

Right: The value of the stock increased by 10%.

```

graph LR
    GT([Grammar Terms]) --- C[Clause]
    GT --- M[Modifier]
    GT --- SC[Sentence Core]
    GT --- Conj[Conjunction]
    C --- IC[independent clause]
    C --- DC[dependent clause]
    M --- NCM[nonessential modifier]
    M --- EM[essential modifier]
    SC --- ISC[independent clause]
    SC --- ESC[essential modifier]
    Conj --- CC[Coordinating conjunction]
    Conj --- SC2[Subordinating conjunction]
    CC --- FANBOYS[FANBOYS]
    CC --- L[for]
    CC --- A[and]
    CC --- N[not]
    CC --- B[but]
    CC --- O[or]
    CC --- Y[yet]
    CC --- S[so]
    SC2 --- AL[although]
    SC2 --- BE[because]
    SC2 --- WH[while]
    SC2 --- TH[though]
    SC2 --- UN[unless]
    SC2 --- BEF[before]
    SC2 --- AFT[after]
    SC2 --- IF[if]
  
```

The mind map 'Grammar Terms' branches into four main categories: Clause, Modifier, Sentence Core, and Conjunction. 'Clause' branches into independent clause and dependent clause. 'Modifier' branches into nonessential modifier and essential modifier. 'Sentence Core' branches into independent clause and essential modifier. 'Conjunction' branches into Coordinating conjunction (FANBOYS: for, and, not, but, or, yet, so) and Subordinating conjunction (although, because, while, though, unless, before, after, if).

Right: The three prices SUM to \$11.56.

Right: The three prices TOTAL \$11.56.

Pay attention to expression of time. It is easy to sneak two redundant time expressions into an answer choice.

Pay attention to transition words, such as contrast words :

Although she studied night and day for three months, yet she did not do well on her exam. It is unnecessary to use the second contrast word, yet.



Sentence Structure

Principle:

1. Subject and Verb must agree in number

The dog runs out of the house.

The dogs run out of the house.

2. GMAT might hide the subject:

The discovery of new medicines was vital to the company's growth.

"The discovery" is part of the prepositional phrase.

3. Compound subject: Compound subjects are always plural because at least two nouns function as the subject.

A compound subject must be connected by the word and, but the second sentence uses the modifier "as well as Guy". Only Lin qualifies as the subject.

Lin and Guy drive to work.

Lin, as well as Guy, drives to work every day.

4. A sentence can also contain a compound verb (two or more verbs that all point to the same subject):

Lin drove to work and said hello to his co-worker.

Lin and Guy drive to work together every morning and greet their co-workers cheerfully.

Middlemen and Warmup

Middlemen: words inserted between the subject and the verb.

Warmup: a significant number of words in front of the subject you want. In these case, you have to ignore the warmup that comes before the subject of the sentence.

1. Prepositional Phrases:

of mice	for milk	by 1800
in Zambia	with her	at the level
to the store	on their orders	from the office

A noun in a prepositional phrase will never be the main subject of the sentence.

2. Dependent Clause:

Dependent Clause, which begin with connecting words such as who or because, cannot stand alone as sentences. They are always attached to independent clauses.

Dependent: which begin with connecting words such as who or because

Independent: Dependent clauses cannot stand alone as sentences.

Because she studied hard, she earned a good score on the test.

Dependent: because she studied hard

Independent: She earned a good score on the test.

3. Other Modifiers:

Use Structure to Decide

Use structure to decide which is the real subject:

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

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

And then:

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

Building Complex Sentences

Despite some initial concerns, the teacher is confident that her students mastered the lesson.

Independent Clause:

When the word **that** appears just after a working verb, it acts as a “re-set” button in the sentence: a new subject-verb-object structure will follow.

Wrong: I know Meryl Streep is an actor.

Right: I know that Meryl Streep is an actor.

Two Independent Clauses

Right: Lin drove to work, but Guy rode his bike.

Two complete sentences can be connected using a comma plus a conjunction(such as but) to create a compound sentence. Other conjunctions can be used are FANBOYS: for, and, nor, but ,or, yet, so.

