

Manhattan GMAT

the new standard

*Verbal Strategy Guide*

# SENTENCE CORRECTION

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# Manhattan GMAT's

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# Chapter 1

Style



### STYLE

The GMAT always prefers the sentence that expresses intended ideas most clearly and succinctly. Although style is not usually the only thing that makes an answer choice correct, you can very often use style elements, such as brevity, redundancy, or altered intent, to eliminate wrong answer choices.

#### Brevity

Why is the shorter sentence better? Shorter usually means clearer. Shorter usually means less awkward. Shorter usually eliminates redundancy (unnecessary repetition) and ambiguity. All other things in the sentence versions being equal, choose the shorter, simpler version over the longer, more complex one.

Wordy: **Past experience reveals that cancer patients rarely ever exhibit the exact same symptoms.**

Better: **Experience reveals that cancer patients rarely exhibit the same symptoms.**

When stuck between two grammatically correct answer choices, choose the shorter one.

The phrases **past experience**, **rarely ever**, and **exact same** are redundant and make the sentence unnecessarily wordy and awkward.

Wordy: **Tom and his boss have differences over the way in which the company should invest its money.**

Better: **Tom and his boss differ over how the company should make investments.**

The phrases **have differences**, **over the way in which**, and **invest its money** can be replaced with more concise phrases (**differ**, **over how**, and **make investments**) without changing the meaning of the sentence.

Remember, the GMAT prefers simplicity and clarity!

## Redundancy

One of the problems with wordy answer choices is that they contain redundancies; that is, they essentially say the same thing twice.

**The three prices sum to a total of \$11.56.**

The word **sum** already conveys the essence of **total**. Therefore, the word **total** is redundant in this sentence and should be omitted. Many incorrect GMAT answer choices that seem unnecessarily wordy contain redundancies like these. Eliminate these answer choices immediately.

The word **being** almost always indicates a redundancy. For example,

Be careful to  
preserve the  
meaning of  
the original  
sentence.

**Being excited about her upcoming graduation, Kelsey could barely focus on her final exams.**

There is no need to insert the word **being** here. Simply rewrite the sentence without it.

**Excited about her upcoming graduation, Kelsey could barely focus on her final exams.**

The word **being** almost always indicates an incorrect answer choice. You should avoid it on the GMAT, if possible.

## Altered Intent

In the process of correcting the grammatical errors in a sentence, be careful not to change the original meaning of the sentence. For example:

**Red wine, the finding of recent studies, may prevent serious heart problems in many adults.**

This sentence has an awkward structure, with a misplaced modifier. Consider the two possible improved sentence below:

- (1) **Recent studies have found red wine to prevent serious heart problems in many adults.**
- (2) **Recent studies have found that red wine may prevent serious heart problems in many adults.**

Both sentences repair the misplaced modifier and are less awkwardly worded. However, the word **may** is omitted in the first sentence, indicating that the studies have conclusively proven red wine to prevent heart problems. According to the original sentence, the studies found that red wine *may* prevent heart problems; they did not prove that red wine *does* prevent heart problems. Be careful not to alter the meaning, or intent, of the original sentence.

### Problem Set

The underlined portion of each sentence below may contain one or more errors. Each sentence is followed by a bold-faced sample answer choice that changes the underlined portion in some way. However, in attempting to correct the original sentence, the bold-faced sample answer makes a STYLE error. Identify the style error contained in each bold-faced fragment. Choose from among the following three style errors:

- (1) WORDY/AWKWARD
- (2) REDUNDANCY
- (3) ALTERED INTENT

1. No matter how much voters may support environmental issues in public opinion polls, when asked to vote for tax increases to fund environmental initiatives, many voters continue to vote their pockets, not their consciences.  
**Even though voters support environmental issues in public opinion polls,**
2. After the fact that the test format was changed, scores decreased by more than 25%. After the changes were made in the test format, scores dropped by more than a 25% decrease.  
**Once an agreement was reached by the two parties**
3. Once the two parties reached an agreement, they began to work out the details of the settlement.  
**Unlike modern Spanish novels that incorporate a great deal of symbolism**
4. Unlike modern Spanish novels, which incorporate a great deal of symbolism, American novels often lack many significant literary elements.  
**Unlike modern Spanish novels that incorporate a great deal of symbolism**
5. She is the most dedicated gardener on the block, every day watering the more than 50 plants and flowers in her yard.  
**every day watering more than the 50 plants and flowers in her yard.**
6. She was surprised that the new plant food did not cause her plants to grow taller, when she had fully expected it to have the effect of increasing the size of the plants.  
**had had the full expectation that the effect would have been present.**
7. She had opened the door before when everyone had yelled, “Surprise!”  
**opened the door before when everyone yelled,**
8. Although his wife was nearly eighty when she died, he liked to remember her as she was when they have first met.  
**as though they had first met.**
9. After the renovations, the museum boasted a new atrium-style entrance, to which having been added wood paneling and the artwork of several notable American painters.  
**wood paneling and the artwork of several notable American painters having been added to it.**

## STYLE IN ACTION

10. Students are encouraged to pursue extra-curricular activities such as student government, sports, and the arts, these being a variety of activities from which students might choose.  
**any of a variety of extra-curricular activities like student government, sports, and the arts.**
11. Pregnant women who are often more sensitive to the taste of chocolate and the smell of tuna fish.  
**are often more sensitive to the taste of chocolate and smell of tuna fish**
12. Studies have shown a mentor to be a significant factor in causing an increase of students' school academic performance.  
**increasing a student's academic performance in school**
13. Students who elect majors in the sciences, like those of computer programming, biochemistry, and physics, can expect an average annual salary that is 50% higher than that of students majoring in the humanities.  
**such as those of computer programming, biochemistry, and physics**
14. It seems possible that the power outage may have been caused by the lightning storm, having caused the storm.  
**may have been caused by the lightning storm.**
15. Environmentalists warned that the drop in the pond's algae levels so that they were the lowest in over a century were the first sign of a serious ecological catastrophe.  
**to what would be the lowest in over a century was**

## IN ACTION ANSWER KEY

1. **ALTERED INTENT:** The revised fragment is less wordy than the original sentence but it also eliminates the word **may**. This changes the meaning of the original sentence.
2. **REDUNDANCY:** The revised fragment makes the opening of the sentence less wordy. However, it is redundant to include both the words **dropped** and **decrease**.
3. **WORDY/AWKWARD:** Use of the passive voice makes the answer choice wordier and slightly awkward.
4. **ALTERED INTENT:** The first sentence, by its use of the relative pronoun **which**, tells us that all modern Spanish novels incorporate a great deal of symbolism. The answer choice, in substituting the relative pronoun **that**, changes the meaning to imply that we are discussing only those modern Spanish novels that do incorporate symbolism, a subset of all modern Spanish novels.
5. **ALTERED INTENT:** Changing the placement of **the** in the sentence implies that she waters more than her own 50 plants and flowers, including plants and flowers that are not hers.
6. **WORDY/AWKWARD:** The original sentence is wordier than necessary; the new portion only makes it wordier. By replacing **had fully expected** with **had had the full expectation** we only add more words and make the sentence needlessly confusing. A better choice might be: **had fully expected it to have this effect.**
7. **REDUNDANCY:** The revised fragment correctly removes the word **had** from the original sentence. However, the original sentence also contains a redundancy error that the new portion does not repair. The corrected sentence should include *either* the word **before** or the word **when**, but both are not necessary and even confusing. A better choice might be: **opened the door when everyone yelled.**
8. **ALTERED INTENT:** The revised fragment correctly replaces the word **have** with the word **had**. However, by replacing **as she was when** with **as though**, the new sentence changes the meaning of the original. A better choice might be: **as she was when they first met.**
9. **WORDY/AWKWARD:** The original sentence is wordy but so is the revised fragment. The phrase **having been added to it** is very awkward. A better choice might be **to which wood paneling and the artwork of several notable American painters had been added.**
10. **ALTERED INTENT:** The revised fragment is less wordy than the original sentence. However, in substituting word **like** for the phrase **such as**, the revised fragment alters the intent of the original sentence. **Such as** is used to give examples, whereas **like** is used to make a comparison. The new sentence implies that student government, sports and the arts are similar to extra-curricular activities, when they actually are examples of extra-curricular activities. A better choice might be: **any of a variety of extra-curricular activities such as student government, sports, and the arts.**

## IN ACTION ANSWER KEY

11. **ALTERED INTENT:** The revised fragment correctly removes the word **who** from the original sentence. However, by removing the word **the** before **smell**, it becomes ambiguous whether the speaker is saying that pregnant women are sensitive to the smell of tuna fish or pregnant women actually smell like tuna fish. Since the word **smell** can be either a noun or a verb, it is especially important to maintain parallel structure here. A better choice might be **are often more sensitive to the taste of chocolate and the smell of tuna fish.**
12. **REDUNDANCY:** The revised fragment nicely condenses the original wordy sentence. However it still fails to address a redundancy issue: The word **academic** already conveys the concept of **in school**. A better choice might be: **increasing a student's academic performance.**
13. **WORDY/AWKWARD:** The revised fragment correctly employs the phrase **such as** to give examples of science majors. However the phrase **those of** is not needed here. A better choice might be: **such as computer programming, biochemistry, and physics.**
14. **REDUNDANCY:** The revised fragment eliminates some of the wordiness of the original sentence. However, the verb construction **might have been** is not necessary, since the word **possible** (from the beginning of the sentence) already conveys the element of uncertainty. A better choice might be: **was caused by the lightning storm.**
15. **ALTERED INTENT:** While the revised fragment correctly changes the final verb from **were** to **was**, its use of the verb construction **would be** implies that these levels are hypothetical, when in fact they are measurable and actual. A better choice might be: **to the lowest in over a century was.**

## Sentence Correction, pages 653-695

from *The Official Guide for GMAT Review (10<sup>th</sup> edition)*

For each of the following problems, identify the style errors in the incorrect answers to help you identify the correct answer. Remember to avoid answer choices that are unnecessarily wordy or awkward, contain redundancies, and/or alter the intent of the original sentence.

### Style

20, 45, 53, 69, 76, 103, 104, 110, 119, 128, 136, 139, 153, 157, 171, 179, 183, 192, 203, 204, 208, 220, 221, 223, 228, 231, 234, 237, 239, 240, 242, 249, 256, 258, 260, 266



## Chapter 2

# Subject-Verb Agreement



### SUBJECT-VERB AGREEMENT

Every sentence has a subject and a verb which 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.**

Singular and plural verb forms are second nature to you—you use them so often that there is nothing to memorize. Unfortunately, the writers of the GMAT know that your ear is close to perfect when it comes to matching a singular verb form to a singular subject and matching a plural verb form to a plural subject. Therefore, the GMAT tries to confuse you before you make that subject-verb match.

To find the simple subject, eliminate any modifiers.

How? The GMAT tries to make the subject of each sentence as confusing as possible, so that you do not know whether the subject is singular or plural! If you do not know the number of the subject, then you will not be able to select a verb form that agrees with it. The key, then, to making subjects and verbs agree in GMAT sentences is to FIRST determine whether the subject of each sentence (or clause) is singular or plural.

### Eliminate the Middleman

The most common way the GMAT confuses the number of the subject is to split up the subject and the verb by inserting a phrase in between. You must learn to eliminate the intervening phrase—the middleman—so that the true subject becomes clear.

For example:

**The houses of that rich man (contain/contains) very expensive furniture.**

What is the subject of this sentence: houses or man? Eliminate the middleman—the modifying phrase that separates the subject from the verb.

**The houses ~~of that rich man~~ (contain/contains) very expensive furniture.**

Now it is clear that the plural subject **houses** requires the plural verb form **contain**.

**The houses of that rich man CONTAIN very expensive furniture.**

### **“Of” is Just Another Middleman**

Do not get confused by subjects followed by the word **of**. These “of” constructions are just clever middlemen that try to disguise the true subject. Just as with other middlemen, you should eliminate the “of” construction in order to find the true subject. For example:

**The discovery of new lands (was/were) vital to the expansion of the British Empire.**

Eliminate the “of” construction to see that **discovery** is the true subject. As **discovery** is singular, it requires the singular verb form **was**.

**The discovery ~~of new lands~~ WAS vital to the expansion of the British Empire.**

If you can remove a phrase from the sentence, and the sentence still makes sense, the phrase is likely a “middleman.”

Another example:

**The building of tall skyscrapers (has/have) increased in the past few years.**

Eliminate the “of” construction to see that **building** is the true subject. As **building** is singular, it requires the singular verb form **has**.

**The building ~~of tall skyscrapers~~ HAS increased in the past few years.**

A final example:

**The actions of my friend (is/are) not very wise.**

Eliminate the “of” construction to see that **actions** is the true subject. As **actions** is plural, it requires the plural verb form **are**.

**The actions ~~of my friend~~ ARE not very wise.**

## SUBJECT VERB AGREEMENT STRATEGY

### “And” vs. Additive

The word **and** can unite two or more singular subjects, forming a compound plural subject. For example:

**Joe and his friends ARE going to the beach.**

**Mathematics, history, and science ARE required high-school subjects.**

Notice that these compound subjects take a plural verb form (**are**).

There are other words or phrases besides **and** that can add to a subject. These are called additive phrases. Some examples include:

**along with, in addition to, as well as, accompanied by, together with, including**

An additive phrase is just another “middleman.”

