

Key Takeaways:

Subject-Verb Agreement:

1. Match singular with singular and plural with plural
2. Indefinite Pronoun are usually singular [-one, -body, -thing are always singular except SANAM] **Some, any, none, all, more/most.**

Certain words are ALWAYS singular in nature:

1. A Pronoun subject that ends with: -one, body, thing or ever

Pronouns	one	body	thing	ever
Any	Anyone	Anybody	Anything	Whatever
Every	Everyone	Everybody	Everything	Who ever
No	No one	Nobody	Nothing	
Some	Someone	Somebody	Something	

2. EACH

- a. When acted as a subject, it will always be singular

Eg: **Each** of the students **is** supposed to be attentive in the class (*each as singular*)

- b. When acted after the main subject, it takes the verb according to the subject.

Eg: **John and Antony** each **boost** voting stakes in general growth of the company
(*here each is present after the subject and hence Subject decides the nature of the verb*)

3.

4. **AND** - a. Only word that can change singular word to plural

5. b. Combine two or more entity

6. Eg: Jack and Jill are going up the hill. (*Jack and Jill combine make it plural subject*)

7. **2. EACH/EVERY is used BEFORE AND, to make the subject Singular. a. EACH or EVERY used before the subject**

8. **One of the Countries is(singular)**

9. **The number of items is (singular)**

10. **A number of items are(plural)**

11. **One of the Xs... THAT... must be PLURAL form of verb...(One of the countries that have(have = plural)**

Prepositions on the GMAT

A preposition must be followed by a noun, or by something playing the role of a noun. This latter category includes gerunds and substantive clauses.

12.

13. **Eg: Each condiment and herb brings a distinctive flavour to the dish.**

14. Every boy and girl has to participate in annual function

15. *(use of 'each' and 'every' in the above examples, make the subject singular)*

16.3. EACH/EVERY is used AFTER the subject creates No Effect on the subject. **A-. The four largest truck fleets each account for at least 20% of market share.**

17. *(‘each’ comes after the subject ‘fleets’, which is plural, and hence the verb ‘account’ is plural)*

18.4. Either/Neither is used Before the subject, always makes it Singular. **a. Neither of the two lights** on the main street is functional. *(singular verb used for plural subject)*

19.5. When or/nor/Either...or/neither....nor is used, verb must agree with closed subject. **a. Neither the manager nor the employees were present in the office today morning.**

20. *(Neither-nor is used so the verb ‘were’ agrees with closest subject ‘employees’)*

21. **Compound Noun:**

Incorrect: Joe and Stephanie met to discuss her homework

Correct (way #1 break the list) James met with Stephanie to discuss her homework

Correct (Repeat words): James met with Stephanie to discuss Stephanie homework

22. **Noun part of prepositional phrase cannot be subject of sentence**

Rule 1: subject and Verb must make sense

Eg: After being shut down, **the production plant** in a small town of Tokyo **resulted** in severe loss of jobs and hence severe economic degradation of the local community.

Yellow – Subject, **Green** = verb, **Grey** = prepositional modifier

The production plant alone can not result in the loss of jobs. Hence, need to rephrase it.

Rephased sentence:

Shutdown of the production plant in a small town of Tokyo **resulted** in severe loss of jobs and hence severe economic degradation of the local community.

23. *Here, the shutdown results in the loss of jobs, which makes sense.*

24. **Sentence could be fragment it could miss verb or subject or it can be a fragment in another way such as starting with Because or Which**

25. **And(makes compound subject) vs Additive Phrases(along with,in addition....)**

26. **Run-on Sentences Comma Splice; Must use a conjunction(FANBOYS) to connect to independent clauses. FOR AND NOR BUT OR YET SO**

27. **Either or ; Neither nor -> Check , Either/Neither alone singular**

28. **Collective Nouns, Subject Phrases or clauses singular**

29. **You can use things like Eliminating middle man or Flipping it**

The semicolon is often followed by a transition expression, such as *however, therefore, or in addition*. In this way, the writer can modify the equal relationship that a bare semicolon implies. Note that these transitional elements are not true conjunctions like *and*. As a result, you must use semicolons, not commas, to join the sentences:

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

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

A rare but correct use of the semicolon is to separate items that themselves contain commas:

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*
- One legacy of Madison Avenue's recent campaign to appeal to people fifty years old and over is the realization that as a person ages, their concerns change as well.
 - A. the realization that as a person ages, their
 - B. the realization that as people age, their
 - C. to realize that when a person ages, his or her
 - D. to realize that when people age, their
 - E. realizing that as people age, their

I really liked the question and specially the takeaway (probably a lesser

used), which can be applied to other eligible questions to quickly eliminate the incorrect options.

so, here is the takeaway:

Noun + to be[am/is/are/was/were/be/been/being] + noun/adjective

legacy is a noun, so it can be matched only with a noun. so, as per this rule, legacy cannot be matched to "to realize" or "realizing". straightaway eliminate C,D,E. These options contain other flaws[usage of when is inappropriate) as well.

consider a simple example:

The change **was** good for me **correct noun+was+adjective**

The change was when I started preparing for GMAT. **Incorrect**

- X is Y
- X seems Y
- X has remained Y

such constructions are a form of comparison and X and Y in these constructions should strictly follow rules of parallelism i.e. X and Y should be grammatically as well as structurally parallel.

consider the following examples:

To welcome each day wholeheartedly is embracing life fully **incorrect - infinitive + gerund**

welcoming each day wholeheartedly is to embrace life fully **incorrect - infinitive + gerund**

To welcome each day wholeheartedly is to embrace life fully **correct - infinitive + infinitive**

Such + noun is just like a pronoun

Because of the enormous research and development expenditures required to survive in the electronics industry, an industry marked by rapid innovation and volatile demand, such firms tend to be very large.

- (A) to survive
- (B) of firms to survive
- (C) for surviving
- (D) for survival
- (E) for firms' survival

B.

"Such firms" needs a reference, so eliminate a, c, d, e.

E. is eliminated because it does not introduce "firms" as an object.

Modifiers:

1. An **adjective** modifies only a noun or a pronoun, whereas an **adverb** modifies almost anything but a noun or a pronoun.

2. Adjective+ly = Adverb

3. But/And ACT AS A WALL AND WHAT FOLLOWS BUT/AND CANNOT MODIFY WHAT PRECEDED THEM

4. Correct: Galileo did not invent the telescope, but on hearing, in 1609, that such an optical instrument had been made, he....

Ambiguous->: Even though Galileo did not invent the telescope, on hearing, in 1609, that such an optical instrument had been made

Tim's daughter *may* not go to the dance with the boy sporting the tattoo of Barry Manilow on his face.