* It is not acceptable, however, to connect two sentences using only a comma.

Run-on sentence(a comma splice): any answer choice that connects two independent clauses via only a comma is incorrect.

* Two sentences can be connected by conjunctions, but be careful about the sentences themselves, because they may make mistakes by establishing **a not complete sentence**.

Semicolon(;)

Each statement must be able to stand alone as an independent sentence.

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

Wrong: Earl and Lisa are inseparable; doing everything together.

The second part of this sentence cannot stand on its own. To correct it:

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

* semicolon is often followed by a transition expression, such as however, therefore, or in addition.

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

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

A rare but correct: use semicolon to separate items that themselves contain commas.

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

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

& Modifiers:

A modifier describes or provides extra information about something else in the sentence. **Incorrectly used modifiers can lead to ambiguity or illogical meaning.**

Adjectives and Adverbs

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

Example: The smart student works quickly.

1. The Gmat will offer answers that use an adjective where an adverb is grammatically required and vice versa:

Amy is well.

Amy writes well.

2. The Gmat could provide two grammatically correct phrasings. But need to consider them though logical.

Max's grandmother is his supposed Irish ancestor.

Max's grandmother is his supposedly Irish ancestor.

In the first option, the adjective supposed points to the noun ancestor, implying that Max's grandmother is not actually his ancestor. In the second option, the adverb supposedly points to the adjective Irish, implying that Max's grandmother is not actually Irish.

adjective turns to adverb: corresponding, frequent, independent, rare, recent, seeming, separate, significant, supposed, and usual.

Noun Modifier:

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

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

The cat that lives next door is very noisy.

The “comma which” structure is an example of a **nonessential modifier**, can be removed when to understand the sentence.

The second sentence includes an example of an **essential modifier**. Essential modifiers are not usually separated out by commas.

Position of Noun Modifiers

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

Wrong: A hard worker and loyal team player, the new project was managed by Sue.

Right: A hard worker and loyal team player, Sue managed the new project.

A noun and its modifier may be separated by another modifier :

eg: The box of nails, which is nearly full, belongs to Jean.

The noun box has two modifiers: of nails and which is nearly full. They can't both be placed right after the noun; one has to come first. The essential modifier is placed immediately after the noun, and the nonessential modifier can come second.

Possessive Nouns Are Not Nouns !!!

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

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

Possessive nouns are actually **adjectives**, not nouns, and a noun modifier has to point to a noun.

Noun Modifier Markers: Relative Pronouns

relative pronouns(关系代词) :

Which That Who Whose Whom Where When

(* “That” can sometimes signal other structures. A noun followed immediately by the word “that” signals a noun modifier. This structure can be like subject-verb-THAT-subject-verb-object.)

* The pronouns who and whom must modify people. The pronoun which cannot modify people.

* The pronoun whose can modify either people or things: the town whose water supply was contaminated.

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

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

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

Right: We had an arrangement in which he cooked and I cleaned.

* The pronoun when can be used to modify a noun event or time, such as period, age, 1987, or decade. In these circumstances, you can also use in which instead of when.

Noun Modifier Markers: Prepositions and Participles(分词)

If a preposition immediately follows a noun, then the prepositional phrase modifies that noun.

eg. The executive director of the company resigned three days ago.

eg. Researchers discovered that the most common risk factor resulting in cholera epidemics is the lack of a clean water supply.

Resulting in cholera epidemics signals a noun modifier; it refers to the risk factor.

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

Verb	Present Participle (-ing)	Past Participle
to begin	beginning	begun

These participles can function as verbs, nouns, or various types of modifiers:

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

*** Any -ing word functioning as part of the verb form will have another verb immediately before it.**

*** Any -ing words that are not verbs and not separated from the rest of the sentence by a comma will either be a noun or modify another noun.**

*** Any “comma -ing” structures are adverbial modifiers.**

*** -ed words follow the same general rules, except that a past participle can be a verb all by itself but it cannot function as a noun.**

She played the lottery yesterday.	played = verb
She accidentally bought an expired lottery ticket.	expired = noun modifier
Exhausted from her job, she bought a lottery ticket with hopes of winning big.	exhausted .. job = adverbial modifier

Adverbial Modifiers

adverbial modifiers modify verbs and adverbs. They can also answer questions, such as how, when, where, or why an action occurred, but this time, the question will point to something other than a plain noun.