Unlike the word **and**, these additive phrases do not form compound subjects. Therefore, the number of the subject does not change as a result of the additive phrase. For example:

**Joe, along with his friends, IS going to the beach.**

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

Notice that the singular subjects (**Joe** and **Mathematics**) remain singular despite the additive phrases (**along with** and **in addition to**). Therefore they require the singular verb form (**is**).

**REMEMBER:** Only the word **AND** can change a singular subject into a plural one. Singular subjects followed by additive phrases remain singular subjects.

### “Or,” “Either . . . Or,” & “Neither . . . Nor”

Some subjects contain disjunctive phrases such as “or,” “either . . . or,” & “neither . . . nor.” In these sentences, there are two subjects. If one of the subjects is singular and the other subject is plural, what verb form should be used? The answer is simple: find the subject that is NEAREST the verb and make sure that the verb agrees in number with this subject. For example:

**Neither Joe nor his friends ARE going to the beach.**

**Neither his friends nor Joe IS going to the beach.**

Notice that in both of these sentences, there are two subjects (**Joe** and **friends**) joined by a disjunctive phrase (**neither . . . nor**). In the first example, the plural subject **friends** is nearest the verb, so the verb takes the plural form **are**. In the second example, the singular subject **Joe** is nearest the verb, so the verb takes the singular form **is**.

(Note that when the words either or neither are in a sentence alone (without or/nor), they are not considered to be part of a disjunctive phrase. In these cases, they are considered singular and take only singular verbs.)

## Collective Nouns are Singular

A collective noun is a noun that looks singular (it usually does not end with an “s”) but refers to a group of people. Some examples include:

**administration, army, audience, class, crowd, faculty, orchestra, team**

Collective nouns are always considered singular and therefore they require singular verb forms. For example:

**The crowd IS cheering as the home team TAKES the field.  
Our army IS attacking the enemy.**

To determine subject/verb agreement, you must first decide whether the subject is singular or plural.

Each collective noun (**crowd, team, & army**) takes a singular verb form.

## Indefinite Pronouns: Usually Singular

Pronouns are words that replace other nouns or pronouns. An indefinite pronoun is one that is not specific about the thing to which it refers. **Anyone** is an example of an indefinite pronoun. The following indefinite pronouns are considered singular subjects and therefore require singular verb forms. Note that all the pronouns that end in **-one**, **-body**, or **-thing** fall in this category.

### SINGULAR PRONOUNS

Anyone, Anybody, Anything	Someone, Somebody, Something
Everyone, Everybody, Everything	No one, Nobody, Nothing
Whatever, Whoever	Each, Every
Either*, Neither*	

(*Either and neither may require a plural verb form when paired with or/nor.*)

There are, however, 5 indefinite pronouns which can be either singular or plural depending on the context of the sentence. You can remember these 5 by the word SANAM which is composed of the first initial of each word.

THE SANAM PRONOUNS: Some, Any, None, All, Most

How can you tell if these pronouns are singular or plural? Look at the “of” construction which usually follows the pronoun. You may recall that you are generally supposed to ignore “of” constructions (as they are misleading middlemen). The SANAM pronouns are the exceptions to this rule: you should look at the object of the “of” construction to determine the number of the subject.

**Some of the money WAS stolen from my wallet.** (Money is singular.)  
**Some of the documents WERE stolen from the bank.** (Documents is plural.)

### “Each” and “Every:” Singular Sensations

You just learned that when **each** or **every** is the subject of a sentence, it requires a singular verb form. The same is true for any subject preceded by the word **each** or **every**:

**Every dog HAS paws.**

**Every dog and cat HAS paws.**

**Each of these shirts IS pretty.**

One may mistake the subject of the second and third sentences to be plural. However, because the subject is preceded by **each** or **every**, it is considered singular and therefore requires a singular verb form. Note, however, that when **each** or **every** follows a subject, it has no bearing on the verb form. For example:

**They each ARE great tennis players.**

Here, the plural subject **they** requires the plural verb form **are**.

### Numerical Words and Phrases

The phrase **the number of** always takes a singular verb form.

The phrase **a number of** always takes a plural verb form.

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

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

Notice that both sentences focus on the word **students**. Yet in the first sentence the subject is singular, while in the second sentence the subject is plural.

Other numerical words—**majority**, **minority**, **plurality**—can be either singular or plural depending on their context. If one means the many individual parts of the totality, then use a plural verb form:

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

If one means the totality itself, then use a singular verb form:

**The student majority IS opposed to the death penalty.**

Numbers of  
is neither  
singular nor  
plural. It is  
simply  
incorrect.  
Never select  
an answer  
choice  
containing the  
phrase  
numbers of.

### A Subject Phrase: Singular Again

Sometimes the subject of a sentence is an entire phrase or clause. These subjects are always singular and require singular verb forms. For example:

**Having good friends IS a wonderful thing.**  
**Whatever they want to do IS fine with me.**

Do not be confused by the fact that the subject phrase may contain plural words within it (**friends**). Remember that the entire phrase (**having good friends**) constitutes the subject and all subject phrases are singular.

Confusing subjects are more often singular than plural and therefore they usually require singular verb forms.

### When In Doubt, Think Singular

You may have noticed that confusing subjects are more often singular than plural.

Singular subjects dominate the chart. Thus, if you cannot remember a particular rule for determining the number of a subject, place your bet that the subject is singular!

Singular Subjects	Plural Subjects	It Depends
A singular subject linked to other subjects by an additive phrase	Subjects joined by the word <b>and</b>	Subjects joined by disjunctive phrases
Collective nouns		
Most indefinite pronouns		SANAM pronouns
Subjects preceded by the words <b>each</b> or <b>every</b>		
Subjects preceded by the phrase <b>the number of</b> subject phrases or clauses	Subjects preceded by the phrase <b>a number of</b>	Other numerical words

## SUBJECT VERB AGREEMENT STRATEGY

### Flip It!

In most English sentences the subject precedes the verb. However, the GMAT often attempts to confuse you by inverting this order and placing the subject after the verb. Remember that you must always find the subject first in order to determine if it is singular or plural; then you can select the appropriate verb form to agree in number. In sentences in which the subject follows the verb, flip the word order of the sentence so that the subject precedes the verb.

Incorrect: **Near the office buildings SIT a lonely house, inhabited by squatters.**

Flip it!: **A lonely house, inhabited by squatters, SITS near the office buildings.**

Correct: **Near the office buildings SITS a lonely house, inhabited by squatters.**

Notice that in the original sentence, the singular subject **house** follows the verb. The verb form **sit** is mistakenly plural, but your ear may not catch this error because it is near the plural word **buildings**. By flipping the subject **house** so that it precedes the verb, we see that it must take the singular form **sits**.

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

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

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

Note that the inverted verb-subject order is especially common in sentences that begin with the constructions **there is** and **there are**.

By flipping the subject so that it precedes the verb, we can see that the subject **a young man and an older woman** is plural and therefore requires the plural verb form **are**.



## SUBJECT VERB AGREEMENT IN ACTION

### Problem Set

In each of the following 15 sentences (a) circle the verbs, (b) underline the subjects and (c) determine whether each subject agrees in number with its corresponding verb. If the subject is singular, the verb form must be singular. If the subject is plural, the verb form must be plural. If there is an error in subject-verb agreement, (d) rewrite the sentence correcting the mistake. If the sentence is correct as it is, mark it with the word CORRECT.

1. The traveling salesman was dismayed to learn that neither his sons nor his daughter ~~were~~ interested in moving.
2. I was so thirsty that either of the two drinks ~~were~~ fine with me.
3. A number of players on the team ~~have~~ improved since last season.
4. Jack, along with some of his closest friends, is sharing a limo to the prom.
5. The recent string of burglaries, in addition to poor building maintenance, have inspired the outspoken woman to call a tenants meeting.
6. There ~~is~~, according to my doctor, many courses of treatment available to me.
7. The sun shining on the flowerbeds ~~makes~~ a beautiful sight.
8. The placement of the unusual artwork in the mansion's various rooms was ~~impressive~~.
9. Just around the corner ~~is~~ a bakery and a supermarket.
10. Planting all these seeds ~~is~~ more involved than I thought.
11. Whoever rented these movies has to take them back before midnight.
12. Tired of practicing, the orchestra decide to walk out on ~~their~~ astonished conductor.
13. The young bride, as well as her husband, ~~were~~ amazed by the generosity of the wedding guests.
14. Neither she nor her parents ~~understand~~s the challenging math problem.
15. A majority of railway commuters ~~read~~s or ~~listens~~ to music while traveling.



## IN ACTION ANSWER KEY

The following answer key only corrects errors in subject verb agreement. You may have identified additional subjects and verbs that were already correct.

1. The traveling salesman was dismayed to learn that neither his sons nor his daughter was interested in moving.
2. I was so thirsty that either of the two drinks was fine with me.
3. CORRECT
4. CORRECT.
5. The recent string of burglaries, in addition to poor building maintenance, has inspired the outspoken woman to call a tenants meeting.
6. There are, according to my doctor, many courses of treatment available to me.
7. The sun shining on the flowerbeds makes a beautiful sight.
8. CORRECT
9. Just around the corner are a bakery and a supermarket.
10. CORRECT
11. CORRECT
12. Tired of practicing, the orchestra decides to walk out on *its* astonished conductor.
13. The young bride, as well as her husband, was amazed by the generosity of the wedding guests.
14. Neither she nor her parents understand the challenging math problem.
15. CORRECT



**Sentence Correction, pages 653-695**

from *The Official Guide for GMAT Review (10<sup>th</sup> edition)*

For each of the following problems, identify the subjects and verbs and decide whether each is singular or plural. Eliminate answer choices in which the subject and verb do not agree. If word order makes it difficult to evaluate the subject-verb agreement, remember to flip it!

**Subject Verb Agreement**

2, 8, 14, 18, 28, 47, 52, 77, 85, 89, 93, 140, 144, 167, 174, 176, 178, 198, 205, 211, 213, 219, 238, 243, 250, 255, 257



## Chapter 3

# Verb Tense, Mood, & Voice



### VERB TENSE, MOOD, & VOICE

In addition to subject-verb agreement, verbs have three aspects that are tested on the GMAT: tense, mood, and voice.

Verb tense indicates when an action takes place. In sentences with one action, verb tense is relatively easy. Knowing this, the GMAT attempts to make sentences difficult by incorporating more than one action.

There are two moods that are tested on the GMAT: indicative and subjunctive. Verbs in the indicative mood deal with real events. Verbs in the subjunctive mood deal with events that are not necessarily true.

Finally, there are two voices that are tested on the GMAT: active voice and passive voice. In the active voice, the subject of the sentence performs the action. In the passive voice, the subject of the sentence has an action performed on it by someone or something else.

A split  
infinitive is  
almost always  
incorrect.

### Infinitives

When a verb takes the form **to** + the verb, it is called the infinitive form. This is considered the most basic form of the verb, or the building block of all other tenses. To form other tenses of the verb, you simply modify the infinitive form.

One additional note about the infinitive form: avoid sentences that insert a word (or words) between the **to** and the verb. This error is called a split infinitive and, although it is rarely tested on the GMAT, you should know that it is almost always incorrect.

Incorrect: **I need you TO quickly RUN out to the store.**

Correct: **I need you TO RUN quickly out to the store.**

## The Simple Tenses

The basic tenses are

PRESENT (or present progressive)

**Sandy played with her friends (or She is playing with her friends).**

PAST (or past progressive)

**Sandy played with her friends (or She was playing with her friends).**

FUTURE (or future progressive)

**Sandy will play with her friends (or She will be playing with her friends).**

The progressive tense indicates an ongoing action, in the past, present, or future.

In general, try to use the simple tenses (present, past, and future) instead of the progressive tenses. However, if the meaning of the sentence emphasizes the ongoing nature of an action, you can use the progressive tense. For example:

**She was playing with her friends when the babysitter arrived.**

## Keep It Simple

Sentences with more than one action do not necessarily require more than one verb tense. In fact, unless the actions do not take place at the same time, you should keep all verb tenses in a given sentence the same. For example:

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

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

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

In the first sentence, both verbs are in the past tense. In the second sentence, both verbs are in the present tense. In the third sentence, both verbs are in the future tense. There is no reason to change tenses within any of these sentences, so the verb tenses are kept the same.

### The Perfect Tenses: An Introduction

Some sentences with more than one action do require you to switch verb tenses within a sentence. Sometimes this involves a simple and logical switch between the simple tenses. For example:

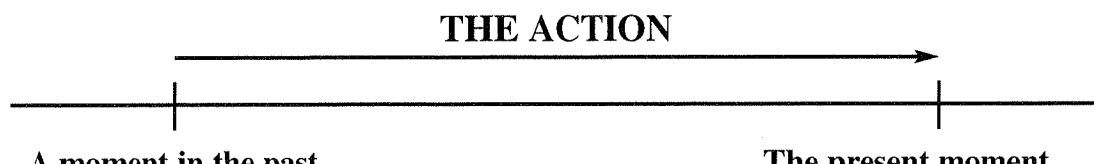
**He IS thin now because he SPENT the last six months on an intensive diet.**

Here, the first verb is in the present tense (is), while the second verb is in the past tense (spent). This is a logical switch given the content of the sentence.

Sometimes, however, actions in a sentence involve more complex time sequences. These actions can be expressed using the PERFECT tenses: Present Perfect & Past Perfect. You must understand these to do well on the GMAT.

Use the present perfect tense for an action that began in the past and continues into the present.