Here, "may not" means "does not have permission." So, Tim's daughter has been forbidden to go to the dance with a weirdo, and Tim can rest easy.

Tim's daughter *might* not go to the dance with the boy sporting the tattoo of Barry Manilow on his face.

Now, "might not" means there's a *possibility* that something won't happen. So there's still a real chance that Tim's daughter will be attending the dance with a shady character.

Noun Modifiers

Adjectives are the most simple noun modifiers. Other types of noun modifiers act like long adjectives. Consider these examples (you don't need to memorize the grammar terms):

Type	Example	Meaning
Preposition	Sue placed the CAT <u>on the couch</u> .	Where is the cat? (on the couch)
Past Participle	The CAT <u>owned by Sue</u> is playful.	Whose cat? (the one owned by Sue)
Present Participle without Commas	The CAT <u>sleeping on the rug</u> belongs to Sue.	Which cat? (the one sleeping on the rug)

5. Essential and Non essential Modifiers:

The cat, which lives next door, is very noisy.
The cat that lives next door is very noisy.

In the first example, you would already have to know which cat the speaker is talking about. The modifier provides extra information, as though the speaker is saying, "Oh, by the way, that cat that we're talking about lives next door. Just thought I'd mention it." The second example, by contrast, would be used to distinguish between multiple cats when you don't already know which cat the speaker wants to discuss. If three cats are playing in front of you, the speaker would specify *the cat that lives next door*, not the other two cats.

The "comma which" structure is an example of a **nonessential modifier**. If you take a nonessential modifier out of the sentence, you still retain the full meaning of the main part of the sentence: the cat is very noisy (and you already know which cat is under discussion). Nonessential modifiers are usually separated out from the rest of the sentence by commas.

The second sentence includes an example of an **essential modifier**. If you remove it from the sentence, then the meaning may be compromised. For instance, if there are three cats and you say only, "The cat is very noisy," nobody will know which cat you mean. Essential modifiers are *not* usually separated out by commas.

Place a NOUN and its MODIFIER as close together as possible—the closer, the better!

- If is used when there is a condition; Use "whether" when there is a choice between two possibilities dealing with the same subject.
- DUE TO VS BECAUSE OF

Use 'due to' only to modify nouns.

Usage of 'due to' is correct, if the sentence makes sense when 'due to' is replaced with 'caused by'.

Use 'because of' to modify verbs.

'Due to' & 'because of' are not interchangeable.

Phrases that begin with "due to" can only modify nouns, not verbs. Here, have a couple of examples:

- The game was postponed due to rain. --> **Wrong**, since the phrase "due to rain" modifies the verb phrase "was postponed." "Due to" phrases can only modify nouns.
- Souvik's success on the GMAT was due to his hard work. --> Correct, since "due to his hard work" modifies the noun "success."
- TIP REPLACE DUE TO WITH CAUSED BY IF IT MAKES SENSE ITS USAGE IS OKAY ELSE BECAUSE OF

In (D), "due to plunging computer chip prices from an oversupply" presumably modifies the manufacturer, since that's the noun that follows. And that makes no sense at all: the manufacturer itself wasn't "due to plunging computer chip prices." (D) is gone.

VERB-ING+ NOUN -> Still some sort of noun

Political issues in world have caused an increase in gas prices

Political issues in world have caused increasing gas prices

[Notice how clearly A is and in B it kinda looks like Political issues in world have caused some kind of gas prices that message is clearer in A]

6. Noun modifiers are often introduced by relative pronouns such as the following:

Which That Who Whose Whom Where When

7. A noun followed immediately by the word *that* signals a noun modifier. A verb followed immediately by the word *that* signals the more complex sentence structure subject–verb–THAT–subject–verb–object (Reset button)

When encountering question with different positions of *that* see what the message is

e.g Radiocarbon dating of fossils suggest that at least a portion of area remained icefree during the last ice age

vs

suggest at least a portion of area that remained free during the ice age [Note the dating suggest a fact that the portion remained ice free rather than the portion itself]

8. *who* and *whom* must modify people. On the other hand, the pronoun *which* cannot modify people.

9. *whose* can modify either people or things or non human entities (sometimes region)

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

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

(*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*.)

Verb	Present Participle (-ing)	Past Participle
to play	playing	played
to manage	managing	managed
to begin	beginning	begun

Present participles always end in *-ing*. Past participles most commonly end in *-ed*, but there are a number of irregular verb forms. These participles can function as verbs, nouns, or various types of modifiers. For example:

She is playing soccer.	<i>is playing</i> = verb form
Playing soccer is fun.	<i>playing</i> = subject (noun)
The girl playing soccer is my sister.	<i>playing soccer</i> = noun modifier
She stayed all day, playing soccer until she was the only one left on the field.	<i>playing soccer ... field</i> = adverbial modifier

Any *-ing* word functioning as part of the verb form will have another verb immediately before it, as in the *is playing* example. If no prior verb exists, then the *-ing* word is not acting as a verb.

Any *-ing* words that are not verbs and not separated from the rest of the sentence by a comma will either be a noun, as in *Playing soccer is fun*, or modify another noun, as in *The girl playing soccer is my sister*.

Finally, any “*comma -ing*” structures are adverbial modifiers; you’ll learn more about these later in the chapter.

Past participles, or *-ed* words, are not tested as frequently as *-ing* words, but follow the same general rules, except that a past participle can be a verb all by itself but it cannot function as a noun.

. Since verb-ing modifiers are made from verbs, they denote action. 2. When a verb-ing modifier appears after a clause preceded by a comma, then it modifies the entire preceding clause. It presents either additional information or result of the preceding clause. 3. The verb-ing modifier must make sense with the subject of the preceding clause

SWITCHING BACK AND FORTH FROM ADVERB FORM TO ADJECTIVE FORM IN OPTIONS INDICATES THE CHECK TEST FOR WHAT DOES IT MODIFIES NOUN OR PRONOUN OR SOMETHING ELSE

CORRECT USAGE OF BEING:

Being as noun: Being a bitch is a bad thing for Amanda (Poor Amanda)

Being as verb: The docks are being moved

Type	Example	Meaning
Adverb	The engineer <u>rapidly</u> IDENTIFIED the problem.	How did the engineer <i>identify</i> the problem? (rapidly)
Prepositional Phrase	The TEAM ATTENDS staff meetings <u>on Mondays</u> .	When does <i>the team attend</i> staff meetings? (on Mondays)
Present Participle with Commas	The ENGINEER FIXED THE PROBLEM, <u>earning himself a promotion</u> .	What happened when the <i>engineer fixed the problem</i> ? (he earned himself a promotion)
Past Participle with Commas	<u>Exhilarated by the successful product launch</u> , the TEAM CELEBRATED after work.	Why did the <i>team celebrate</i> ? (the team was exhilarated by the successful launch)

12.