Type	Example	Meaning
Adverb	The engineer rapidly identified the problem.	How did the engineer identify the problem
Prepositional Phrase	The team attends staff meetings on Mondays.	When does the team attend staff meetings?
Present Participle with Commas	The engineer fixed the problem, earning himself a promotion.	What happened when the engineer fixed the problem?

Type	Example	Meaning
Past Participle with Commas	Exhilarated by the successful product launch, the team celebrated after work.	Why did the team celebrate?

Adverbial modifiers can be placed more freely without creating meaning issues in the sentence. So, the first sentence : “The engineer identified the problem rapidly.” is also correct.

Here is an example very important:

Wrong: The CEO declared that everyone had to work every day through the holidays to make the production deadline, but in calling for such an extreme measure, the company’s employees were upset to the point of mutiny.(叛变)

The phrase *in calling for such an extreme measure* is a “comma -ing” modifier. Such modifiers refer to the entire clause to which they are attached. So the sentence must meet the logical sense.

Right: In an extreme measure, the CEO declared that everyone had to work every day through the holidays to make the production deadline; her employees were upset to the point of mutiny.

Right: The CEO declared that everyone had to work every day through the holidays to make the production deadline, but in calling for such an extreme measure, **she** upset her employees to the point of mutiny.

An adverbial modifier does not necessarily have to be placed as close as possible to what it modifies.

Check the Sequence in Participle Modifiers

There is an additional requirement that applies specifically to adverbial modifiers that use participles: the information presented earlier in the sentence leads to or results in the information presented later in the sentence.

eg1: The engineer fixed the problem, earning himself a promotion.

Because ... , he earned a promotion.

eg2: Exhilarated by the successful product launch, the team celebrated after work.

Because, the team celebrate. The exhilaration led to the celebration.

Whichever statement comes first in the sentence, whether modifier or main clause, is the instigating action(开始的动作), and whichever comes second, is the effect or result.

- √ Slipping on the ice, she broke her ankle.
- × Breaking her ankle, she slipped on the ice.
- √ She slipped on the ice, breaking her ankle.

Subordinators(主从)

Although the economy is strong, the retail industry is struggling.

Subordinate clause modify the main clause to which they are attached.

Markers :

although	before	unless	because
that	so that	if	yet
after	while	since	when

- * Make sure the sentence actually conveys a contrast.
- * Subordinators are similar to the FANBOYS conjunctions: in both case, you need to make sure that the chosen word logically connects the two pieces of information.
 - × **Although** I need to relax, **yet** I have so many things to do!
- * Pay attention to FANBOYS, they must also make logical sense.
 - × She is not interested in playing sports, and she likes watching them on TV.
- * Finally , be on the lookout for sentences that join a main clause to something that should be a clause but is not actually a clause.

Wrong: Citizens of many countries are expressing concern about the
environmental damage caused by the widespread release of
greenhouse gases may by impossible to reverse.

Right: Citizens of many countries are expressing concern **that** the

environmental damage caused by the widespread release of greenhouse gases may be impossible to reverse.

Right: Citizens of many countries are expressing concern about the environmental damage caused by the widespread release of greenhouse gases, damage that may be impossible to reverse.

Which vs Present Participle -ing

Use WHICH only to refer to nouns — never to refer to an entire clause!!

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

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

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

Always test which clauses to make sure that the which refers to the closest preceding main noun and not the whole clause.

Modifier vs. Core

Two long nonessential modifiers in a row can lead to awkward or incorrect phrasings. GMAT answers are more likely to rephrase the sentence so that one of the modifiers becomes part of the core of the sentence; that is, it is no longer a modifier.

example:

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

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

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

Two FANBOYS conjunctions connect the three verbs, so that final portion is now part of the core sentence, not a modifier. That is:

Carlin influenced and inspired yet struggled.