### Present Perfect: Still Going . . .



If an event started in the past but continues into (or remains true in) the present, you must use the present perfect tense. The present perfect tense is formed as follows:

**Present Perfect = HAVE/HAS + Past Participle**

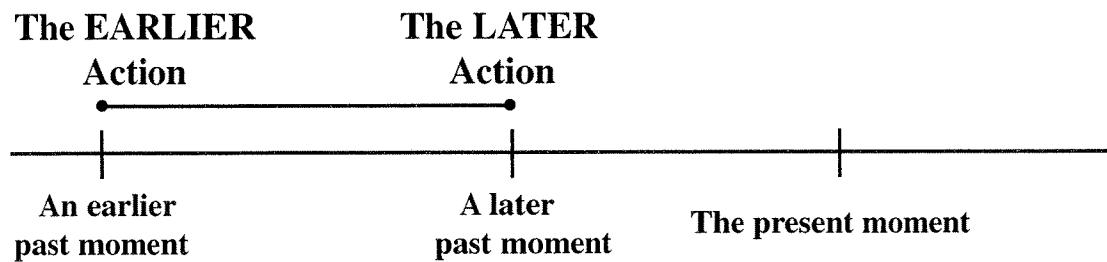
The past participle of a regular verb (to walk, to dance, and to jump) is simply the verb with an **-ed**, ending such as **walked**, **danced**, and **jumped**. Irregular verbs (to go, to throw, and to be) have unique past participles, such as **gone**, **thrown**, and **been**.

Here are some examples of actions in the present perfect tense.

**My family HAS OWNED this farmhouse since the early nineteenth century.  
Our country HAS ENFORCED strict immigration laws for thirty years.  
They HAVE BEEN in town for several days.**

Each example involves an action that began in the past and continues into the present. My family owned the farmhouse in the past and still owns it today. Our country had strict immigration laws and still has them today. They were in town several days ago and they remain in town. Therefore, each sentence employs the present perfect tense. The first two examples involve regular verbs (that have regular past participles—**stayed**, **enforced**) while the third example involves an irregular verb (with an irregular past participle—**been**).

## Past Perfect: The Earlier Action



If more than one action in a sentence occurred at different times in the past, you must use the past perfect tense for the earlier action and the simple past for the later action. The past perfect tense is formed as follows:

**Past Perfect = HAD + Past Participle**

Recall that the past participle of a regular verb (such as to walk, to dance, and to jump) is simply the verb with an -ed ending, such as **walked**, **danced**, and **jumped**. Irregular verbs (such as to go, to throw, and to be) have unique past participles, such as **gone**, **thrown**, and **been**.

Here are some examples of sentences that employ the past perfect tense.

**Several teachers THOUGHT that Jimmy HAD CHEATED on the exam.  
The movie HAD ENDED, but we REMAINED in our seats.**

Both examples involve two actions that occurred in the past. The earlier past action (had cheated, had ended) is in the past perfect tense, while the later past action is in the simple past tense (thought, remained). Note that the past perfect tense is the most important and most commonly used of the perfect tenses on the GMAT.

## Perfect Tenses: Only When Necessary

Do not use the perfect tenses when the simple tenses will do. Remember that the GMAT prefers simplicity! In the following example, the past perfect (had believed) is unnecessary because the sentence involves only one action in the past tense. The simple past (believed) is correct.

Incorrect: **I think that ancient peoples HAD BELIEVED in many gods.**  
Correct: **I think that ancient peoples BELIEVED in many gods.**

You should only use the perfect tenses when you can justify them with the rules described in this section. If an action began in the past and continues into the present, use the present perfect tense. If an action precedes an earlier past action, use the past perfect tense. Otherwise, stick to the simple tenses.

When forming the past perfect tense, it does not matter which verb comes first in the sentence, only which verb comes first in time.

## Past Participles of Irregular Verbs

As you have seen, the perfect tenses are formed by using past participles. Recall that the past participle of a regular verb (such as to walk, to dance, and to jump) is simply the verb with an -ed ending, such as **walked**, **danced**, and **jumped**. For irregular verbs, however, there is no hard and fast rule; you must memorize the particular verb formations. The following chart shows some of the most common irregular verbs and their unique forms—both the simple past form and the past participle form:

Verb	Simple Past	Past Participle
BEGIN	She <b>began</b> to run.	She has <b>begun</b> to run.
BROUGHT	They <b>brought</b> their son home.	They have <b>brought</b> their son home.
DO	He <b>did</b> his work.	He has <b>done</b> his work.
DRINK	She <b>drank</b> the soda.	She has <b>drunk</b> all the soda.
FORGET	She <b>forgot</b> her wallet.	She has <b>forgotten</b> her wallet.
GET	She <b>got</b> her things	She has <b>gotten</b> her things.
GO	He <b>went</b> to the store.	He has <b>gone</b> to the store.
HANG (object)	She <b>hanged</b> the picture.	She has <b>hung</b> the picture.
HANG (person)	They <b>hanged</b> the outlaw.	They have <b>hanged</b> the outlaw.
LAY (to put)	He <b>laid</b> the plate on the table.	He has <b>lain</b> the plate on the table.
LIE (to tell an untruth)	She <b>lied</b> about her past.	She has <b>lied</b> about her past.
LIE (to recline)	She <b>lay</b> on the bed.	He has <b>lain</b> on the bed.
RISE	She <b>rose</b> for breakfast.	She has <b>risen</b> for breakfast.
SWIM	He <b>swam</b> in the ocean.	He has <b>swum</b> in the ocean.
THROW	She <b>threw</b> the ball.	She has <b>thrown</b> the ball.

Memorize the irregular simple past and past participle of these verbs.

## The Verb “To Have”

You may have noticed that in order to form the perfect tenses, all verbs use forms of the helping verb **to have**. What happens if you want to put the verb **to have** itself in the perfect tense? Follow the same formation as any other verb.

**He HAS HAD many affairs.**

**His wife divorced him because he HAD HAD an affair.**

In the first example, the verb **to have** is in the present perfect tense (HAVE/HAS + PAST PARTICIPLE). **Has** signals the present perfect tense while **had** is the past participle of the verb **to have**. In the second example, the verb **to have** is in the past perfect tense. (HAD + PAST PARTICIPLE). The first **had** signals the past perfect tense while the second **had** is the past participle of the verb **to have**.

Although they may look strange, **have/has had**, and **had had** are correct verb constructions.

## IF . . . THEN Tense Constructions

Sentences that use the word IF to describe hypothetical conditions require a conditional verb construction. These sentences have two parts: the IF clause & the THEN clause.

If you study diligently, (then) you will score highly. OR  
You will score highly if you study diligently.

Note that the actual word THEN is frequently omitted. Note also that the IF clause does not have to appear first in the sentence.

Use the simple past, present, and future tense unless you have a good reason not to.

IF CLAUSE	THEN CLAUSE
<b>PRESENT</b> If she <b>wins</b> the lottery, If you <b>study</b> ,	<b>WILL + BASE VERB</b> she <b>will give</b> half the money to charity. you <b>will score</b> highly.
<b>PAST</b> If she <b>won</b> the lottery, If you <b>studied</b> ,	<b>WOULD/COULD + BASE VERB</b> she <b>would give</b> half the money to charity. you <b>would score</b> highly.
<b>PAST PERFECT</b> If she <b>had won</b> the lottery, If you <b>had studied</b> ,	<b>WOULD/COULD + HAVE + PAST PARTICIPLE</b> she <b>would have given</b> half the money to charity. you <b>would have scored</b> highly.

When analyzing an IF . . . THEN sentence, perform the following steps:

- 1) Find the IF clause and label it.
- 2) Analyze the verb construction in the IF clause. Note that there are only 3 options (as shown in the chart above). Note also that the conditional words would and could NEVER appear in the IF clause.
- 3) Find the THEN clause and label it.
- 4) Analyze the verb construction in the THEN clause. Make sure that the verb construction follows appropriately from the IF clause.

## “If” Or “Whether”

Note that the word IF does not always signal a conditional sentence.

I don't know **IF I will go to the dance**.

The IF clause here is not followed by a THEN clause, so this is not a conditional sentence. In this sentence, the word **if** carries the meaning of whether. In such cases, the GMAT prefers that you use the word **whether** instead of **if**.

**Incorrect: I don't know IF I will go to the dance.**

**Correct: I don't know WHETHER I will go to the dance.**

### The Subjunctive Mood

In English, we do not often use the subjunctive. Most sentences are written in the indicative mood, used to express facts, or the imperative mood, used to express commands. You can expect to see the subjunctive mood in two types of sentences:

- (1) IF clauses, when the IF clause expresses a condition contrary to reality.
- (2) Hopes, proposals, desires, and requests formed with the word **that**.

### If I WERE a Rich Man. . .

The subjunctive case is used to express a degree of uncertainty or unreality. The IF clauses in both of the sentences below express a condition that is untrue. In the first sentence, the speaker actually is NOT rich. In the second sentence, the man in question actually is NOT tall.

If he was is  
always wrong.

Incorrect: **If I WAS rich, I would donate money to rebuild my old school.**

Correct: **If I WERE rich, I would donate money to rebuild my old school.**

Incorrect: **If he WAS tall, he would be able to play basketball better.**

Correct: **If he WERE tall, he would be able to play basketball better.**

In this use of the subjunctive the verb **to be** always appears as the word **were**, regardless of the subject. It never appears as the word **was**.

### Uncertainty: Hopes, proposals, desires, and requests

The subjunctive is also used to express the desire of one person or body for another person or body to do something. There is a degree of uncertainty as to whether or not the second person or body will actually do what is asked.

**It is urgent that she SIGN the permission slip.**

**I respectfully ask that he BE allowed to continue.**

**My advice is that he simply LOVE her for who she is.**

Note that this use of the subjunctive is formed with the word **that + the infinitive form** of the verb (without the word **to**).

This use of the subjunctive follows words and phrases such as advice, advisable, ask, arrange, better, demand, desire, desirable, direct, directive, essential, fitting, imperative, important, insist, instruct, instructions, intend, intentions, necessary, order, pray, prefer, preferable, plead, propose, recommend, request, require, suggest, suggestion, urge, urgent, and vital.

Incorrect: **The parolee knew it was imperative that he FOUND a job quickly.**

Correct: **The parolee knew it was imperative that he FIND a job quickly.**

## Active vs. Passive Voice

English verbs are written in either active or passive voice. In the active voice, the subject of the sentence performs the action. In the passive voice, the subject of the sentence has an action performed on it by someone or something else.

The passive voice is formed with a form of **to be**, followed by a participle. The person or people performing the action in the sentence almost always follow the verb.

Although the passive voice is not grammatically incorrect, it often makes sentences longer and more confusing. Also, it often makes it difficult to ascertain who performed the action in the sentence. Since the authors of the GMAT always prefer brevity and simplicity whenever possible, you should usually avoid answer choices written in the passive voice when the passive voice contributes to unnecessary wordiness or confusion.

Passive voice  
often makes a  
sentence  
unnecessarily  
wordy and  
awkward.

Passive: **The pizza WAS EATEN by the hungry students.**

Active: **The hungry students ate the pizza.**

Passive: **It HAS BEEN DECIDED by Jason that he will not attend college.**

Active: **Jason has decided not to attend college.**

You will notice that the corrected sentences are clearer and simpler.

Only transitive verbs (verbs that take direct objects) can be written in the passive voice. Verbs that do not take objects should never be written in the passive voice.

Incorrect: **The aliens WERE ARRIVED on Neptune in the 24th century.**

Correct: **The aliens ARRIVED on Neptune in the 24th century.**

Incorrect: **After they advertised, sales WERE INCREASED by 25%.**

Correct: **After they advertised, sales INCREASED by 25%.**

### Is Passive Voice Ever the Correct Answer?

Passive voice is sometimes, though not frequently, used in a correct answer choice on the GMAT. Consider the following example:

**In this operation, new blood vessels are inserted to bypass blocked vessels.**

This sentence includes the passive voice verb formation **are inserted**; however, it is not incorrect. The sentence is neither confusing nor wordy. In this sentence, the person performing the action, the unmentioned surgeon, is not important. The focus of the sentence is on the blood vessels being inserted in the operation, rather than on the person inserting them. The passive voice is actually ideal here, as the writer intends to de-emphasize the surgeon and emphasize the action performed on the blood vessels.

The passive voice is also required when the non-underlined portion of the sentence contains the person or agent performing the action preceded by the word **by**. For example, consider the sentence below:

**The shuttle launch seen around the world by people of all ages, all races, and all religions.**

This sentence is missing a verb, and it is therefore a fragment. Because the **people** who are seeing the launch are at the end of the sentence, preceded by the word **by**, we must use the passive voice to complete this sentence:

**The shuttle launch WAS seen around the world by people of all ages, all races, and all religions.**

In general, you should avoid passive voice on the GMAT. However, it can be in a correct answer choice, especially in science, medical, and technical writing styles.



### Problem Set

In each of the following 15 sentences, circle the verbs or verb constructions. Locate all verb-related errors and rewrite each sentence correcting the mistakes. If the sentence is correct as it is, mark it with the word CORRECT.

1. I propose that Amy apologize\$ to Mark, and we forget this ever happened.
2. We are walking all over the countryside since last weekend.
3. Dylan's work was done quickly by him.
4. Alexandra never insists that Michael call\$ her after a date, but he does anyway.
5. We thought that Joe didn't go to the museum with the rest of the class.
6. She had gotten up in the morning and was brushing her teeth when the phone rang.
7. Fifty milliliters of sodium chloride solution were added in the second step of the experiment.
8. The attorney proposed that the session was adjourned until the following day.
9. They never met an Australian before they met Crocodile Dundee.
10. Because Helen had homework to do, the television was turned off by her mother.
11. We could start the meeting if Sam was here.
12. All physicians should have been informed of the new regulations by an OSHA representative.
13. If she had had more money, she will have bought herself a new dress.
14. He often asks that Hsiao-Ling bring a tape recorder to the interview sessions.
15. If I wait around any longer, I will be los\$ing my patience.