13. Whenever there is a comma –ing modifier (its adverbial modifier) It refers to an entire clause given it makes sense with subject But always ask yourself **which clause does it refer to if there are more than one Clauses** if there is a conjunction it refers to the one after conjunction[Refer Page 52]

14. Whichever statement comes first in the sentence[before comma], whether modifier or main clause, is the instigating action, and whichever comes second, is the effect or result.

15. Use **WHICH only** to refer to nouns—never to refer to an entire clause.

That" is used only with essential modifiers and is not separated from the rest of the sentence by a comma.

"Which" is used when introducing non-essential modifiers and these modifiers are separated from the rest of the sentence by a comma.

16. EXCEPTION TO COMMA+ING IS THE WORD INCLUDING WHICH MODIFIES THE PRECEDING NOUN

17. Eg. Correct: The national fitness test consists mostly of body weight exercises, including situps, hiccups and chin-ups

Caution: Note that what follows including must be a list of things but should NOT BE EXHAUSTIVE

Incorrect: There are three exercises, including X, Y, and Z [We just made the list exhaustive and hence incorrect]

Countable Modifiers	Uncountable Modifiers
MANY hats	MUCH patience
FEW stores	LITTLE merchandise
FEWER children	LESS money
FEWEST shoes	LEAST greed
NUMBER of chairs	AMOUNT of furniture
NUMEROUS books	GREAT courage

More, most, enough, and all 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.*

Right: We have less than 20 DOLLARS.

The amount of money, in whatever form, totals less than \$20. If you write *We have FEWER THAN twenty dollars*, you would mean the actual pieces of paper. (You would probably say *fewer than twenty dollar bills* to make the point even clearer.)

Rule #2: Words Used to Relate Two Things vs. Words Used to Relate Three or More Things

To relate two things, use comparative forms of adjectives and adverbs (*better, worse, more, less*). For example, the rabbit is *faster* than the toad. Use superlative forms (*best, worst, most, least*) to compare three or more things or people. For example, the rabbit is the *fastest* of all of the animals at the farm.

In addition, use *between* only with two things or people. When you are talking about three or more things or people, use *among*:

Right: I mediated a dispute BETWEEN Maya and Kalen.

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

Rule #3: The Word Numbers

If you wish to make a comparison using the word *numbers*, use *greater than*, not *more than* (which might imply that the quantity of numbers is larger, not the numbers themselves):

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

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

Right: The price of silver INCREASED by 10 dollars.

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

Watch out for redundancy in sentences with the words *increase* and *decrease*:

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

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

- Greater than is used to describe sheer number or percentage or level or degree of things (Usually for uncountable)
- More can be used for both countable and uncountable (Usually countable and denotes amount)
- If you want to relate the quantities by multiplication, use *times* and *as...as* together:
- Right: The man is FIVE TIMES AS OLD AS his grandson.
- Wrong: The man is FIVE TIMES OLDER THAN his grandson.

CONCRETE (Adjective used to describe items, thing or (things you can touch feel) people) VS ABSTRACT

If a modifier is concrete it must modify preceding noun

I went to bar with Mr. Smith, a consultant from france

Mr. Smith is a noun and “, a consultant from france is a concrete appositive modifier)

If its an abstract It can(not a must!) modify the whole idea of the preceding clause

If the preceding noun itself is an abstract then these can also modify an entire clause

- Use *times* without *as* or *than* to indicate direct multiplication (*twice* means *two times*):
- Right: The cost of a ticket is \$12, SIX TIMES the cost ten years ago.
- Right: The concert was attended by 300 people, TWICE the previous attendance.
- If you want to relate two quantities by addition or subtraction, use *more than* or *less than*.
- Consider the following:
 - Right: I am TEN years OLDER THAN you.
 - Wrong: I am TEN years AS OLD AS you.
 - The first sentence means that my age = your age + 10 years. The second sentence is nonsensical.
 - The words *more* and *less* are rather flexible. They can be used as nouns (or pronouns),
 - adjectives, or adverbs:
 - Right: I own MORE THAN I should. (more = noun or pronoun)
 - Right: I own MORE SHIRTS THAN I should. (more = adjective)
 - Right: I sleep MORE THAN I should. (more = adverb)
 - In numerical comparisons, the words *high* and *low*, as well as *higher* and *lower*, should
 - only be used as adjectives:
 - Right: My bills are LOWER than they were last year.
 - Wrong: I spend LOWER than I did last year.
 - Right: I spend LESS than I did last year.
- WHEN X,Y

BOTH X AND Y SHOULD BE IN THE SAME TIME FRAME

Usages of With

1) "With" is used to give the result of the action in preceding clause.

For Eg:

i) The honeybee's stinger is heavily barbed and stays where it is inserted, with the result

that the act of stinging causes

Here "with" is used to give the result of the action in preceding clause === The honeybee's stinger is heavily barbed and stays where it is inserted.

So we can see that "Comma + With" acts as an adverbial Modifier

ii) Environmental groups have filed a mass of lawsuits against the government's inaction, with the result that the Supreme Court plays a larger role in environmental protection than its equivalent does in any other big country - an odd way to set policy.

Here also "comma + with" is used to give the result of preceding action

2) With + noun

"With" is used when the noun after "with" attaches to the subject of preceding clause. Here with phrase gives more information about the preceding subject . Also a noun after with should be a sub component of the subject of preceding clause

Matt has a very full schedule this week, with every one of his available time slots occupied.

--> this sentence works, because "with" actually applies to Matt and/or his schedule -- i.e., Matt is the person with those occupied time slots, and/or his schedule is actually the thing with those time slots.

The thirteen original British colonies in North America, with some formed as commercial ventures, while others as religious havens, each had a written charter

In the Above sentence=== "some" is referring to the colonies themselves, so that sentence is literally talking about "colonies with colonies". that doesn't make sense.

if you are using "THE (description) (name)" to *introduce someone for the first time*, then you DON'T use a comma.

if you have already introduced two or more people, but you are using "THE (description) to single out one of them, then you DO use a comma.

here are some examples:

The author Ernest Hemingway was known for his drunken and violent

escapades.

--> here we are introducing hemingway, so we don't use a comma.

Among her friends were an author and a painter; the author, Ernest Hemingway, went on to become an icon of American literature.