But the origin core sentence is :

Carlin influenced and inspired.

also another example:

Right: Pushed to justify his decision, the manager froze and was unable to say

modifier

core

anything, eventually breaking down in tears.

modifier

Right: The manager froze and was unable to say anything when he was pushed to

core

modifier

justify his decision; he eventually broke down in tears.

core

Quantity

Rule #1: Words Used for Countable Things vs. Words Used for Uncountable Things.

countable: hat(s), feeling(s), and person/people

uncountable: patience, water, and furniture

If not sure, try to count the noun.

More, most, enough, and all work with both countable(plural) and uncountable(singular) nouns.

Do not use the word *less* with countable items, which should use *fewer*.

Be careful with unit nouns, such as dollars or gallons. By their nature, they are countable. However, unit nouns represent uncountable quantities: money, volume. As a result, use *less* with unit nouns, when you want to indicate something about the underlying quantity: We have less than 20 dollars.

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

Use superlative forms (best, worst, most, least) to compare three or more things, and use comparative forms of adjectives and adverbs (better, worse, more, less) to relate two things. Use *between* only with two things, use *among* with three things or more.

Rule #3: The Word Numbers

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

eg. The rare Montauk beaked griffin is not extinct; its numbers are now suspected to be much greater than before.

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

Increase and *decrease* express the change of one thing over time. *Greater* and *less* signal a comparison between two things.

Right: The price of silver increased by \$10.

Right: The price of silver is \$5 greater than the price of copper.

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

Wrong: The price of silver fell by a more than 35% decrease.

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

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

& Parallelism

Comparable sentence parts must be structurally and logically similar.

Parallelism Markers

Markers can be **open**, with a word or words between the two parallel elements, or closed, with a word or words between the two elements as well as before the first element.

Open	And	X and Y	Apples and pears.
		X, Y and Z	Apples, pears and bananas.
	Or	X or Y	Happy or sad
	Rather than	X rather than Y	Play tennis rather than climb a mountain
Close	Both/And	Both X and Y	Both men and women.
	Either/Or	Either X or Y	Either she works or she plays.
	Not/But	Not X but Y	Not running but jogging.
	Not only/But also	Not only X but also Y	Not only the manager but also her team.
	From/To	From X to Y	From the house to the end of the drive way.

Parallel Elements

Element	Example	Marker
Nouns	Her expression reflected both anger and relief.	both X and Y
Adjectives	The park was neither accessible nor affordable. We collected both second- and third-grade books.	neither X nor Y both X and Y
Working Verbs	The custodian cleaned the basement and washed the windows.	X and Y
Infinitive Verbs	We should like not only to hear your side of the story but also to provide a response.	not only X but also Y
Participle Modifiers	The actor left quickly, waving to fans but ducking into a car.	not only X but also Y
Prepositional Phrases	I was important to leave the money in the drawer rather than on the table.	X rather than Y

Element	Example	Marker
Subordinate Clauses	They contended that the committee was biased but that it should not be disbanded.	X but Y

When open markers are used, it is not as easy to see where the X element begins, especially in longer sentence. Often, **the two parallel phrases or clauses may begin with the same signal word in order to remove ambiguous about where the parallelism begins:**

Wrong: I want to retire to a place where I can relax and I pay low taxes.

Right: I want to retire to a place where I can relax and where I pay low taxes.

The signal words do not have to be the same word:

Right: There are many people who speak English but whose parents do not.

When a closed marker is used, anything after the first portion of the marker applies only to the X element:

Wrong: Ralph likes both those who are popular and who are not as well-liked.

Right: Ralph likes both those who are popular and **those** who are not as well-liked.

Some Verbs or forms derived from verbs have more than one word: was opening, can lose, to increase. If an open marker is used, the sentence can split apart these expressions, so that the first word or words count across all of the elements:

The division **was** opening, hiring staff, and investing in equipment.