## IN ACTION ANSWER KEY

The following answer key corrects only errors in verb constructions. You may have identified additional verbs or verb constructions that were already correct.

1. I propose that Amy apologize to Mark, and we forget this ever happened. (*subjunctive*)
2. We have been walking all over the countryside since last weekend. (*present perfect*)
3. Dylan did his work quickly. (*active voice*)
4. Alexandra never insists that Michael call her after a date, but he does anyway. (*subjunctive*)
5. We thought that Joe hadn't gone to the museum with the rest of the class. (*past perfect*)
6. CORRECT
7. CORRECT
8. The attorney proposed that the session be adjourned until the following day. (*subjunctive*)
9. They had never met an Australian before they met Crocodile Dundee. (*past perfect*)
10. Because Helen had homework to do, her mother turned off the television. (*active voice*)
11. We could start the meeting if Sam were here. (*subjunctive*)
12. CORRECT
13. If she had had more money, she would have bought herself a new dress. (*if . . . then*)
14. CORRECT
15. If I wait around any longer, I will lose my patience. (*if . . . then*)



## **OFFICIAL GUIDE PROBLEM SET**

### **Sentence Correction, pages 653-695**

from *The Official Guide for GMAT Review (10<sup>th</sup> edition)*

For each of the following problems, identify all verb constructions. For each verb, identify the tense, and (if appropriate) the mood and voice. Eliminate answer choices that contain errors in verb tense, mood, or voice.

#### **Tense, Mood, & Voice**

- 7, 17, 24, 32, 36, 55, 68, 72, 75, 80, 87, 88, 90, 92, 102, 124, 129, 134, 145, 151, 161, 184, 196, 202, 215, 227, 230, 236, 250, 265



## Chapter 4

# Pronouns



# PRONOUNS

A pronoun is a word that takes the place of a noun. For example, in the sentence below, the pronouns **he** and **it** replace the nouns **Sam** and **ball**.

**Sam played with the ball. HE played with IT.**

GMAT pronoun errors are so frequent that every time you see a pronoun in a GMAT sentence, you should immediately stop to see if it is being used correctly. Although pronoun errors are prevalent, the good news is that there are only 3 types of pronoun mistakes that the GMAT tests: Pronoun Reference, Pronoun Agreement, and Pronoun Case.

## Pronoun Reference

The first question you must ask yourself when you see a pronoun is this: To which noun (or other pronoun) does this pronoun refer? Or, which noun is the pronoun replacing?

Every pronoun must refer to only one antecedent.

**Eva exercised daily so that SHE would stay in good shape.**

Here the pronoun **she** clearly refers to **Eva**. The noun to which the pronoun refers is the antecedent, or the referent. Thus **Eva** is the antecedent of the pronoun **she**.

Every pronoun on the GMAT must clearly refer to one and only one antecedent. There may be no ambiguity as to what the antecedent is. Sentences in which there are two or more possible antecedents for a given pronoun should be rewritten so that there is only one possible pronoun referent.

**Eva exercised daily with Jasmine so that SHE would stay in good shape.**

In this example, the pronoun **she** does not have one clear antecedent. **She** seems to be referring to **Jasmine** (as **Jasmine** is the closest noun) but it also could be referring to **Eva**. We can correct this ambiguity by rewriting the sentence as follows:

**Eva hoped to stay in good shape so SHE exercised daily with Jasmine.**

Sometimes you will find a GMAT sentence in which a pronoun has no true antecedent at all, although an antecedent seems to be implied. Implication is not enough; there must be a stated antecedent for every GMAT pronoun. For example:

**Friendship was something James truly valued so he disliked it when THEY talked about him behind his back.**

Here the pronouns **he**, **him**, and **his** clearly refer to **James**. However, the pronoun **they** has no antecedent at all. One might think that **they** refers to **James'** friends, but the word **friends** is never mentioned in the sentence; only the word **friendship** is. Therefore the preceding sentence is incorrect.

## Pronoun Agreement

After finding the antecedent, ask yourself a second question: Does the pronoun agree with the antecedent in number? If the antecedent is singular, the pronoun that refers to it must be singular. If the antecedent is plural, the pronoun that refers to it must be plural.

**Police work is very important as THEY help to enforce the laws of the state.**

Here, the pronoun **they** is plural. However, its logical antecedent **police work** is singular. In order to correct this error, either change the pronoun or change the antecedent:

**Policemen are very important as THEY help to enforce the laws of the state.**  
**Police work is very important as IT is the backbone of law enforcement.**

There are 3  
pronoun  
cases:  
subject,  
object, and  
possessive.

## Pronoun Case

The third and final question you must ask yourself when analyzing a GMAT pronoun is the following: Is the pronoun in the proper case, given its use in the sentence? This question is most applicable to personal pronouns and the pronoun **who**.

SUBJECT pronouns	OBJECT pronouns	POSSESSIVE pronouns
I	me	my, mine
you	you	your, yours
he	him	his
she	her	her, hers
it	it	its (not it's!)
we	us	our, ours
they	them	their, theirs
who	whom	whose

Incorrect: **Janice and ME went on a picnic together.**

Correct: **Janice and I went on a picnic together.**

The pronoun is part of the subject of the sentence, so the correct form is **I**, not **me**.

Incorrect: **The picnic was attended by Janice and I.**

Correct: **The picnic was attended by Janice and ME.**

**Picnic** is the subject of the sentence, while the pronoun is part of the object of the sentence; thus the correct form is **me**, not **I**.

Incorrect: **WHO are you going to marry?**

Correct: **WHOM are you going to marry?**

**You** is the subject of this sentence, while the pronoun is the object; thus the correct form is **whom**, not **who**.

### Possessive Poison

Possessive nouns are particularly dangerous on the GMAT. Consider the following:

**Jose's room is so messy that HIS mother calls HIM a pig.**

The possessive noun in this sentence is **Jose's**. Possessive pronouns can refer back to possessive nouns. Thus the possessive pronoun **his** refers back to **Jose's**. However, subject and object pronouns may NOT refer back to possessive nouns. Therefore the object pronoun **him** is used incorrectly because it may not refer back to **Jose's**. Subject and object pronouns may only refer back to subject and object nouns. **Him** would only be accurate if it referred back to the word **Jose**.

Even though it seems obvious that **him** refers to **Jose**, the sentence must be changed in order for it to be grammatically correct on the GMAT. We can fix the sentence by keeping **his** and eliminating **him**.

**Jose's room is so messy that his mother calls Jose a pig.**

Its is a possessive pronoun. It's is a contraction, meaning it is.

### The Deadly Four: It, Its, They, Their

The most common pronoun mistakes involve third person personal pronouns—the singular **it** and its possessive **its**, and the plural **they** and its possessive **their**. Whenever you see one of these four pronouns, you should stop and make sure that it agrees in number with its antecedent.

**Their** is the possessive form of the plural pronoun **they**, so **their** can only refer to a plural subject. Unfortunately, in everyday speech **their** is used incorrectly as the possessive of singular subjects.

Incorrect: When the person calls take down **THEIR** information.

Correct: When the person calls, take down **HIS** information. OR

Correct: When the people call, take down **THEIR** information.

The antecedent **person** is singular so it requires the singular pronoun **his** or **her**, not the plural pronoun **their**. If one changes the antecedent to the plural **people**, one can use the plural pronoun **their**.

Incorrect: Everyone here will need **THEIR** own pencil.

Correct: Everyone here will need **HIS** own pencil.

The antecedent **everyone** is singular (see Subject-Verb Agreement). Therefore it requires the singular pronoun **his**, not the plural pronoun **their**.



### Problem Set

In each of the following 15 sentences, underline all important pronouns. Then, for each pronoun, perform the 3-question test:

- 1) What is the antecedent of the pronoun? If you can locate it, underline it. If the antecedent is unclear or not there at all, rewrite the sentence correcting the error.
- 2) Do the pronoun and antecedent agree in number? If they do, mark with a check. If they do not, rewrite the sentence correcting the error.
- 3) Is the pronoun in the proper case? If it is, mark with a check. If it is not, rewrite the sentence correcting the error.

1. Who are you going to take to the movies?
- (2.) Kathy's suitcase was so stuffed that she decided to pack another one.
- (3.) The students' work improved over the course of the semester, and they should be commended for it.
4. The players' helmets need to be repainted so that they will be ready to be used at practice on Sunday.
5. I don't understand why me and Bob always have to take out the garbage.
6. Some people believe that the benefits of a healthy diet outweigh that of regular exercise.
7. We finally chose the coffee table towards the back of the store, which we thought would complement our living room furniture.
8. At the end of the day, the chaperones took the fourth graders back to school, who were exhausted from running after the children.
9. Everyone here needs their own copy of the textbook in order to take this class.
- (10.) Samantha's face looked blurry in the photo, but I could tell she wasn't smiling.
11. We finally returned all the books to the library, which we left at the front desk.
12. Jim may not be elected CEO by the board because he does not meet their standards.
13. Meg left all her class notes at school because she decided that she could do her homework without it.
14. The person who cheated on the test should raise their hand.
15. Only pack the clothes that you are planning to wear.



## IN ACTION ANSWER KEY

1. *Whom* are you going to take to the movies?
2. Kathy's suitcase was so stuffed that *Kathy* decided to pack another one.
3. The students' work improved over the course of the semester, and *the students* should be commended for it.
4. CORRECT
5. I don't understand why Bob and *I* always have to take out the garbage.
6. Some people believe that the benefits of a healthy diet outweigh *those* of regular exercise.
7. We finally chose the coffee table towards the back of the store, *because* we thought *it* would complement our living room furniture.
8. At the end of the day, the chaperones, *who were exhausted from running after the children*, took the fourth graders back to school.
9. Everyone here needs *his or her* own copy of the textbook in order to take this class.
10. Samantha's face looked blurry in the photo, but I could tell *Samantha* wasn't smiling.
11. We finally returned all the books, *leaving them at the library's front desk*.
12. Jim may not be elected CEO by the board because he does not meet *its* standards.
13. Meg left all her class notes at school, because she decided that she could do her homework without *them*.
14. The person who cheated on the test should raise *his or her* hand.
15. CORRECT



**Sentence Correction, pages 653-695**

from *The Official Guide for GMAT Review (10<sup>th</sup> edition)*

For each of the following problems, identify each pronoun and its antecedent. Eliminate any answer choices that contain errors in pronoun use, including: missing or unclear antecedents, agreement errors (in case or number), possessive poison, and incorrect uses of relative pronouns.

**Pronouns**

- 12, 29, 38, 43, 48, 49, 61, 73, 83, 97, 108, 116, 122, 130, 131, 142, 159, 163, 165, 181,  
188, 194, 214, 248, 251, 253, 259



## Chapter 5

# Modifiers



### MODIFIERS

A modifier, or a modifying phrase, describes someone or something in the sentence. Although modifiers can be as simple as a single word—an adjective or an adverb—GMAT sentences will often contain complex modifying phrases and multiple modifiers. It is important to be able to identify all the modifying phrases in a given sentence.

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

The modifying phrase **tired out from playing basketball** is a descriptive group of words that describes **Charles**.

Often, modifying phrases in GMAT sentences, are separated from the noun being modified by commas. Be on the lookout for opening modifiers, which appear in the beginning of a sentence. In the example above, **tired out from playing in the basketball game** is an opening modifier, separated from the rest of the sentence by a comma.

Modifiers are usually set off from the rest of the sentence by commas.

### Adjectives and Adverbs

An adjective modifies a noun or pronoun. An adverb usually modifies a verb, but it can also describe an adjective, another adverb, a preposition, or a phrase.

**The SMART man acts QUICKLY.**

Adjective	Adverb
nice	nicely
quick	quickly
slow	slowly
smooth	smoothly

Here the adjective **smart** modifies the noun **man**, while the adverb **quickly** modifies the verb **acts**. Many adverbs are formed by adding **-ly** to the adjective.

Be sure not to use an adjective where an adverb is required:

Incorrect: **My friend Katy is a REAL interesting person.**

Correct: **My friend Katy is a REALLY interesting person.**

The adverb **really**, not the adjective **real**, must be used to modify the adjective **interesting**. Remember that adjectives *only* modify *nouns*, while adverbs modify verbs, adjectives, or other adverbs.

Note also the distinction between the words **good** and **well**. **Good** is an adjective that describes a noun. **Well** can be used as either an adjective that means healthy, or as an adverb that means competently.

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

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

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

### Modifying Phrases

After finding a modifying phrase, find the noun that is being modified. In some cases, the noun will not be there at all. This is called a dangling modifier. For example:

**Using the latest technology, the mechanical problem was identified quickly.**

Here the modifier **using the latest technology** is probably describing a technician who identified the problem. However, a technician never appears in the sentence. Instead the phrase **using the latest technology** seems to modify **the mechanical problem**. Clearly, the mechanical problem did not use the latest technology. In order to correct this problem, we can insert a noun which the modifier can modify:

The modifier  
should touch  
the noun that  
it modifies.

**Using the latest technology, the engineer identified the problem quickly.**

In some cases, the modified noun will be in the sentence but it will not be *directly* next to the modifying phrase. This is called a misplaced modifier. For example:

**Upon leaving the register, the cashier handed the customer a receipt.**

Here, the modifier **upon leaving the register** seems to modify **the cashier**, although it should modify **the customer**. In order to correct this, we must place the modifying phrase directly next to what it modifies.