--> we've already introduced "the author"; this time we use a comma to single him out.

Possessive Nouns Are Not Nouns!

Can you spot the error in the sentence below?

Wrong: Happy about his raise, Bill's celebration included taking his friends out to dinner.

Logically, the modifier *happy about his raise* should describe *Bill*. However, possessive nouns are actually adjectives, not nouns, and a noun modifier has to point to a noun. As it stands, the sentence technically (and illogically) says that Bill's *celebration* is *happy about his raise*. Here is a corrected sentence:

Right: Happy about his raise, Bill celebrated by taking his friends to dinner.

Parallelism

Element	Example	Marker (open or closed)
Nouns	Her expression reflected BOTH <u>anger</u> AND <u>relief</u> .	both X and Y (closed)
Adjectives	The park was NEITHER <u>accessible</u> NOR <u>affordable</u> . We collected BOTH <u>second-</u> AND <u>third-</u> grade books.	neither X nor Y (closed) both X and Y (closed)
Working Verbs	The custodian <u>cleaned</u> the basement AND <u>washed</u> the windows.	X and Y (open)
Infinitive Verbs	We would like NOT ONLY <u>to hear</u> your side of the story BUT ALSO <u>to provide</u> a response.	not only X but also Y (closed)
Participle Modifiers	The actor left quickly, <u>waving</u> to fans BUT <u>ducking</u> into a car.	not only X but also Y (closed)
Prepositional Phrases	It was important to leave the money <u>in the drawer</u> RATHER THAN <u>on the table</u> . (Note: the prepositions do <i>not</i> necessarily have to be the same.)	X rather than Y (open)
Subordinate Clauses	They contended <u>that the committee was biased</u> BUT <u>that it should not be disbanded</u> .	X but Y (open)

1.

2. Adjectives can be parallel to participles acting as adjectives or noun modifiers. Also look out for complex gerunds they can be parallel to action noun(withdrawal,eruption,development,change or growth)
3. If you see a conjunction it may or may not be a parallel marker, If the conjunction acts as [subject],[verb] conjunction [subject][verb] then its joining two independent clauses else its a parallel market
4. If the form in which conjunction is being used in [subject][verb] conjunction[subject][verb] then there must be a comma before conjunction(*WITH THE EXCEPTION OF SENTENCE STARTING WITH ALTHOUGH). You don't necessarily need a comma actually for parallel construction of conjucation
5. Open and Close Markers

	Marker	Structure	Example
Open	And	X and Y	<u>Apples</u> AND <u>pears</u>
		X, Y, and Z	<u>Apples</u> , <u>pears</u> , AND <u>bananas</u>
	Or	X or Y	<u>Happy</u> OR <u>sad</u>
	Rather than	X rather than Y	<u>Play tennis</u> RATHER THAN <u>climb a mountain</u>
Closed	Both/And	Both X and Y	BOTH <u>men</u> AND <u>women</u>
	Either/Or	Either X or Y	EITHER <u>she works</u> OR <u>she plays</u>
	Not/But	Not X but Y	NOT <u>running</u> BUT <u>jogging</u>
	Not only/		
	But also	Not only X but also Y	NOT ONLY <u>the manager</u> BUT ALSO <u>her team</u>
	From/To	From X to Y	FROM <u>the house</u> TO <u>the end of the driveway</u>

6.

Single-word Markers	Dual-word Markers
and	Either... or...
but	Neither... nor...
or	Both... and...
	Not... but...
	Not only... but also...
	Whether... or...
	Rather than...
	From... to
	Between... and...

7.

8. Pick the sentences which avoid parallel ambiguity

Element	Rule	Example
Nouns	Noun with noun Action noun with action noun Gerund with gerund Gerund with action noun	cat AND dog eruption AND destruction the rising AND the running the uprising AND the escape
Verbs	Working verb with working verb Infinitive with infinitive	ran AND played eats AND drank* to run AND to play
Participles	Participle with participle	jumping AND yelling consulted AND advised fatigued AND dreaming**
Prepositions	Preposition with preposition	<u>in</u> the house AND <u>on</u> the roof
Clauses	Clause with clause	<u>I work</u> AND <u>she plays</u> . I think that <u>children learn</u> responsibility by taking care of pets AND that <u>cats make</u> the best pets.

9.

10. A certain class of verb, the **linking verb**, is used to describe what a subject is or what condition the subject is in. These linking verbs are parallelism markers

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

11.

Comparisons

1. Compare Apples to Apples

Marker	Sample Structure
Like	LIKE the <u>cat</u> , the <u>dog</u> is friendly. The <u>cat</u> , LIKE the <u>dog</u> , is friendly.
Unlike	UNLIKE her <u>parents</u> , <u>she</u> has green eyes. In <u>California</u> , UNLIKE <u>Florida</u> , the humidity is moderate.
As	<u>Divya</u> is smart, AS is <u>Abby</u> .
Than	<u>You have earned</u> a BETTER score THAN <u>I have</u> . <u>Cisco's revenues</u> are considerably HIGHER THAN <u>Starbucks'</u> .
As (adjective) as	<u>Mira</u> is AS likely AS <u>Sam</u> to win the promotion.
Different from	My current <u>job</u> is quite DIFFERENT FROM my last <u>one</u> . (pronoun <i>one</i> refers to <i>job</i>)
In contrast to/with	Canada's <u>housing market</u> did not suffer many difficulties during the economic downturn, IN CONTRAST TO the <u>housing market</u> in the United States.

-
-
- Like Compares how alike are two things As shows exactly
- Like* is used to compare nouns, pronouns, or noun phrases. Never put a clause or a prepositional phrase after *like*. On the other hand, *as* can be used to compare two clauses [pg82]
- Use Superlative form when comparing more than three things(SHORTEST,MOST INTERESTING) and Comparalative when comparing between two(SHORTER)



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

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

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

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

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

Do not use a comparative adjective unless you have a *than* in the sentence:

Wrong: With winter coming, I will have HIGHER energy bills.

The sentence implies the comparison *than now*. On the GMAT, however, you must make that comparison explicit, using the word *than*:

Right: I will have HIGHER bills THAN last year.

6.

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

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

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

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

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

Do not use a comparative adjective unless you have a *than* in the sentence:

7.

Wrong: With winter coming, I will have HIGHER energy bills.

Itself, Themselves, One Another, Each Other

The **reflexive pronouns** *itself* and *themselves* are used as objects to refer directly back to the subject: *The panda groomed itself*. You must use a reflexive pronoun to indicate when the subject acts upon itself. Consider this example:

Right: After the AGREEMENT surfaced, the commission dissolved it.