The railroad **can** lose more money or solve its problems.

They wanted **to** increase awareness, spark interest, and motivate purchase.

Superficial Parallelism vs. Actual Parallelism

When care about parallelism, be careful about these situations: 1. no marker is present 2. without regard for the meaning of the sentence.

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

Wrong: Sal applied himself in his new job, **arrived** early every day, **skipped** lunch regularly, and **left** late every night.

In order to meet the logical, “arrived early every day”, “skipping lunch regularly”, and “leaving late every day” should not parallel with “applied himself in his new job”.

The Importance of And

The most basic form is the marker X and Y. The parallelism marker is in capital letters and the main word or words in each element are underlined.	
The <u>manager</u> and her <u>team</u> were praised by the CEO.	compound subject
In one terrible day, the account manager <u>lost</u> a client and <u>greeted</u> the CEO of her company by the wrong name.	compound verb
New data indicate that, over the course of the past week, <u>the stock market jumped</u> and <u>the unemployment rate decreased</u> .	two clauses
The X and Y structure can also be part of a modifying phrase or clause.	
A rapid improvement in motor <u>function</u> and <u>vision</u> was observed	prepositional phrase
Historians have uncovered new evidence, <u>confirming</u> several theories and <u>giving rise</u> to new hypotheses.	adverbial modifier

Rules:

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

* You can pair working verbs in different tenses, as long as the meaning of the sentence supports the different tenses.

She eats apples all the time and drank some apple juice yesterday.

** You can pair present and past participles.

The cat slept in the sun, fatigued by play and dreaming of the mouse that got away.

3- or 4-Item Lists

List : X, Y, and Z; X, Y, Z, and W

GMAT always inserts a comma before the **and** anytime a list has at least three items:

Right: In today's news, technology stocks are up, while the pharmaceutical, energy, and retail sectors are down.

Wrong: She argues that the agency acts with disregard for human life and property and reckless abandon.

The three underlined items are not all at the same logical level.

Right: She argues that the agency acts with reckless abandon and with disregard for human life and property.

Idioms with Built-in Parallel Structure

Between X and Y	Distinguish X from Y	Think of X as Y
Estimate X to Y	View X as Y	In contrast to X, Y
Whether X or Y	Consider X Y	Mistake X for Y

Parallel Meaning

Linking verb is used to describe what a subject is or what condition the subject is in.

Right: The bouquet of flowers was a gift of love.

The subject, *bouquet*, and the object, *gift*, have to be parallel.

Wrong: The bouquet of flowers was a giving of love.

A giving is a gerund, or the noun form of a verb.

The two parallel elements also have to make logical sense:

Wrong: Upon being nominated, this politician is a step forward in urban-rural relations in this country.

Right: The nomination of this politician is a step forward in urban-rural relations in this country.

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

& Comparisons

Comparison markers require parallelism between the two elements, but they also require that the two compared items are fundamentally the same type of thing.

These are called apples-to-apples comparisons.

Comparison Marker

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

Structure here is X, like Y. Similar marker is: Like X, Y.

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

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

Beethoven's music, which broke a number of established rules with its structure and melodic form, is considered more revolutionary than Bach's.

The comparison marker in this sentence is X more than Y. The elements compared here are Beethoven's music and Bach's music.

Marker	Sample Structure
Like	Like the cat, the dog is friendly. The cat, like the dog, is friendly.
Unlike	Unlike her parents, she has green eyes. In California, unlike Florida, the humidity is moderate.
As	Divya is smart, as is abby.
Than	You have earned a better score than I have. Cisco's revenues are considerably higher than Starbuck's.
As (adjective) as	Mira is as likely as Sam to win the promotion.
Different from	My current job is quite different from my last one.
In contrast to/with	Canada's housing market did not suffer many difficulties during the economic downturn, in contrast to the housing market in the United States.

Comparison also have to follow basic parallelism rules.

Omitted Words(省略的词)

Comparisons can sometimes omit words in the Y element and still be considered properly parallel.

Right: My car is bigger than Brian's (car).