**Upon leaving the register, the customer received a receipt from the cashier.**

A modifying phrase should not be separated from the noun that it modifies.

**Kendra is happy, like all her friends, to be on vacation.**

The modifying phrase **like all her friends** clearly modifies **Kendra**. However, the sentence should be rewritten so that the modifier touches the noun that it modifies:

**Kendra, like all her friends, is happy to be on vacation.**

**(OR) Like all her friends, Kendra is happy to be on vacation.**

Here is another example:

**Jim biked along a dirt road to get to his house, which was long and windy, and cut through the woods.**

In the preceding example, the modifying phrase **which was long and windy and cut through the woods** describes **the dirt road**, not the house. Therefore, the sentence can be corrected by moving the modifier so that it is right next to the noun **dirt road**.

**In order to get to his house, Jim biked along a dirt road, which was long and windy, and cut through the woods.**

### Modifiers with Relative Pronouns

Modifying phrases are often introduced by relative pronouns such as:

**which, that, where, who, whose, whom**

Relative pronouns are helpful when other ways of inserting a modifier are awkward.

Awkward: **We test-drove a car having engine trouble.**

Correct: **We test-drove a car THAT had engine trouble.**

Awkward: **The Yankees, never liking to lose, practice every day.**

Correct: **The Yankees, WHO never like to lose, practice every day.**

On the GMAT, it is sometimes preferable to insert a modifier using a relative pronoun and a simple verb tense than using just an -ing form of a verb. Notice that in the sentences above, the words **having** and **liking** have been replaced with the words **had** and **like**.

The pronoun **who** introduces phrases that modify a person or a group of people, while the pronoun **which** introduce phrases that modify things. The pronoun **that** can be used to modify either people or things.

Occasionally, the difference in the uses of **that** and **which** are tested on the GMAT. You should use the relative pronoun **that** to introduce a modifier that is used to narrow the identity of the modified noun and cannot logically be removed. Use **which** to introduce a "middleman" modifier, usually set off by commas, that is a non-essential descriptive phrase that could be removed from the sentence.

**The team THAT wins the game will take over first place.**

**Rhode Island, WHICH is a small state, is a very interesting place to visit.**

In the first sentence the modifier **that wins the game** is necessary to identify the team that will take over first place. Therefore the pronoun **that** is used. In the second sentence, the modifier **which is a small state** is a non-essential descriptive phrase that could be removed from the sentence. Therefore the pronoun **which** is used.

However, beware of the following common error with the relative pronoun **which**:

**Cars come in many colors, which can be very cool or very ugly.**

In the sentence above, does **which** refer to the **colors** or the **cars**? Avoid sentences that contain this ambiguity. Make sure that **which** does not have more than one potential antecedent.

The relative pronoun **which** often signals trouble in GMAT sentences, so be on the lookout.

### Possessive Poison Yet Again

Just as possessive nouns are often dangerous with regard to pronoun reference, they are also dangerous in sentences with modifiers. Very often, dangling modifiers appear in sentences that have possessive nouns. For example:

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

Here the modifier **unskilled in complex math** should describe **Bill**. However, **Bill** never appears in the sentence; only **Bill's score** appears. Clearly, Bill's score is not unskilled in complex math. To correct the sentence, we can replace the possessive **Bill's score** with **Bill**.

Adverbial  
modifiers do  
not need to  
touch the  
words they  
modify.

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

### Adverbial Modifiers

A modifier and its modified noun should always touch. However, when the word being modified is not a noun, the modifying phrase is called an adverbial phrase and does not need to touch the word being modified. For example,

**The running back ran towards the end zone, faster and harder than he had ever run before.**

In this sentence, the phrase **faster and harder than he had ever run before** describes *how* the running back *ran*. Thus, the phrase is not modifying **the running back**; instead, it is modifying **ran**. If the modifier answers the question *how?* about a verb, it is an adverbial modifier.

Note that although an adverbial modifier does not need to touch the verb it modifies, it should be placed in the sentence in such a way as to avoid ambiguity regarding which word it is modifying. For example,

**The group arrived in New Orleans and decided to stay in a fancy hotel a week before Mardi-Gras.**

The adverbial modifier **a week before Mardi-Gras** describes when the group **arrived** in New Orleans. However, the adverbial modifier is incorrectly placed closer to the verb **decided** than to the verb **arrived**, implying that the group's decision was made **a week before Mardi-Gras**. The sentence can be corrected by moving the adverbial modifier closer to the word **arrived** as shown below.

**The group arrived in New Orleans a week before Mardi-Gras and decided to stay in a fancy hotel.**

### Problem Set

In each of the following 15 sentences underline all modifying phrases. Then, identify the noun that is being modified. If there is a modification error, rewrite the sentence correcting the mistake. If the sentence is correct as it is, mark it with the word CORRECT.

1. Upon entering the restaurant, the *maitre d'* handed us a menu.
2. Working diligently and carefully, the faucet was fixed in no time at all.
3. Employing groundbreaking techniques in alternative medicine, the patient's health improved in a few days.
4. David tried a handful of desserts from the table, which ultimately gave him an upset stomach.
5. Like other students in his class, Jim doesn't like to be singled out for making mistakes.
6. Uninterested in the lecture, the orator put most of the audience to sleep.
7. Weary from travel, a dip in the hot tub sounded like a great idea to us.
8. John was thrilled, like the other members of the debate team, to participate in the tournament.
9. The quick-witted hostess pitched a tent over the garden party, a way to protect the guests from the imminent rain.
10. Similar in so many ways, the parents were still able to distinguish between the twins.
11. Based on the recent decline in enrollment, the admissions office decided to reevaluate its recruitment strategies.
12. Unaccustomed to the rigors of college life, James' grades dropped.
13. Mary returned the dress to the store, which was torn at one of the seams.
14. We enjoy meeting people having different interests.
15. Obstinate and surly, the manager's attitude prevented his staff from befriending him.



## IN ACTION ANSWER KEY

1. Upon entering the restaurant, we were handed a menu by the *maitre d'*.
2. Working diligently and carefully, *she* fixed the faucet in no time at all.
3. Employing groundbreaking techniques in alternative medicine, *the doctors* saw the patient's health improve in a few days.
4. David tried a handful of the table's *desserts*, which ultimately gave him an upset stomach.
5. CORRECT
6. The orator put most of the *audience*, which was uninterested in the lecture, to sleep.
7. Weary from travel, *we* thought a dip in the hot tub sounded like a great idea.
8. *John*, like the other members of the debate team, was thrilled to participate in the tournament.
9. The quick-witted hostess pitched a *tent* that protected the guests at the garden party from the imminent rain.
10. Similar in so many ways, the *twins* could still be distinguished by their parents.
11. Based on the recent decline in enrollment, *plans* were made by the admissions office to reevaluate its recruitment strategies.
12. Unaccustomed to the rigors of college life, *James* allowed his grades to drop.
13. Mary returned the *dress*, which was torn at one of the seams, to the store.
14. We enjoy meeting *people* who have different interests.
15. The manager's obstinate and surly attitude prevented his staff from befriending him.



## **Sentence Correction, pages 653-695**

from *The Official Guide for GMAT Review (10<sup>th</sup> edition)*

For each of the following problems, identify any modifiers and the words that they modify. Eliminate any answer choices that contain modifier errors, including: dangling or misplaced modifiers, modifiers that require relative pronouns, and errors in adjective or adverb use.

### **Modifiers**

- 1, 11, 15, 27, 35, 37, 39, 44, 46, 56, 86, 107, 113, 127, 146, 147, 154, 158, 162, 164, 180, 195, 200, 222, 262



## Chapter 6

# Parallelism



# PARALLELISM

The GMAT's favorite grammar topic is that of parallelism. For a sentence to be grammatically correct on the GMAT, its individual parts must be parallel. Although parallelism does not affect every sentence, it impacts a large percentage of them. Parallelism dictates that comparable sentence parts must be structurally similar. The following example demonstrates a sentence that lacks parallel structure:

**The employees were upset by their low pay, poor working conditions and that they did not have many outlets for their creativity.**

Notice that this example has three comparable parts—the three items that upset the employees. The structure of the first two parts—low pay and poor working conditions—is similar; both parts consist of a noun modified by an adjective. However the third part has a different structure altogether; it is a clause consisting of a subject, verb, and object. In order to make the sentence parallel, we must change the third item so that its structure is like that of the first two items (noun modified by adjective):

**The employees were upset by their low pay, poor working conditions, and limited creative outlets.**

When working with parallel infinitives, it is acceptable to leave out the word **to** in all the infinitives after the first.

## Parallel Structures

There are many different types of parallel structures, from the very simple to the complex. The following chart identifies the most commonly tested of these structures:

<b>Nouns</b>	Trevor collects <i>stamps, coins, and cards</i> .
<b>Adjectives</b>	The wait staff was <i>prompt, friendly, and competent</i> .
<b>Modified Nouns</b>	A positive attitude can lead to both <i>practical success and spiritual fulfillment</i> .
<b>Verbs</b>	We <i>worked all day, ate all evening, and slept all night</i> .
<b>Verb Infinitives</b>	I decided <i>to swim across the river rather than sail around the world</i> . (The second <b>to</b> is optional.)
<b>Participial Phrases</b>	The rain continued to fall, <i>providing water for the thirsty plants but flooding the streets as well</i> .
<b>Adverbs</b>	I've noticed that you often howl <i>angrily after you cower fearfully</i> .
<b>Adverbial Phrases</b>	I've noticed that you often howl <i>in anger after you cower in fear</i> .

When you are attempting to create parallelism within a GMAT sentence, you should try to use one of the above structures as your model.

## Parallelism with Pronouns

Often, pronouns—such as **which**, **that**, **those**, **who**, etc.—signal parallel structures. If one item includes a pronoun, it is often appropriate to include the same pronoun in parallel items. For example:

Incorrect: I prefer to hire employees WHO work hard to those THAT don't.  
Correct: I prefer to hire employees WHO work hard to those WHO don't.

Pronoun phrases can also help to make sentence parts parallel:

Incorrect: Ralph likes a variety of people, including THOSE WHO are popular and WHO are not.  
Correct: Ralph likes a variety of people, including THOSE WHO are popular and THOSE WHO are not.

Make sure the two sides of the sentence are both structurally and logically parallel.

## Idioms with Built-In Parallel Structure

Idioms are a topic in and of themselves, which will be treated later on. However, certain idioms are directly related to parallelism in that their structure demands it. The chart shown to the right lists some idiomatic structures that require parallelism:

In all of these examples, X must be parallel to Y in both structure and meaning. For example:

Incorrect: I definitely prefer eating ice cream in the summertime to hot dogs.

Correct: I definitely prefer eating ice cream to eating hot dogs in the summertime.

Notice that the correct version of this sentence maintains parallel structure within the idiom: **eating ice cream** is parallel to **eating hot dogs**.

### Idioms with Parallel Structures

- More X than Y
- The more X the greater Y
- No less was X than was Y
- As X to Y
- Not only X but also Y ✓
- Not X but rather Y
- X instead of Y ✓
- The same to X as to Y
- Range from X to Y ✓
- Both X and Y ✓
- Either X or Y ✓
- Neither X nor Y ✓
- Mistake X for Y ✓
- Prefer X to Y ✓
- X regarded as Y ✓
- To think of X as Y ✓
- Believe X to be Y ✓

### Superficial Parallelism vs. Actual Parallelism

To preserve parallel structure, it is important to pay attention to which grammatical structures—verb phrases, noun phrases, prepositional phrases, adverbial phrases, etc.—are logically parallel before assuming that they must be structurally parallel. For example:

**Ken traveled around the world, visiting historic sites, eating native foods, and learning about new cultures.**

In the sentence above, the verb phrases **visiting historic sites, eating native foods, and learning about new cultures** are parallel. The main clause, **traveled around the world**, is not parallel to these verb phrases. (This is NOT incorrect.) **Traveled** is the main verb, and the other verb phrases provide additional information about what Ken did while traveling. It would distort the meaning of the sentence to change it as follows:

**Ken traveled around the world, visited historic sites, ate native foods, and learned about new cultures.**

Parallelism is important in sentences with modifiers and idioms.

This version gives all the activities equal emphasis, instead of making the last three activities subordinate to the main activity of traveling around the world.

Do not become a victim of superficial parallelism by assuming that ALL verbs in a sentence must be parallel. Only the structures that are logically parallel must be structurally parallel.

### Watch Out for Verbs of Being

A more subtle example of parallelism involves verbs of being. Usually we think of verbs as action words (walk, dance, and jump), but a second class of verbs is termed verbs of being; instead of expressing what a subject does, these verbs express what a subject is, or the condition a subject is in. The most common verb of being is the verb **to be**, but there are other being verbs as well. Below are two lists. The first contains all the forms of the verb **to be** while the second contains other common verbs of being:

To Be	Other Verbs of Being or Condition	
is	appear	seem
am	become	smell
are	feel	sound
was	grow	stay
were	look	taste
been	remain	turn
being		

## PARALLELISM STRATEGY

When you see a form of the verb **to be** (or any other verb of being), be sure that the two sides of the verb are parallel.

For example:

**The flower bouquet WAS the husband's giving of love to his wife.**

The two sides of the being verb **was** are **flower bouquet** and **husband's giving of love**. These two sides are not structurally parallel. In order to achieve parallelism, we can rewrite the sentence replacing **giving** with the noun **gift**, so that the two sides of the being verb are structurally similar.