It must refer to *the agreement*, because *it* cannot refer to the subject *the commission*. If you wish to refer to the commission, you must use *itself*. Note the difference in meaning below:

Right: After the agreement surfaced, the COMMISSION dissolved itself.

Itself and *themselves* are also used to intensify a noun: *The commission itself was wrong*.

The **reciprocal pronouns** *one another* and *each other* are used to indicate interaction between parties. These pronouns are not interchangeable with *themselves*:

Wrong: The guests at the party interacted with THEMSELVES.

Right: The guests at the party interacted with ONE ANOTHER.

Such and Other/Another

The words *such* and *other/another* often combine with a general noun to indicate an antecedent. *Such* means "like the antecedent." For example:

After the LAND-USE AGREEMENT surfaced, the commission decided to subject any such CONTRACTS to debate in the future.

In this example, *the land-use agreement* is a type of *contract*. Similarly, *other* and *another* mean "additional thing of the same type," though not necessarily "exactly alike":

After the LAND-USE AGREEMENT surfaced, the commission decided to subject any other CONTRACTS to debate in the future.

Other Comparison Constructions

Put *more* and *less* in the right positions. Watch out for ambiguity, especially when *more* comes before an adjective plus a noun:

We have even MORE efficient engines than before.

Does this sentence mean that they have a greater quantity of efficient engines? Or do they have engines that are more efficient? The right answer will resolve the ambiguity:

Right: We have even MORE engines that are efficient than before.

Right: We have engines even MORE efficient than before.

Occasionally, a less common comparison signal appears in a GMAT sentence. For instance, some verbs, such as *exceed* or *surpass*, indicate comparisons. As always, make sure that the two items under comparison are parallel. Consider this example:

An *incidence* cannot logically *exceed* *women*. In the construction *X exceeds Y*, the subject *X* and the object *Y* must be parallel. To fix the problem, you can repeat the noun *incidence* or use the pronoun *that*. In any case, you must repeat the preposition *among*:

Right: The incidence of the disease among men EXCEEDS the incidence among women.

Right: The incidence of the disease among men EXCEEDS its incidence among women.

Right: The incidence of the disease among men EXCEEDS that among women.

The phrase *in addition to* is worth mentioning. At the beginning of a sentence, you can use this construction to add another example to the subject. You can also use it to add another example to a different noun in the sentence, such as the object of the verb or some other noun:

Right: IN ADDITION TO taxes, death is inevitable.

Right: IN ADDITION TO Munster cheese, I like Swiss.

1. THAN

 **Comparative words** require use of **THAN**

☐ Less .Than ☐ More .Than ☐ Smaller .Than ☐ Better .Than

eg. She is **taller than** other girls in the class. ✓

as compared to ✗

Takeaway  **Comparative words** Always Use **'THAN'**
less more smaller better larger

2. COMPARISON/CONTRAST

Correct Usage	Incorrect Usage
In + Comparison/Contrast + With/To ☐ In Comparison With/To ☐ In Contrast With/To Compared/Contrasted + With/To ☐ Compared With/To ☐ Contrasted With/To eg.1 The economists' assessment stands in stark contrast with Mr. Obama's popularity with the public. ✓	When + Compared/Contrasted + To  ☐ When Compared To ☐ When Contrasted To As + Contrasted + With  ☐ As Contrasted With eg.2 As contrasted with Mr. Obama's popularity with the public, the economists' assessment is critical of him. ✗

10.

Correct Usage	Incorrect Usage
Distinguish/Distinction + between + X + and + Y ☐ Distinguish between X and Y ☐ Distinction between X and Y eg.1 The central bank should distinguish between guiding inflation expectations during the global financial crisis and doing so during normal economic periods. ✓	☐ Distinction from ☐ Distinction with ☐ Distinction to ☐ Distinguish between X from Y ☐ Distinguish between X or Y ☐ Distinguish X from Y  eg.2 The central bank should distinguish from guiding inflation expectations during the global financial crisis and doing so during normal economic periods. ✗

11.

	As	Like
for stating Comparison	As + Clause	Like + Noun
for stating Function	As + Noun	N/A

12.

13. If you use compared to/with do not use any other comparison words such as
 Incorrect: twice as much....compared to (Correct: twice as much as)
 Incorrect: more/less..compared to(Correct: more/less THAN)

Correct: 28 percent of people were married to wives with more years of schooling, compared to 6 percent in 1900 (Note you just present the number no additional words like more less N times etc.)

O = only if

N = now that

A = although, after, as

WH = while, when, whereas, whenever, wherever, whether or not

I = if, in case

T = though

E = even though, even if

B = because, before

U = until, unless

14. **S = since, so (that)**

PRONOUNS

1. **It , Its are singular while they , them , their are plural**
2. The Antecedent must exist and be sensible.(Watch out for adjectives they are not antecedent for pronouns)
3. The Antecedent and Pronoun Must Agree in number
4. ***This, that, these, and those* can be used as adjectives in front of nouns**
5. You may also use *that* or *those* to indicate a “new copy” or copies of the antecedent:
6. **DONOT** Use this or these in places of noun

If the sentence might be ambiguous, then check the structure, as a matching structure can reduce ambiguity. Otherwise, as additional examples show below, the noun and pronoun are not required to have the same structure.

In order to examine the structure, you'll need to know the **pronoun cases**, which are grammatical roles or functions for nouns and pronouns. There are three cases in English: subject, object, and possessive.

Subject pronouns can be the subjects of sentences:

I you he she it we they who *They arrived late.*

Object pronouns can be the objects of verbs or prepositions:

me you him her it us them whom *No one saw them or talked to them.*

Possessive pronouns indicate ownership or a similar relation:

my/mine your/yours his/her/hers its *Their presence went unnoticed.*
our/ours their/theirs whose

7.

One exception exists to the “antecedent must be a noun” rule. When the antecedent is in possessive noun form, a possessive pronoun can be used. For example:

Right: MARY'S job is in jeopardy because of her mistake. (possessive case)

In this sentence, MARY'S technically functions as an adjective, not a noun. The possessive pronoun also functions as an adjective: *Mary's job is in jeopardy because of Mary's mistake.* In this one circumstance, a pronoun can refer to a possessive noun instead of a regular noun



Past GMAT questions have required that any new copy *that* or *those* agree in number with the previous version. If you must change number, repeat the noun:

Wrong: Her COMPANY is outperforming those of her competitors.

Right: Her COMPANY is outperforming the companies of her competitors.