Right: My house is smaller than the Smiths' (house).

Smiths' indicates that the noun is a plural noun: the entire Smith family, not just one Smith.

You can also omit units, verbs and even whole clauses from the second term, as long as there is no ambiguity in the comparison.

Right: Whereas I drink two quarts of milk a day, my friend drinks three (quarts of milk a day).

Right: I walk faster than Brian (walks).

Right: I walk as fast now as (I walked) when I was young.

The principle is the omission won't bring any ambiguity.

Ambiguous: I like cheese more than Yvette.

Right: I like cheese more than Yvette does.

Right: I like cheese more than I do Yvette. (more than I like Yvette)

Unnecessary helping verbs are acceptable:

Right: Apples are more healthy to eat than caramels.

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

Like vs. AS

Like is used to compare nouns, pronouns, or noun phrases. **Never put a clause or a prepositional phrase after like.**

Right: Like her brother, Ava aced the test.

Note that *like* can be followed by gerunds: Like swimming, skiing is great exercise.

As can be used to compare two clause:

Wrong: Like her brother did, Ava aced the test.

Right: As her brother did, Ava aced the test.

Comparative and Superlative Forms

Do not compare an adverb that ends in *-ly* by changing the ending to *-er*, instead, but add more.

Wrong: Adrian runs quickly. He runs quicker than Jacob.

Right: Adrian runs quickly. He runs more quickly than Jacob.

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

Right: Adrian runs fast. He runs faster than Jacob.

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

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

Right: I will have higher bills than last year.

All these errors that I have met in GMAT Test ever.

& Pronouns(代词)

Use answer choices to help guide you as to whether the problem is testing pronouns in the first place. Then use the rules and possibly cross off some answers. This is the **first step** when you spot an underlined pronoun.

The Antecedent Must Exist and Be Sensible

If the answer choices do offer different pronouns, then find the antecedent:

Wrong: The park rangers discussed measures to prevent severe wildfires, which would be devastating(毁灭性的) to it.

Park here cannot be the antecedent of *it*. Park here is adjective of rangers.

Watch out for adjective! They cannot be antecedents of pronouns.

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

The term here is not a mainframe; rather, the term refers to a mainframe.

Right: Although the term “supercomputer” may sound fanciful or exaggerated, it simply refers to an extremely fast mainframe that can execute trillions of calculations every second.

*Be careful of the **principle of meaning**.*

The Antecedent and Pronoun Must Agree in Number

If the answers switch between singular and plural pronouns, then check the antecedent to see whether it is singular or plural.

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

The Deadly Five: It, Its, They, Them, Their

Be careful with their.

Wrong: Whenever a student calls, take down their information.

Right: Whenever a student calls, take down his or her information.

Right: Whenever students call, take down their information.

This, That, These, and Those

This, that, these, and those can be used as adjectives in front of nouns.

New “NANO-PAPERS” incorporate fibers that give these materials strength.

The money spent by her parents is less than that spent by their children.

Note that the two pots of money are not the same. In contrast, when you use it, they or other personal pronouns, you mean the same actual thing as the antecedent.

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

***That or those** indicating a new copy or copies must be modified.* In other words, you have to add a description to indicate how the new copy is different from the previous version.

The money spent by her parents is less than that spent by her children.

Her company is outperforming that of her competitor.

But GMAT questions have required that **any new copy or those agree in number with the previous version.**

Wrong: Her company is outperforming those of her competitors.

Right: Her company is outperforming the companied of her competitors.

Do not use *that* or *those* in place of nouns, unless you modify *that* or *those* to make them new copies.

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

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

Some Ambiguity Is Acceptable

If a sentence uses the same pronoun multiple times, every instance must refer to the same antecedent. If the first it refers to one noun and the second it refers to another, unacceptable confusion reigns.

If you spot a split between a pronoun and a regular noun, chances are good that the correct answer will use the regular noun, since that usage will prevent any possible misreading of a pronoun.

& Verbs

Simple Tenses:

1. Simple present: Sandy plays well with her friends.
2. Simple past: Sandy played well with her friends yesterday.
3. Simple future: Sandy will play well with her friends tomorrow.

