She gave money SO the school could offer scholarships.*

**\*\* SUCH AS**

- RIGHT: Matt drives fast cars, SUCH AS Ferraris. (= example)  
Matt enjoys driving SUCH cars AS Ferraris.  
Matt enjoys intense activities, SUCH AS DRIVING fast cars.  
.....
- SUSPECT: *Matt drives fast cars LIKE Ferraris. (= similar to, but "example" is implied.)*  
Note: The GMAT has backed off from claiming that *like* cannot introduce examples, but it is probable that the use of *like* with examples will continue to be avoided.  
.....
- WRONG: *Matt drives Ferraris AND THE LIKE.*  
*Matt drives Ferraris AND OTHER cars SUCH AS THESE.*  
*Matt trains in many ways SUCH AS BY DRIVING on racetracks.*  
*Matt enjoys intense activities, SUCH AS TO DRIVE fast cars.*

**\*\* THAN**

RIGHT: His books are MORE impressive THAN those of other writers.  
This paper is LESS impressive THAN that one.  
This paper is NO LESS impressive THAN that one.

WRONG: This newspaper cost 50 cents MORE THAN that one.  
MORE THAN 250 newspapers are published here.  
Sales are HIGHER this year THAN last year.  
.....  
*His books are MORE impressive AS those of other writers.*  
*This paper is MORE impressive RATHER THAN that one.*  
*This paper is MORE impressive INSTEAD OF that one.*  
*This paper is NO LESS impressive AS that one.*  
*This paper is NONE THE LESS impressive THAN that one.*  
*This newspaper cost 50 cents AS MUCH AS that one.*  
*AS MANY AS OR MORE THAN 250 newspapers are published here.*  
*Sales are HIGHER this year OVER last years.*

**\*\* UNLIKE**

RIGHT: See also CONTRAST.  
UNLIKE the spiny anteater, the aardvark is docile.

WRONG: *UNLIKE WITH the spiny anteater, the aardvark is docile.*

## Chapter 10: Odd and Ends

### Connecting Words

- conjunction - connects 2 independent sentences together
- Coordinating Conjunctions:  
For And Nor But Or Yet So
- Subordinators:  
Although Because Before After Since When If Unless That Though While

*Wrong: I need to relax, I have so many things to do!*

*Right: I need to relax, BUT I have so many things to do!*

- use only one connecting word at once

*Wrong: ALTHOUGH I need to relax, YET I have so many things to do!*

*Right: ALTHOUGH I need to relax, I have so many things to do!*

*Right: I need to relax, YET I have so many things to do!*

- make sure right word is used

*Wrong: She is not interested in sports, AND she likes watching them on TV.*

*Right: She is not interested in sports, BUT she likes watching them on TV.*

*Right: ALTHOUGH she is not interested in sports, she likes watching them on TV.*

### Connecting Punctuation

#### 1. Comma

- Most frequently used
- GMAT does not depend on comma usage - do not decide the answer based on just a present of comma only.

DO NOT USE Comma before AND to separate two verbs with same subject

If comma is used, the subject has to be repeated.

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

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

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

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

*Right: The bigger they are, the harder they fall*

## 2. Semicolon

- connects 2 closely related statements together
- Each statement should stand alone by itself.

*Right: Earl walked to school; he later ate his lunch.*

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

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

- original intent and meaning should not be affected

*Right: The dam has created dead zones, WHERE fish have disappeared.*

*Wrong: The dam has created dead zones; fish have disappeared.*

- typically used in Conjunctive adverb (in addition to, nevertheless, Therefore, however)

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

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

- Also used to separate items that themselves contains comma

*Wrong: I listen to Earth, Wind & Fire, Wow, Owls, and Blood, Sweat & Tears.*

*Right: I listen to Earth, Wind & Fire; Wow, Owls; and Blood, Sweat & Tears.*

## 3. Colon

- Provides an explanation of what comes before it.
- What comes before : -> should be a standalone statement

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

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

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

- whatever that needs explanation should be closer to the colon as possible

*Worse: Three factors affect the rate of a reaction: concentration, surface area, and temperature.*

*Better: The rate of a reaction is affected by three factors: concentration, surface area, and temperature.*

- a main clause can come after a colon; in this case, the main clause after the colon should explain the main clause before the colon

*Right: 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 a seemingly peaceful world, the country was content.*

4. Dash

- flexible punctuation mark that the GMAT occasionally employs.

*Right: By January 2, 2000, the so-called "Y2K problem" was already widely considered a joke-although the reason for the non-event was the huge corporate and governmental investment in prior countermeasures.*

*Right: My three best friends-Danny, Jimmy, and Joey-and I went skiing.*

*Right: 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.*

Quantity

1. Rule 1: Words used for Countable things Vs uncountable things

For *hat*: One hat, two hats, three hats. This works.  
*Hat* is countable.

For *patience*: One patience (?), two patiences (?), stop. This does not work.  
*Patience* is not countable.

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

Less cannot be used with countable modifiers (exception of weight and dollars)

~~Wrong: There were LESS Numidian kings than Roman emperors.~~

Right: There were FEWER Numidian kings than Roman emperors.

Right: We have LESS THAN twenty dollars

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

Compare 2 things - between

Compare more than 2 things - among

*Wrong: I mediated a dispute BETWEEN Maya, Logan, and Kalen.*

*Right: I mediated a dispute AMONG Maya, Logan, and Kalen.*

3. Rule #3; The Number or Number Of versus A Number or The Numbers Of

(1) The number of is singular, and A number of is plural.

*Right: THE NUMBER of dogs IS greater than the number of cats.*

*Right: A NUMBER of dogs ARE chasing away the cats.*

(2) The numbers of is almost always incorrect. Stick to the expression the number of.

*Wrong: THE NUMBERS of dogs in Montana ARE steadily increasing.*

*Right: THE NUMBER of dogs in Montana IS steadily increasing.*

(3) However, numbers is possible in a few contexts

*Wrong: The rare Montauk beaked griffin is not extinct; its NUMBERS are now suspected to be much MORE than before.*

*Right: The rare Montauk beaked griffin is not extinct; its NUMBERS are now suspected to be much GREATER than before.*

4. Rule #4; Increase and Decrease vs. Greater and Less

Increase and decrease express the change of one thing over time.

*Right: The price of silver INCREASED by ten dollars.*

*Right: The price of silver is five dollars GREATER than the price of copper.*

Greater and less signal a comparison between two things.

*Wrong: The price of silver FELL by a more than 35% DECREASE.*

*Right: The price of silver DECREASED by more than 35%.*

*Right: The price of silver FELL by more than 35%.*