Finally, on the GMAT, do not use *this* or *these* in place of nouns. A sentence such as *This is great* is unacceptably vague to the GMAT. Also, do not use *that* or *those* in place of nouns, unless you modify *that* or *those* to make them new copies. Instead, use *it*, *they*, or *them*:

Wrong: Her PRODUCTS are unusual; many consider these unique.

Right: Her PRODUCTS are unusual; many consider them unique.

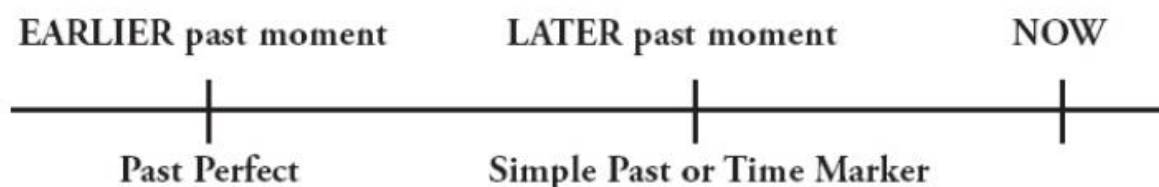
8.

If a sentence uses the same pronoun multiple times, every instance must refer to the same antecedent

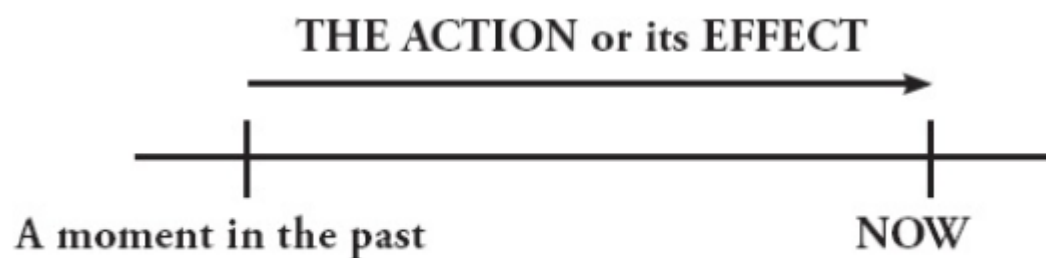
It is also preferable to have pronouns of the same class refer to the same noun. *It* and *its* are one class, and *they*, *them*, and *their* are another class. This is a preference, however, not a rule; some correct GMAT sentences do use different pronouns of the same class to refer to different nouns.

VERBS

1. Three Simple Tenses
2. Simple present is used for eternal states or frequent events
3. There are two perfect tenses: Past and Present Perfect
4. For Past perfect



5. Sometimes Sentences will still make sense even without use of past perfect or complex tenses to clarify meaning in such cases words such as before and after help clarify the meaning and hence simple tenses will suffice in such cases.
6. **Present Perfect** : The present perfect tense is used for actions that started in the past but continue into the present, or remain true in the present



Present Perfect = HAVE/HAS + Past Participle

- 7.
8. the present perfect can be used in certain circumstances to clarify an ambiguous sentence in time
9. “Comma-ing” modifiers follow on from the tense of the main working verb to which they are attached; i.e Comma-ing modifier are in the same time frame as tense of the main working verb*

10. Would is only used for

- Hypothetical case
- Discussing about future in the past.

11. The **conditional tense** is formed by combining *would* with the base form of the verb

12. Active and Passive voice look for meaning.

13. An action that was in the future (relative to the time of the main verb), but is now in the past, must be rendered in the conditional tense.

IDIOMS: ..\Downloads\Goals Idiom list with examples.xls

Meaning, Structure and Modifiers : EXTRA

1. “Too Short” Pattern 1: Keep the prepositional phrase if you need to. (Don’t Make it too short)
2. Colon provides further explanation for what comes before it. What comes before the colon must be able to stand alone as a sentence. What comes after doesn’t have to stand alone as a sentence.

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

example:

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.

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. Consider this example:

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

3. Colon connects with further explanation or example

Dash

The dash (—) is a flexible punctuation mark that the GMAT occasionally employs. You can use a dash as an emphatic comma, semicolon, or colon. For example:

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 prior corporate and governmental investment in countermeasures.

In the case above, either a comma or a dash would be correct. Sometimes, a dash helps to maintain an unambiguous meaning. For instance, compare these two sentences:

Wrong: My three best friends, Danny, Enrico, and Joey, and I went skiing.
Right: My three best friends — Danny, Enrico, and Joey — and I went skiing.

If you used commas in this sentence, the reader might think that seven people were going skiing (you, your three best friends, and Danny, Enrico, and Joey) rather than four.

4.

5. NOT ONE IS ALWAYS SINGULAR

6. RE-SOLVE THE QUESTIONS

Parallelism and Comparison: EXTRA

Concrete nouns refer to things, people, places, and even time periods or certain events.

rock, continent, electron, politician, region, holiday, week

Action nouns refer to actions, as their name implies. They are often formed from verbs:

eruption, pollution, nomination, withdrawal, development, change, growth

Unfortunately, the distinctions do not end there! Gerunds, or *-ing* words functioning as nouns, are divided into two categories: simple and complex.

Simple gerund phrases do not have an article (*a* or *the*) at the beginning of the phrase:

Tracking satellites accurately is important for the space agency.

Complex gerund phrases do start with an article:

The accurate tracking of satellites is important for the space agency.

The GMAT will not make simple gerund phrases parallel to complex ones:

Wrong: I enjoyed drinking the water AND the wine tasting.

1. ADJECTIVES AND PARTICIPLES CAN BE PARALLEL TO EACH OTHER IF THEY BOTH MODIFY A NOUN

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

The words *majority*, *minority*, and *plurality* are either singular or plural, depending on their context. If you want to indicate the many individual parts of the totality, use a

1. plural verb. If you want to indicate the totality itself, then use a singular verb form:

2. COMPLEX GERUNDS AND ACTION NOUN CAN BE PARALLEL

MORE ON LIKE AND AS:

ONLY NOUN OR PRONOUN CAN FOLLOW LIKE

LIKE CAN BE USED TO MODIFY VERB OR NOUN

PRONOUNS AND VERBS: EXTRA

There

Technically an adverb, *there* means “in that place.” Thus, *there* acts a lot like a pronoun. The antecedent is often referred to in a prepositional phrase and should be a noun, not an adjective:

- Wrong: At current prices, Antarctic oil may be worth drilling for, if wells can be dug THERE and environmental concerns addressed.
- Right: At current prices, oil in Antarctica may be worth drilling for, if wells can be dug THERE and environmental concerns addressed.

Note that *there* can also be used as a “dummy” pronoun in expressions such as *There is a cat in a tree* or *There are roses on my doorstep*. In these cases, you do not need an antecedent.