**The flower bouquet WAS the husband's loving gift to his wife.**

Do not be a  
victim of  
superficial  
parallelism!

In addition to being structurally parallel, you must also ensure that the two sides of the being verb are parallel in meaning. For example:

**The attitudes of that politician always SEEM TO BE attacking the poor.**

The two sides of the being verb phrase **seem to be** are **attitudes** and **attacking the poor**. However, **attitudes** do not **attack**, so the two sides of the sentence are not parallel in that they do not match up in meaning. In order to achieve parallel meaning, we can rewrite the sentence so that the **politician** himself is doing the **attacking**.

**Because of his intolerant attitude, that politician always SEEMS TO BE attacking the poor.**

## PARALLELISM IN ACTION

### Problem Set

In each of the following 15 sentences, underline each individual sentence part. Then rewrite each sentence ensuring structural and logical parallelism among the sentence parts.

1. The connection between regular exercise and performing well in school continues to elude us.
2. Although we were sitting in the bleachers, the baseball game was as exciting to us as the people sitting behind home plate.
3. Many teachers have chosen to seek employment in the suburbs rather than facing low salaries in the city.
4. If he is not given ample recovery time after the operation, he is liable to be disoriented and may not perform routine tasks well.
5. Many agree that how you dress for a job interview and even the way you position yourself in your seat leave a lasting impression on your interviewer.
6. A good night's sleep not only gives your body a chance to rest, but energizing you for the following day.
7. Hopefully, the joint business venture will increase employee satisfaction and start to improving the relations between upper management and staff.
8. The works displayed in the photography exhibit were contributed by numerous artists, both those who already had mass appeal and who never had much exposure.
9. We were dismayed to learn that most of our neighbors were unfriendly, disagreeable, and were uninteresting to make new friends.
10. The students didn't do well on the test more because they didn't study than not understanding the material.
11. The snow covered the train tracks by more than a foot, prompted the transit authority to shut down service temporarily, and causing discontent among commuters who were left stranded for hours.
12. The experiences we have when children still influence our behavior in adulthood.
13. The band chosen for the annual spring concert appealed to the student body and the administration as well.
14. The new toy was the young mother's trying to appease her sobbing child.
15. We decided to walk to the cinema rather than taking the bus.



## IN ACTION ANSWER KEY

1. The connection between exercising regularly and performing well in school continues to elude us.
2. Although we were sitting in the bleachers, the baseball game was as exciting to us as to the people sitting behind home plate.
3. Many teachers have chosen to seek employment in the suburbs rather than face low salaries in the city.
4. If he is not given ample recovery time after the operation, he is liable to be disoriented and unable to perform routine tasks.
5. Many agree that how you dress for a job interview and even how you position yourself in your seat leave a lasting impression on your interviewer.
6. A good night's sleep not only gives your body a chance to rest, but also energizes you for the following day.
7. Hopefully, the joint business venture will increase employee satisfaction and improve relations between upper management and staff.
8. The works displayed in the photography exhibit were contributed by numerous artists, both those who already had mass appeal and those who never had much exposure.
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11. The snow covered the train tracks by more than a foot, prompting the transit authority to shut down service temporarily, and causing discontent among commuters who were left stranded for hours.
12. The experiences we have in childhood still influence our behavior in adulthood.
13. The band chosen for the annual spring concert appealed to both the student body and the administration.
14. The new toy was the young mother's attempt to appease her sobbing child.
15. We decided to walk to the cinema rather than take the bus.



**Sentence Correction, pages 653-695**from *The Official Guide for GMAT Review (10<sup>th</sup> edition)*

For each of the following problems, identify grammatical structures that require parallelism, including: lists, idioms, and verbs of being. Be sure to keep all appropriate parts of speech parallel, including pronouns when applicable. Do not fall victim to superficial parallelism!

**Parallelism**

3, 4, 6, 7, 22, 25, 33, 40, 42, 62, 66, 70, 71, 78, 79, 84, 93, 96, 98, 99, 106, 114, 123, 125, 143, 148, 152, 155, 160, 163, 166, 169, 170, 173, 185, 186, 189, 190, 191, 197, 201, 207, 209, 210, 212, 225, 233, 246, 247



## Chapter 7

# Comparisons



## COMPARISONS

Comparisons are a special form of parallelism that deserve special attention. Comparisons always compare at least two things. Although they may seem simple, comparisons within a sentence are often complex and subtle.

In attacking GMAT comparisons, you must first learn to spot them by learning certain key words or phrases that signal comparisons. Upon finding a comparison, you must identify the two things being compared and ensure that they are truly parallel, both with regard to structure and meaning.

Certain words and phrases signal comparisons. The chart shown to the right lists the most important of these signals. Whenever you see one of them, stop and find the two items being compared.

Comparison Signals	
like	as
unlike	as (adj.) as
likening	as many as
more than	as few as
greater than	as much as
less than	as little as
shorter than	as high as
different from*	as short as

\*Note that the correct comparison is *different from*, not the commonly misused *different than*.

The word **like** is used to compare two nouns. The word **as** is used to compare two clauses.

### “Like” vs. “As”

The words **like** and **as** are two of the most common comparison signals. Although they may seem interchangeable, for the purposes of the GMAT, they are not.

**Like** should be used to [compare] people or things (any nouns).

**As** should be used in a [comparison] involving [clauses]. A clause is any phrase that includes a verb. As can also be used in comparisons that use the construction **as . . . as**.

Incorrect: **Bella and June, AS their mother Stacy, are extremely smart.**

Correct: **Bella and June, LIKE their mother Stacy, are extremely smart.**

Incorrect: **Just LIKE swimming is good exercise, skiing is a great way to burn calories.**

Correct: **Just AS swimming is good exercise, skiing is a great way to burn calories.**

In the first example, simple nouns (**Bella and June & their mother Stacy**) are being compared, so *like* is required. In the second example, clauses with the verb **to be** are being compared, so *as* is required.

Note: **Like** is often misused in modern English. Do not use **like** when you mean **for example**. Instead, use the phrase **such as**.

## Keeping Comparisons Parallel

*Comparisons must be logically parallel.* That is, they must compare similar things.

**Frank's build, like his brother, is extremely broad and muscular.**

Ask yourself: What two things are being compared? According to the sentence as written, **Frank's build** is being compared to **his brother**. This is not a logical comparison because it does not compare similar things. In order to correct this error, we can change the comparison in one of two ways:

**Frank, like his brother, has a broad and muscular build. OR**

**Frank's build, like that of his brother, is extremely broad and muscular.**

When comparing only two things, use the comparative form. When comparing more than two things, use the superlative form.

These revisions both contain logical comparisons. The first compares **Frank to his brother**, while the second revision compares **Frank's build to that (the build) of his brother**.

*Comparisons must be structurally parallel.* That is, they must have a similar grammatical structure.

**I enjoy flying by plane more than I like to drive in a car.**

Ask yourself: Are the objects of comparison grammatically parallel? No, because **enjoy flying by plane** does not have the same structure as **like to drive in a car**. In order to make the comparison structurally parallel, we can revise the sentence as follows:

**I enjoy flying by plane more than driving by car.**

Here the phrase **flying by plane** parallels the phrase **driving by car**.

## Comparative and Superlative Forms

When comparing two things, use the comparative form of an adjective or adverb.

When comparing more than two things, use the superlative form of an adjective or adverb.

Irregular forms		
Adj./Adv.	Comparative	Superlative
Good	Better	Best
Bad	Worse	Worst
Much, Many	More	Most
Little	Little, less, lesser	Least
Far	Farther, further	Farthest, furthest

### Regular Forms

Comparative: **She is SHORTER than her sister.** (Add -er)

Superlative: **She is the SHORTEST of her five siblings.** (Add -est)

Comparative: **You are MORE INTERESTING than she.** (Add the word **more**)

Superlative: **You are the MOST INTERESTING person here.** (Add the word **most**)

### Problem Set

In each of the following 15 sentences, circle all comparison signals and underline the items being compared. Then rewrite each sentence ensuring that the items are logically and structurally similar.

1. As with other children in her neighborhood who were home-schooled, Joan sometimes missed being in a classroom with her peers.
2. In contrast to the trapeze artists who fumbled their routine, the antics of the circus clowns kept the audience entertained for hours.
3. The clothes hanging on the racks inside the store looked more appealing than in the store window.
4. There are about the equivalent number of gym members in the boxing class as in the aerobics class.
5. Brett decided to use his own money, but not his parents' credit card, to pay for the stereo.
6. Julia was able to climb the tree so fast as her brothers.
7. The blue dress looks more flattering on you than the red one.
8. Three times more students attended the prom this year than last year.
9. Joe went to bed early because his will to succeed in the race the following morning was greater than playing pool with his friends.
10. Sam was away on vacation longer than his friends.
11. Most of the audience did not enjoy the concert, likening it to grinding up metal.
12. Owning a car is still Dan's goal, like that of his parents when they were his age.
13. Covering the floors with tiles costs twice as much as linoleum.
14. Like a woman I once met on the bus, the hostess' attire was somewhat flamboyant.
15. The tycoon contributed more to the candidate's campaign than anyone else in the industry.



## IN ACTION ANSWER KEY

1. Like other children in her neighborhood who were home-schooled, Joan sometimes missed being in a classroom with her peers.
2. In contrast to the trapeze artists who fumbled their routine, the circus clowns kept the audience entertained for hours with their antics.
3. The clothes hanging on the racks inside the store looked more appealing than those in the store window.
4. There are about as many gym members in the boxing class as there are in the aerobics class.
5. Brett decided to use his own money rather than his parents' credit card to pay for the stereo.
6. Julia was able to climb the tree as fast as her brothers did.
7. The blue dress looks more flattering on you than the red one does.
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9. Joe went to bed early because his will to succeed in the race the following morning was greater than his desire to play pool with his friends.
10. Sam was away on vacation longer than his friends were.
11. Most of the audience did not enjoy the concert, likening it to the grinding of metal.
12. Owning a car is still Dan's goal, as it was of his parents when they were his age.
13. Covering the floors with tiles costs twice as much as covering them with linoleum.
14. Like a woman I once met on the bus, the hostess was dressed somewhat flamboyantly.
15. The tycoon contributed more to the candidate's campaign than did anyone else in the industry.



**Sentence Correction, pages 653-695**

from *The Official Guide for GMAT Review (10<sup>th</sup> edition)*

For each of the following problems, identify the words, phrases, or clauses being compared. Eliminate answer choices that contain faulty comparisons, either logical or structural. Be sure to maintain parallelism and to use appropriate comparison words.

**Comparisons**

5, 16, 19, 26, 30, 31, 51, 60, 64, 74, 82, 91, 95, 101, 109, 112, 118, 120, 126, 133, 137, 141, 147, 149, 156, 168, 175, 193, 199, 206, 224, 229, 232, 244, 245, 254, 264, 267, 268



# Chapter 8

## Idioms



## **IDIOMS**

Idioms are expressions that have unique forms. There is no hard and fast rule for determining the form of an idiom. In fact, it is this very uniqueness that makes an expression an idiom. For example: RANGE FROM X to Y is an idiomatic expression. Why is it **range from** and not **range between**? It just is. **Range from** is the accepted English convention while **range between** is not.

Luckily for native English speakers, most idiomatic expressions are wired into your brain from years of hearing and speaking English. Your ear is your best weapon in choosing the correct idiomatic form for an expression.

For non-native speakers, the task is more difficult. However, the GMAT does tend to focus on certain common idioms. Memorizing these common idiomatic expressions can be very useful for evaluating many GMAT sentences.

The Spot -  
Extract -  
Replace  
Method will  
help you iden-  
tify idiom  
errors.

### **Using Your Ear: Spot - Extract - Replace**

Your ear is your most valuable weapon in trying to ascertain the proper form of a given idiom. However, you must understand how to use your ear in this regard.

**A large percentage of New York City residents are native from other countries.**

First, you must SPOT the suspect idiomatic expression. Repeat the sentence in your head until you spot what sounds like an idiom: **native from**.

Second, EXTRACT the idiom from the sentence and play with it in your head by inserting it into made-up sentences. In so doing, you will probably recognize that **native from** does not sound natural, but that **natives of** does.

Third, REPLACE the corrected idiom in the sentence and evaluate how it sounds.

**A large percentage of New York City residents are NATIVES OF other countries.**

Note that not every idiomatic expression is one indivisible unit. Often an idiomatic expression is split up within a sentence. Consider the following:

**Not only is Mary tired but she is hungry.**

Here the suspect idiom that you spot is **not only . . . but**. By extracting it from the sentence you will notice that this idiom is made up of two units (**not only** and **but**). You will also hear that the second half of the idiom is incomplete. The complete idiom should be **not only . . . but also**. We can revise the sentence accordingly:

**Not only is Mary tired but she is also hungry.**

## Idiom List

Review the following common idioms. This is not an exhaustive list, as there are thousands of idiomatic expressions in the English language. For native English speakers, it is unnecessary to spend time memorizing this list. You should spend most of your time perfecting the spot-extract-replace method, which helps your ear find idiomatic errors.

### IDIOM LIST

The idiomatic expressions **whether or not** and **numbers of** are always incorrect.

a consequence of	depends on whether	no less . . . than
a debate over	depicted as	no less was X than was Y
a responsibility to	determined by	not only X but also Y
a sequence of	differ from	not so much X as Y
able to X	different from	not X but rather Y
access to	disagree with (person/idea)	noted that
agree with (person/idea)	discourage from	permit X to Y
agree to (a plan or action)	dispute whether	persuade X to Y
allows for	distinguish between X and Y	prefer X to Y
appeal to	distinguish X from Y	prohibits X from Y
approve/disapprove of	doubt that	potential to
an instance of	either X or Y	range from X to Y
as a result of	enable X to Y	rates for (not 'of')
as good as	encourage X to Y	regard as
as great as	enough X that Y	requiring that X Y
as many . . . as	estimated to be	requiring X to Y
as much as	except for	responsible for
as X as to Y	expect to	resulting in
ask X to Y	fascinated by	retroactive to
associate with	forbid X to Y	sacrifice X for Y
attend to	identical with	seem to indicate
attribute X to Y	in contrast to	similar to
based on	in danger of	so as not to be hindered by
be afraid of	independent from	so X as to be Y
believe X to be Y	indifferent towards	so X as to constitute Y
better served by X than by Y	insist that	so X that Y
better than	interaction of	subscribe to
both X and Y	isolated from	such X as Y and Z
capable of	just as X, so Y	targeted at
centers on	know to do X	the more X the greater Y
claims to be	less X than Y	the same to X as to Y
compare to (similarities)	likely to be	to result in
compare with (differences)	mandate that	to think of X as Y
concerned with	mistake X for Y	used as
conform to	modeled after	view X as
connection between X and Y	more . . . than ever	whether to
consider X Y (without 'to be')	more common among X than	worried about (not 'over')
contrast X with Y	among Y	X instead of Y
credited with	more X than Y	X is attributed to Y
defined as	native to	X out of Y (numbers)
demand that	a native of	X regarded as Y
dependent on	neither X nor Y	

## Problem Set

In each of the following 15 sentences, underline all idiomatic expressions. For idioms that are split up, be sure to underline both parts. Use the spot-extract-replace method to determine whether each idiom is in its proper form. Then rewrite each sentence using the corrected idiom.

1. Unaccustomed to being spontaneous, Jill couldn't decide whether she should be spending her bonus on a new computer.
2. The new mother spent most of the day worrying ~~over~~ her son's safety.
3. The reclusive playwright has been known ~~as~~ declining invitations to speak at college forums across the country.
4. Current office policy requires ~~that~~ all employees ~~should~~ submit vacation requests to their supervisors before taking those requests to the human resources department.
5. Someone who enrolls in an advanced dance class without having prior experience is likely severely disadvantaged.
6. All the history professors considered the visiting lecturer ~~as~~ an expert in his field.
7. The success of the new restaurant depends ~~on~~ if it can appeal to a broad range of palates.
8. The sign in front of the Baker residence prohibits anyone to trespass on the property.
9. The chemical's potential was determined as a result of extensive research and numerous experiments.
10. The Pilgrims are credited ~~as~~ having celebrated the first Thanksgiving.
11. Jeff claims that he is the best quarterback his team has ever seen.
12. Although it was expected that Kelly would win the spelling bee, she stumbled on a fairly simple word.
13. The union demanded that its members ~~should~~ be receiving better pay.
14. Peter viewed babysitting his sister like a chore rather than a chance to become close to his sibling.
15. Cheryl mistook the handsome boy's sudden appearance at her locker as a sign that he was interested in her.



## IN ACTION ANSWER KEY

1. Unaccustomed to being spontaneous, Jill couldn't decide whether to spend her bonus on a new computer. (*whether to X*)
2. The new mother spent most of the day worrying about her son's safety. (*worrying about X*)
3. The reclusive playwright has been known to decline invitations to speak at college forums across the country. (*known to X*)
4. Current office policy requires that all employees submit vacation requests to their supervisors before taking those requests to the human resources department. (*requires that X Y*) **OR**  
Current office policy requires all employees to submit vacation requests to their supervisors before taking those requests to the human resources department. (*requires X to Y*)
5. Someone who enrolls in an advanced dance class without having prior experience is likely to be at a severe disadvantage. (*likely to be*)
6. All the history professors considered the visiting lecturer an expert in his field. (*consider X Y*)
7. The success of the new restaurant depends on whether it can appeal to a broad range of palates. (*depends on whether*)
8. The sign in front of the Baker residence prohibits anyone from trespassing on the property. (*prohibits X from Y*)
9. The chemical's potential was determined by extensive research and numerous experiments. (*determined by*)
10. The Pilgrims are credited with having celebrated the first Thanksgiving. (*credited with*)
11. Jeff claims to be the best quarterback his team has ever seen. (*claims to be*)
12. Although Kelly was expected to win the spelling bee, she stumbled on a fairly simple word. (*expect to*)
13. The union demanded that its members receive better pay. (*demanded that X Y*)
14. Peter viewed babysitting his sister as a chore rather than a chance to become close to his sibling. (*viewed X as Y*)
15. Cheryl mistook the handsome boy's sudden appearance at her locker for a sign that he was interested in her. (*mistook X for Y*)



**Sentence Correction, pages 653-695**

from *The Official Guide for GMAT Review (10<sup>th</sup> edition)*

For each of the following problems, identify the idiom. Eliminate any answer choices which use an unidiomatic expression. Use your ear and the spot-extract-replace method to help you identify the correct form of the idiom

**Idioms**

9, 13, 21, 58, 63, 65, 67, 100, 105, 111, 117, 121, 138, 150, 177, 182, 216, 217, 218,  
226, 241, 263



## Chapter 9

Odds & Ends



### ODDS & ENDS

You now have 8 ways of analyzing a GMAT sentence: (1) Style, (2) Subject-Verb Agreement, (3) Verb Tense, Mood, & Voice, (4) Pronouns, (5) Modifiers, (6) Parallelism, (7) Comparisons, and (8) Idioms. In general, you will need to check each GMAT sentence for errors related to several of these topics in order to choose the correct sentence from your choice of five.

The vast majority of GMAT grammar errors fall into one of the preceding 8 categories. There are, however, a few other types of errors which may be found in GMAT sentences. If you have checked a sentence for all 8 major types of errors and you are still undecided between two sentence versions, consider the following odds & ends—additional grammar topics which may help you identify the correct sentence:

- (1) Quantity
- (2) Connecting Words and Punctuation
- (3) Things That are Almost Always Wrong

The word **many** modifies countable things. **Much** modifies uncountable things.

### Quantity

In English, words and expressions of quantity are subject to strict grammatical rules. The GMAT tests your knowledge of these “quantity” rules.

#### Rule #1: Words used for countable things VS. words used for uncountable things

The following chart distinguishes between words and expressions that modify countable things and those that modify uncountable things:

Countable Modifiers	Uncountable Modifiers
<i>Many</i> hats	<i>Much</i> talent
As <i>many</i> hats as shirts	As <i>much</i> talent as intelligence
<i>Few/Fewer</i> hats	<i>Little/Less</i> talent
<i>Number</i> of hats	<i>Amount</i> of talent
As <i>many</i> hats as	<i>Equivalent</i> talent to

Countable items include **dollars**, **hats**, **buildings**, and **people**. Uncountable things include **money**, **water**, **wreckage**, and **talent**. If you are unsure as to whether something is countable or not, perform the counting test:

For dollars: **1 dollar, 2 dollars, 3 dollars, and so forth.** This works; **dollar** is countable.

For money: **1 money, 2 money, stop.** This does not work; **money** is uncountable.

## ODDS AND ENDS STRATEGY

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

To relate two things, you must use different words from the words you use to relate three or more things. This chart highlights the most important words (the majority are a review) that must be used when relating different numbers of things.

Relating 2 things	Relating 3 or more things
between X and Y	among X, Y, and Z
X is better than Y	X is the best (among X, Y, and Z)
X has more than Y	X has the most (among X, Y, and Z)
X has less than Y	X has the least (among X, Y, and Z)

Remember,  
any answer  
choice  
containing the  
**numbers of** is  
incorrect.

### Rule #3: The number or number of VS. a number or numbers of

As you may recall from the Subject-Verb Agreement section, the word **number** is tricky depending on the expression in which it is used. There are two major points to remember:

FIRST, **the number** is singular, and **a number** is plural.

**The number of dogs IS greater than the number of cats.**  
**A number of dogs ARE chasing away the cats.**

SECOND, **numbers of** is incorrect. Stick to the expression **number of**.

Incorrect: **The NUMBERS OF dogs in Montana are steadily increasing.**  
Correct: **The NUMBER OF dogs in Montana is steadily increasing.**

### 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.

**The price of silver INCREASED by ten dollars.**  
**The price of silver is GREATER than the price of copper.**

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

Incorrect: **The price of silver fell by a more than 35% decrease.**  
Correct: **The price of silver decreased by more than 35%.**

**Decrease** already includes the notion of falling or lowering, so the word **fell** is redundant. Similarly, **increase** includes the notion of **rising** or **growing**, so those words would be redundant as well.

### Connecting Words

In order for phrases and clauses to combine into a complete sentence, they must be connected together in the proper way by certain connecting words.

FIRST, watch out for sentences that have no logical connectors between two independent clauses. For example:

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

This is termed a run-on sentence because it involves two independent sentences connected by nothing more than a comma (which is not enough!). It can be corrected by adding a logical “connecting” word such as but:

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

SECOND, make sure that clauses are connected by a logical “connecting” word:

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

The connecting word and is not logical because the two sentence parts are in opposition to each other. This can be corrected by choosing a different “connecting” word:

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

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

The following is a list of the most common connecting words:

**and, or, nor, but, yet, although, when, because, for, since, before, after, if, unless**

Connecting  
words can  
help you  
avoid run-on  
sentences.

Be sure to choose a connector that logically fits into a given sentence.

### Connecting Punctuation

The two major punctuation marks that can connect sentence parts are the semicolon and the colon. The semicolon (;) is used to connect two closely related statements. BOTH statements must be able to stand alone as independent sentences.

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

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

In the first example, the second part of the sentence is incapable of standing on its own. Therefore the two parts may NOT be connected by a semicolon. In the second example, the two sentence parts are both capable of standing alone. Therefore, they may be connected by a semicolon.

A semicolon is used only to connect two related complete sentences.

The colon (:) is used to equate two parts of a sentence. For example, it is often used to equate a list with its components. You should be able to insert the word **namely** after the colon. Only the statement that precedes the colon must be able to stand alone:

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

Correct: **I love many kinds of music: [namely] classical, rock, and pop.**

In the first example, the statement preceding the colon—I love listening to—cannot stand alone. In the second example, the statement preceding the colon can stand alone, and one can insert the word **namely** into the phrase following the colon.

Be sure not to confuse the semicolon (;) with the colon (:). The semicolon connects two independent clauses (each can stand on its own). The colon equates two parts of a sentence where the second part is dependent on the first part.

### Things that are (Almost) Always Wrong

Finally, be aware that there are some words and phrases that appear on the GMAT that either always or almost always indicate incorrect answer choices. You should learn this list and be able to use the words and phrases shown below to wrong answers.

	INCORRECT	CORRECT
<b>Do it</b>	She asked him several times to take out the garbage, but she wasn't sure whether he would <b>do it</b> .	She asked him several times to take out the garbage, but she wasn't sure whether he would <b>do so</b> .
<b>Numbers of</b>	The politicians were amazed at the <b>numbers of</b> anti-war protesters.	The politicians were amazed at the <b>number of</b> anti-war protesters.
<b>Whether or not</b>	He couldn't decide <b>whether or not</b> to apply to Stanford.	He couldn't decide <b>whether</b> to apply to Stanford.

## **OFFICIAL GUIDE PROBLEM SET**

### **Sentence Correction, pages 653-695**

from *The Official Guide for GMAT Review (10<sup>th</sup> edition)*

For each of the following problems, identify any errors relating to the odds and ends topics. Eliminate any answer choices that misuse expressions of quantity, connecting words and connecting punctuation.

#### **Odds & Ends**

10, 23, 34, 41, 50, 54, 59, 81, 115, 132, 135, 161, 172, 261



## **OFFICIAL GUIDE PROBLEM SET**

### **Sentence Correction, pages 653-695**

from *The Official Guide for GMAT Review (10<sup>th</sup> edition)*

The following is a REVIEW of all the Official Guide problem sets included in this guide.