PAGE 153 ONWARDS MUST READ

1. IF THEN CONSTRUCTION

3. If – Then Construction (used to express conditions)

Construction:

- If + Clause 1 (*condition*), Then + Clause 2 (*outcome*), or
 - If + Clause 1 (*condition*), Clause 2 (*outcome*), or
 - Clause 1 (*outcome*), If Clause 1 (*condition*)
- eg: If you exercise regularly, then you will stay healthy,
if you exercise regularly, you will stay healthy,
You will stay healthy if you exercise regularly.

Rules for if-then construction:

- | | Simple Present | Simple Past | Past Perfect |
|----|---|------------------------------|-------------------|
| | ↓ | ↓ | ↓ |
| | Simple present or Simple Future | Simple past or "would" verb. | "would have" verb |
| 2. | | | |
| | <u>1. General Rule with Certainty</u> | | |
| | IF Sophie EATS pizza, THEN she BECOMES ill.
IF present, THEN present. | | |
| | <u>2. General Rule with Some Uncertainty</u> | | |
| | IF Sophie EATS pizza, THEN she MAY BECOME ill.
IF present, THEN <i>can</i> or <i>may</i> . | | |
| | <u>3. Particular Case (in the future) with Certainty</u> | | |
| | IF Sophie EATS pizza tomorrow, THEN she WILL BECOME ill.
IF present, THEN future. | | |
| | <u>3. Particular Case (in the future) with Certainty</u> | | |
| | IF Sophie EATS pizza tomorrow, THEN she WILL BECOME ill.
IF present, THEN future. | | |

Another possibility for the particular case (in the present) is present perfect: *If Sophie HAS EATEN pizza, then she WILL BECOME ill.*

4. Unlikely Case (in the future)
IF Sophie ATE pizza tomorrow, THEN she WOULD BECOME ill.
IF hypothetical subjunctive*, THEN conditional.

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

* The hypothetical subjunctive is identical to the past tense form of the desired verb, with the exception of the verb *to be*. For *to be*, always use *were*, not *was*. For example:

If Sophie were to eat pizza, she would become ill.

5. Case That Never Happened (in the past)
IF Sophie HAD EATEN pizza yesterday, THEN she WOULD HAVE BECOME ill.
IF past perfect, THEN conditional perfect.

To form the conditional perfect, use *would have* + *past participle*.

- Other patterns are possible, but the *if...then* sentences that you encounter on the GMAT should conform to one of these five patterns.
- 3.

The Command Subjunctive

The command subjunctive is used with certain bossy verbs, such as *require* or *propose*. Bossy verbs tell people to do things. For example:

The agency REQUIRED that Gary BE ready before noon.
We PROPOSE that the school board DISBAND.

In these examples, the verbs *be* and *disband* are in the command subjunctive mood. The form of the command subjunctive is the form you would use to command Gary or the school board directly:

BE ready before noon, Gary!
DISBAND, school board!

This form is also known as the bare form of the verb: the infinitive (*to be*, *to disband*) without the *to*.

NOT EVERY BOSSY VERB IS COMMAND SUBJUNCTIVE

These verbs take ONLY the command subjunctive when indicating desire:
demand, dictate, insist, mandate, propose, recommend, request, stipulate, suggest

We demand THAT HE BE here.

These verbs take ONLY the infinitive: *advise, allow, forbid, persuade, want*

We allow HIM TO BE here.

These verbs take EITHER the command subjunctive OR the infinitive:
ask, beg, intend, order, prefer, urge, require (pay particular attention to *require*)

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

A few bossy verbs, most notably *prohibit*, take other constructions altogether:

Right: The agency PROHIBITED Gary FROM WORKING on weekends.

Never use *would* in an *if*-clause (I.EIf .. would is wrong)

THE SUBJUNCTIVE VERB

Subjunctive verb same as regular verb but it will always be Plural

eg: The company board of **directors** **demand**ed that **CEO** **resign** immediately.

Here, as per the normal S-V agreement, the verb should have been 'resigns' since it belongs to the subject 'CEO', but notice the presence of verb 'Demand' and hence the verb (resign) becomes subjective and is to be used in plural form

The subjunctive verb is ALWAYS used with 'THAT'. The construction is as follows:

Demand/request/Recommended word + That + Subject + Subjunctive verb

Eg: The **recommendation** **THAT** each **division** **submit** the sales figures by end of each month will be provided in next division meeting.

Here, the trigger word 'recommendation' (to use subjunctive verb) is given followed by THAT and the subjunctive verb 'submit'. Note that even though the subject 'division' is singular in nature, still plural verb form is to be used.

Subjunctive words required for Demand, Recommendation or Request verbs			
Demand	Dictate	Insist	Suggest
Propose	Recommend	Request	Mandate
Stipulate			

Some of the verbs do not follow subjunctive construction but follow construction "To verb" for example:

To Verb' Required		
Advise	Allow	Forbid
Persuade	Want	

Some of the verbs follow both subjunctive construction and "To verb" construction, for example:

Use either 'subjunctive' or 'To verb'		
Ask	Beg	Desire
Intend	Order	Prefer
Require	Urge	

Grammar and Meaning:

Economical means “thrifty, efficient.” Notice that this Meaning is not too distant from what the author intends to say: he or she wants an efficient automobile. But the appropriate phrase is economic considerations—that is, monetary considerations.

Distinct meanings:

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)

Big changes in meaning can be accomplished with switches of little words.

Certain

helping verbs, such as may, will, must, and should, provide another way for the GMAT to test meaning.

These helping verbs express various levels of certainty, obligation, and reality. Simply by swapping these verbs, the GMAT can completely change the meaning of the sentence.

Example 1

Absolutely Necessary: The court ruled that the plaintiff MUST pay full damages.

Morally Obligated: The court ruled that the plaintiff SHOULD pay full damages.

Notice that the second sentence cannot be correct. Why? The word should means

“moral obligation”—something that a court cannot impose. On the other hand, the use of must in the first sentence indicates a legally binding obligation imposed upon the plaintiff. Thus, you should go with must, whether the original sentence used must or not. On the GMAT, should almost always indicates “moral obligation,” not “likelihood.”

In everyday speech, you can say The train should arrive now to mean that the train is

likely to arrive now, but the GMAT doesn't agree with this usage.

Example 2

Actual: If Chris and Jad met, they DISCUSSED mathematics.

Hypothetical: If Chris and Jad met, they WOULD DISCUSS mathematics.