#### **Set 1: Complete after the STYLE section**

20, 45, 53, 69, 76, 103, 104, 110, 119, 128, 136, 139, 153, 157, 171, 179, 183, 192, 203, 204, 208, 220, 221, 223, 228, 231, 234, 237, 239, 240, 242, 249, 256, 258, 260, 266

#### **Set 2: Complete after the SUBJECT VERB AGREEMENT section**

2, 8, 14, 18, 28, 47, 52, 77, 85, 89, 93, 140, 144, 167, 174, 176, 178, 198, 205, 211, 213, 219, 238, 243, 250, 255, 257

#### **Set 3: Complete after the TENSE, VOICE, & MOOD section**

7, 17, 24, 32, 36, 55, 68, 72, 75, 80, 87, 88, 90, 92, 102, 124, 129, 134, 145, 151, 161, 184, 196, 202, 215, 227, 230, 236, 250, 265

#### **Set 4: Complete after the PRONOUNS section**

12, 29, 38, 43, 48, 49, 61, 73, 83, 97, 108, 116, 122, 130, 131, 142, 159, 163, 165, 181, 188, 194, 214, 248, 251, 253, 259

#### **Set 5: Complete after the MODIFIERS section**

1, 11, 15, 27, 35, 37, 39, 44, 46, 56, 86, 107, 113, 127, 146, 147, 154, 158, 162, 164, 180, 195, 200, 222, 262

#### **Set 6: Complete after the PARALLELISM section**

3, 4, 6, 7, 22, 25, 33, 40, 42, 62, 66, 70, 71, 78, 79, 84, 93, 96, 98, 99, 106, 114, 123, 125, 143, 148, 152, 155, 160, 163, 166, 169, 170, 173, 185, 186, 189, 190, 191, 197, 201, 207, 209, 210, 212, 225, 233, 246, 247

#### **Set 7: Complete after the COMPARISONS section**

5, 16, 19, 26, 30, 31, 51, 60, 64, 74, 82, 91, 95, 101, 109, 112, 118, 120, 126, 133, 137, 141, 147, 149, 156, 168, 175, 193, 199, 206, 224, 229, 232, 244, 245, 254, 264, 267, 268

#### **Set 8: Complete after the IDIOMS section**

9, 13, 21, 58, 63, 65, 67, 100, 105, 111, 117, 121, 138, 150, 177, 182, 216, 217, 218, 226, 241, 263

#### **Set 8: Complete after the ODDS & ENDS section**

10, 23, 34, 41, 50, 54, 59, 81, 115, 132, 135, 161, 172, 261



# **The Official Guide Problem Matrix**

Style	Subj-Verb Agree	Verb Tense/Voice/Mood	Pronouns	Modifiers
1			agreement with antecedent	"that occurred" vs. "occurring"
2	"number" is singular			
3				
4			"citrus" & "fruit" are singular	
5				adjective vs. adverb
6	redundancy, brevity			
7	awkward phrasing	"underlie" vs. "underlay"		
8	"visible" replaces "that is visible"	"equipment" is singular		
9	"that" is not needed			
10	change of intent			"agree...that...& that..."
11			missing antecedent	modifier touches modified noun
12	wordy/awkward		illogical antecedent	
13	redundancy			
14		"fragments" is plural		
15				"which" modifier clause
16				
17		tense	"which" vs. "who"	
18		"each" & "every one" are singular		
19				
20	altered intent			dangling modifier
21				
22		passive voice, inconsistent tense		
23	redundancy	passive voice		
24		"if" vs. "whether"		
25				
26				
27				dangling modifier
28		"rise" is singular	tense	
29	wordy/awkward		missing antecedent	
30				
31		tense		
32		tense		
33			missing antecedent	
34		"dioxins" is plural		
35				need a comma to set off modifier
36				
37		tense		adjective vs. adverb
38		conditional		unclear antecedents
39				participle modifier
40				
41		tense		
42	wordy/awkward			
43	wordy/awkward		missing antecedent	
44				dangling modifier
45	wordy/awkward			
46		passive voice		
47		tense, conditional		adjective vs. adverb
48	wordy/awkward			
49			missing antecedent, agreement	
50	wordy/awkward		"which" only refers to nouns	
51			unclear antecedent	
52		"costs" is plural		
53	wordy/awkward, altered intent			
54				
55		tense		
56		passive voice		modifier touches modified noun
57		passive voice		
58				
59	redundancy			
60				
61			agreement	
62				
63	wordy/awkward			
64				
65				
66	redundancy			
67				
68		verb tense		
69	wordy/awkward			
70				
71				

	Parallelism	Comparisons	Idioms	Odds & Ends
1				
2			"from X to Y"; "of X (possessive)"	
3	verb phrases in a list			
4	parallel infinitives			
5		"as old as" vs. "older than"		
6	verbs of being			
7	parallel phrases			
8				
9			"believe X to be Y"	
10				fragment
11				
12				
13			"rates for (prices)"	
14			"estimated to be"	
15			distinguishes between "X & Y"	
16	verb forms	parallelism (logic & agreement)		
17				
18				
19		illogical comparison		
20				
21			"attribute X to Y"; "X is attributed to Y"	
22	prepositional phrases			
23				"numbers of" is always wrong
24			"whether to X"	
25	verb phrases in a list			
26		comparative vs. superlative	"difficulty to X"	
27				
28				
29				
30		parallelism	"no less X than Y"	
31		illogical comparison	"admit to X"	
32				
33	noun phrases in a list			
34				"much" vs. "many"
35				
36			"native to"; "an attempt to"	
37				
38				
39				
40	prepositional phrases			fragment
41				
42	noun phrases			
43				
44				
45				
46				
47				" " vs. "&"
48				
49			"known to X"	
50				use of semicolon
51		illogical comparison, "like" vs. "as"		
52				fragment
53				
54			"the same to X as to Y"	use of semicolon; articles
55			"elect to X"	
56				
57			"extent to which X"	
58			"range from X to Y"	
59				"much" vs. "many"
60	verb phrases	"like" vs. "as"		
61			"requires X to Y"	
62	verb phrases			
63			"in danger of X"	
64		illogical comparison		
65			"consider X Y"	
66	noun phrases with "both"			
67			"requires X to Y"	
68				fragment
69				
70	infinitives			
71	verb phrases			

Style	Subj-Verb Agree	Verb Tense/Voice/Mood	Pronouns	Modifiers
72		passive voice, tense		
73	wordy/awkward	conditional	missing antecedent	
74		conditional, tense		
75				
76	wordy/awkward			
77	"term" is singular	tense		
78			relative pronoun	
79		tense		
80				
81				
82				
83	redundancy		missing antecedent	
84			agreement in number	
85	"fascination" is singular	tense		
86	wordy/awkward, altered intent	"if" vs. "whether"		misplaced modifier
87		tense		
88	"one" is singular	tense		
89			missing antecedent	
90		tense		
91		tense		
92				
93	compound subject is plural			
94		passive voice		
95			agreement in number	
96				
97			agreement in number	
98				
99				
100				
101	redundancy	"costs" is plural		
102	wordy/awkward	tense		
103	wordy/awkward			
104	altered intent			
105				
106				
107				"little" vs. "few"
108		tense	agreement in number	
109				
110	wordy/awkward			
111				
112				
113		tense		misplaced modifier
114				
115				
116			agreement in number	
117				
118				
119	wordy/awkward			
120		tense		
121				
122			agreement in number	
123				
124	wordy/awkward, redundant	tense		
125				
126				
127				misplaced modifier
128	wordy/awkward, confusing	tense		
129				
130	wordy/awkward		unclear antecedent	
131			possessive poison	
132				
133			agreement in number	
134	wordy, altered intent	tense		
135				
136	wordy/awkward			
137			relative pronouns	misplaced modifier
138				
139	wordy/awkward			
140	wordy/awkward	"values" is plural	passive voice	
141	altered intent			
142			relative pronouns	

Parallelism	Comparisons	Idioms	Odds & Ends
72			
73			
74	"like" vs. "as"	"X as an instance of Y"	
75			
76			
77			
78	verb phrases	"either X or Y"	
79	infinitives	"consider X Y"	
80			
81			semicolon
82	verb phrases	illogical comparison	
83			
84	verbs of being		
85			
86			
87		"ability to X"	
88		"so X as to constitute Y"	
89		"1 X for every 2 Y's"	
90		"allow X to be Y"	
91	"like" vs. "as"		
92		"as many X as Y"	
93	clauses		
94		"not only X but also Y"	fragment
95	"like" vs. "as"		
96	infinitives		
97			
98	clauses	"more X than ever"	
99	noun phrases		
100		"prohibit X from Y"	
101	"less" vs. "lower"		
102			
103			
104			
105		"as much as", "not so much as"	
106	noun phrases		
107			
108			
109	parallel comparison	"require that X be Y"	
110			
111		"credit X with Y"	
112	illogical comparison		
113			
114	verb phrases		
115		"between X & Y"	"between" vs. "among"
116		"better served by X than by Y"	
117		"claims to X"	
118	illogical comparison	"more X than Y"	
119			
120	"like" vs. "as"	"using X as Y"	
121		"ordered X to Y"	
122			
123	noun phrases		
124			
125	verb phrases	"not only X but also Y"	
126	"like vs. "as"		
127		"substitute X for Y"	
128			
129			
130		"restitution for X"	
131		"X is expected to Y"	
132			"as many as" vs. "equivalent to"
133	parallel comparison		
134			
135			run-on sentence
136			
137	illogical comparison		
138		"require X to Y"	
139	noun phrases	"both X & Y"	
140			
141	illogical comparison		
142			

Style	Subj-Verb Agree	Verb Tense/Voice/Mood	Pronouns	Modifiers
143				
144	wordy/awkward	"efforts" is plural		
145		subjunctive mood		
146	wordy/awkward			dangling modifier
147				misplaced modifier
148			missing antecedents	
149				
150				
151		conditional		
152		conditional		
153	wordy/awkward		unclear antecedent	
154	altered intent			meaning
155				
156				
157	wordy/awkward			meaning
158			multiple issues	
159				
160				
161		conditional		
162				misplaced modifiers
163			agreement in number	
164				possessive poison, meaning
165			multiple issues	
166				
167		agreement, logic & number		
168				
169				
170		passive voice		
171	wordy/awkward			
172			missing antecedent	
173		passive voice		
174	book titles are singular			
175				
176	altered intent	"information" is singular		
177				
178		"number" is singular		misplaced modifier
179	wordy/awkward, confusing			
180	altered intent	tense		dangling modifier
181			missing antecedent	
182		passive voice	agreement in number	
183	wordy/awkward, confusing			
184		tense		
185				
186				
187				
188			relative pronouns	
189	wordy/awkward			
190	awkward phrasing			
191				
192	wordy/awkward	"words" is plural		
193				
194			relative pronouns	
195				adjective vs. adverb
196		tense		
197				
198		"army" is singular	tense	
199				
200				
201				
202		tense		
203	wordy/awkward, redundant	tense		
204	wordy/awkward, confusing	passive voice		
205		"pattern" is singular		
206				
207			missing antecedent	
208	altered intent			
209				
210				
211		2 singular subjects		
212				
213		"papers" is plural	tense	

	Parallelism	Comparisons	Idioms	Odds & Ends
143	noun phrases			
144				
145				
146				
147		"like" vs. "as"		
148	infinitives			
149		parallel comparison		
150			"mistake X for Y"	
151			"connection between X & Y"	
152	verb phrases			
153				
154				
155	adjective phrases			
156		illogical comparison		
157				
158				
159				
160	clauses			"more than" vs. "greater than"
161				
162				
163	verb phrases			
164				
165				
166	prepositional phrases		"not only X but also Y"	
167				
168		"many" vs. "much"		
169	noun phrases			
170	verb phrases			
171				
172			"not X, but rather Y"	semicolon
173	verb phrases			
174				
175		parallel comparison		
176				
177			"so X that Y"	
178				
179				
180				
181			"require of"	
182			"think of X as Y"	
183				
184				
185	verb phrases			
186	verb phrases			
187		"as" vs. "than"		
188	clauses			
189	verb phrases			
190	prepositional phrases			
191	infinitives			
192				
193		parallel comparison		
194				
195				
196				
197	elements separated by conjunction			
198				
199		illogical comparison		
200				
201	noun phrases			
202				
203				
204				
205				
206		"like" vs. "as," logic		
207	adjective phrases			
208				
209	verb phrases			
210	verb phrases			
211				
212	verb phrases			
213	noun phrases			

	<b>Style</b>	<b>Subj-Verb Agree</b>	<b>Verb Tense/Voice/Mood</b>	<b>Pronouns</b>	<b>Modifiers</b>
214				agreement, logic	
215			tense	"it" vs. "so"	
216				incorrect antecedents	
217				agreement in number	
218		"are" is plural			
219	wordy, awkward, confusing altered intent				
220					unclear modifiers
221					
222					
223	wordy, awkward, confusing		tense		
224					
225					
226					
227			subjunctive		
228	awkward, imprecise, fragment				
229					
230			tense		
231	illogical, imprecise			missing antecedent	
232		multiple agreement errors			
233					
234	confusing, altered intent				
235					dangling modifier
236			"if" vs. "whether"		
237	redundant, imprecise		passive voice		
238	wordy/awkward	"number" is singular			
239	wordy/awkward			missing antecedent	
240	wordy		tense		
241					
242	wordy, awkward				
243		"amounts" is plural	passive voice		
244					
245					
246					
247					
248				ambiguous antecedents	
249	wordy, awkward				
250			tense		
251				agreement in number	
252		"owners" is plural			
253				relative pronouns	
254					
255		"bank" is singular			
256	wordy, confusing				
257		multiple agreement errors			
258	wordy, confusing		tense		
259	unnecessary extra words			missing antecedent	
260	unclear				
261					
262					misplaced modifier
263					
264					
265		compound subject is plural	tense		
266	wordy/awkward				
267					
268					

Parallelism	Comparisons	Idioms	Odds & Ends
214			
215			
216 verb phrases		"not only X but also Y" "between X & Y" "X ordered that Y by Z'ed"	
217			
218			
219			
220			
221			
222			
223	"like" vs. "such as" ambiguous comparison		
224 clauses		"credit X with Y"	
225			
226			
227			
228			
229	illogical comparison		
230			
231			
232	illogical comparison		
233 noun phrases			
234			
235			
236			
237			
238			
239			
240			
241		"not only X but also Y"	
242			
243			
244	illogical comparison		
245	illogical comparison		
246 verb phrases			
247 infinitives			
248 verb phrases			
249			
250 elements separated by conjunction			
251			
252			
253			
254	parallel comparison		
255			
256			
257			
258			
259			
260			
261			semicolon
262			
263		"as a result of"	
264	parallel comparison		
265			
266			
267	"like" vs. "as," logic illogical comparison		
268			