The first sentence could be said by someone who is unsure whether Chris and Jad have actually met: "If this did indeed happen, then that is the consequence." The second sentence, however, predicts the consequences of a hypothetical meeting of the two people: "If this were to happen, then that would be the consequence."

Pay attention to the original sentence's helping verbs—and only change them if the original sentence is obviously nonsensical

MUST READ SEMI-COLON,COLON,DASH FROM GMAT GRAMMER PDF

Few NOTES:

- **THAT WHICH** IN A SENTENCE IS UNIDIOMATIC
- **CONCERN WITH IS WRONG CONCERN THAT IS GOOD**
- **PERFECT INFINITIVE "TO+HAVE ALWAYS"**
- The correct construction is substitutes x for y, not substitutes x in place of y.
- The correct idiom to contrast prices with the norm is higher than not higher than usually
- Whenever there is comma check for comma splice and see if a conjunction is req.
- The correct idiom to indicate the span of time from the present to the end of the year is through the end of the year; throughout the end of the year is not a proper idiom.
- The creation of is right while plain creation of could be wrong
- 'if' is used in hypothetical situations and the 'if clause' in these situations takes plural verb irrespective of the singular subject..[If I were a god]
- To produce or with the production of is better than producing
- " and" - conjunction : Joins two clauses or phrases.
"Thus"- Adverb of reasons derived from the pronoun "The" --> This CANNOT be used alone to join two sentences.

" So" - Now this is slightly controversial. Technically this is a "conjunctive adverb" but broadly considered a conjunction when joining two sentences.

- Two verbs with the same subject need to be linked with a coordinating conjunction (and, but, or, yet, etc.)
- [The book explains X, covers Y.
That's run-on sentence. The book explains X, and covers Y.]
- Examples are introduced via such as
- On the GMAT, "if" is used only to introduce conditional clauses (e.g. "if X, then Y").
- the construction "concentrate more resources to" is unidiomatic; the appropriate idiom is "to concentrate on."
- Semicolons require each clause before and after the semicolon to be complete sentences. Colon (:) just requires the sentence before it to be a complete sentence
- "formed out of" is wordier than the preferred idiom "formed from."
- Remember 'due to' can only be used to replace 'caused by', it can never be used to replace 'because/because of'. Try replacing 'due to' with 'caused by' in options and you'll be able to eliminate when you'll realise that this makes no sense
- When two events occur at same time in past use simple past in both of them
- One of the ... THAT... must be PLURAL form of verb...
- if it says the only one of..., then it's singular.
- if it says only one of... (without the), then it's plural.
- Permission for participation/participate is wrong permission to participate is correct idiom

Afraid of X = you are afraid of a noun (person, place, thing, or idea) OR event that starts with an gerund (an -ing verb)
I am afraid of **spiders**.

The students are afraid of **failing** their history exam.

Afraid that Y = you are afraid of an event might happen; the phrase after "that" MUST be an independent clause
I am afraid that **Simon will make fun of me**.

The settlers were afraid that **their house might burn down**.

- end of the sentence with a preposition is unidiomatic
- don't rule out an option just because it uses that while
- while using parallelism in structures note that prepositions have to be fixed
- to do research on is okay but to research on is unidiomatic whenever you see to research see if it has a verb in btw Q789 OG2020

- Although can be replaced by “despite the fact that” and still make sense
- There are two uses of semi-colon
 1. Used to connect to related Independent clauses. This is the most commonly used
IC; IC
 2. Used to connect parallel items, when a comma is already used as part of a list(to make the sentence clearer).
- There IS a crucial difference between "rather than" and "instead of" that you should know. "Rather than" is a conjunction and so can be followed by basically anything, whereas "instead of" is a (complex) preposition -- and a preposition should be followed only by a noun.
- Attribute X to Y(Where X and Y should be parallel)
- use but or only if, otherwise using both will create redundant error.
- When we use the to+verb combination, it implies intention. This means that when we say the sand wants "to acquire" the characteristics of water, it is a thinking, breathing, intentional being that chooses to go out and get the characteristics of water. We know that sand isn't a living thing that has intentions of its own. Therefore, it isn't appropriate to say "to acquire." Here are some examples:

I want to acquire the rights to that song for my movie.
= CORRECT (*I'm a person with thoughts and intentions, so it's okay.*)

The chair is so short as to acquire the perfect balance for short children. = WRONG (*A chair can't want "to acquire" balance from somewhere - it's either balanced or it's not. The chair can't decide for itself what it wants to be!*)

- 'So adjective as to' is the correct idiom.
- One of Xs (Xs=students).....takes a singular verb
- One of Xs (Xs = the students) that/who.....takes a plural verb
- Thus can act as adverb
- Can is used talk about possibility and ability, make requests, ask for or give permission(used in present) whereas Could talk about past possibility or ability , make requests
- instead of CAN NEVER be followed by a preposition

- **Non-possessive pronouns (they, them, he, she, it) can't refer back to possessive nouns (Jamies' Job here Jamie is possessive) on the GMAT**

- **Revise than comparison**

- **"Each Other" is used when the whole group performs an act mutually.**

The attendants shook hands with each other..... "The attendants" is a group.

"Another" is used when an individual/individuals of the group is/are referred to.

The captain shook hands with another (captain)... "The captain" is an individual.

Here you would notice that an individual is referred to, not a group: "their chief" is an individual. Hence "another" is correct.

The intended meaning is:

The dance teams represented their own chief in the court of another chief.

- **USAGE OF RESPONSIBLE TO/FOR: You are responsible to someone and you are responsible for something**
- **That of is singular**
- **Those of is plural**
- **I can think of two major uses of the word "with":**

- 1. To indicate that one thing or person is accompanied by another: "Tim went **with Ron** to see a nine-hour documentary about weiner dogs."
- 2. To modify or describe an action: "Milena ate an entire pizza **with great enthusiasm**." The phrase "with great enthusiasm" just describes the action, "Mila ate."

- **You cannot end modifiers with prepositions**
- **The idiom should be 'as much because,,,,, as because'**
- **WATCH OUT FOR PREPOSITIONAL + NOUN + VERBING CONSTRUCTION:**

Incorrect: There is no evidence of my brother stealing candy{Here it says there is no evidence of my bro rather than the intended meaning. The object here is my brother while it should be the action of stealing candy}

Correct: I gave \$5 to the beggar walking on the street {Here we gave \$5 to the beggar and that makes sense}

Whether vs or not is redundant (Incorrect -, deciding whether to authorize a loan or not)

Whether or is okay- I don't know whether i want to eat icecream or banana

Conclude to is better idiom than conclude by
Subordinate clause cannot be subject of the verb

Being is okay in helping verb or as a NOUN