The GMAT typically prefers the simple tenses, unless the sentence clearly requires one of the more complex tenses.

Make Tenses Reflect Meaning

Right: She walked to school in the morning and ran home in the afternoon.

Right: She walks to school in the morning and runs home in the afternoon.

Right: She will walk to school in the morning and run home in the afternoon.

All the verbs are in the same tense in each sentence. Changing tense midstream would be confusing and incorrect.

But if the author clearly wants to talk about different periods of time.

Right: He is thinner now because he went on a strict diet six months ago.

Right: Because he went on a strict diet six months ago, he is thinner now.

Wrong: Because he is starting a strict diet, he lost weight.

The GMAT might toss in so many modifiers that this tense mismatch is lost:

Wrong: Because he is starting a strict diet, as well as an exercise regimen that he began more than a year ago, he lost weight.

The Prefect Tenses

The two most commonly tested complex tenses are the prefect tenses: past prefect and present prefect.

Past Perfect = HAD + Past Participle

In order to use past perfect, the sentence must also contain either a verb in the simple past tense or a time marker that occurred in the past but later than the past perfect action.

Right: By 1945, the United States had been at war for several years.

Right: The teacher thought that Jimmy had cheated on the exam.

Even when the circumstances allow past perfect to be used, the sentence is not necessarily required to employ this more complex tense.

Right: Laura locked the deadbolt before she left for work.

The GMAT may make a tricky sentence in which the past perfect verb is not the earliest action in the sentence.

Right: The band U2 was just one of many new groups on the rock music scene in the early 1980s, but **less than ten years later**, U2 **had fully eclipsed** its early rivals in the pantheon of popular music.

Present Perfect = HAVE/HAS + Past Participle

Right: This country has enforced strict immigration laws for thirty years.

Right: They have known each other since 1987.

#1. Each examples involves an action that **began in the past and continues into the present**. The idea of **a continuing action is reinforced by a time phrase**, such as for thirty years or since 1987, that states how long the action has been occurring or for how long the information has been true.

#2. Sometimes, the present perfect tense means that **the action is definitely over, but its effect is still relevant to the present moment**.

Right: The child has drawn a square in the sand.

If the square has disappeared, use simple past:

Right: The child drew a square in the sand, but the ocean erased it.

Right: The child drew a square in the sand, but the ocean has erased it.

#3. With **since**, use the present perfect to indicate an action or effect that **continues to the present time**:

Wrong: Since 1986, no one broke that world record.

Right: Since 1986, no one has broken that world record.

#4. For the same reason, use the present perfect with **within the past...** or **in the last...** phrases, such as **within the five minutes** or **in the last ten years**. In contract, a time phrase that **does not include the present** should not be used with the present perfect.

Wrong: Veronica has traveled all over the world in 2007. (not include the present)

Right: Veronica traveled all over the world in 2007.

#5. The present perfect can be used **in certain circumstances to clarify an ambiguous sequence in time**. The word **when** can mean either “at the same time” or “after”.

Right: She will pay you when you ask her. (No present perfect)

-ing Modifiers: Follow the Main Verb

“Comma -ing” modifiers follow on the tense of the main working ver to which they are attached.

Right: Peering out of the window, she watched her dog frolic on the lawn.

The woman peered out of her window while she watched the dog.

Right: She will sign the contract tomorrow, barring any unforeseen disruptions.

Present to Future or Past to Conditional

The scientist announced that the supercollider was ready, that it had not cost too much to build, and it would provide new insights into the workings of the universe.

The conditional tense is formed by combining would with the base form of the verb: would provide. The construction expresses the future from the point of view of the past.

Right: The scientist believes that the machine will be wonderful.

Wrong: The scientist believes that the machine would be wonderful.

Right: The scientist believed that the machine would be wonderful.

Active and Passive Voice

The passive voice is formed with a form of the verb to be, followed by the past participle.

Passive: It has been decided by Jason that he will not attend college.

Active: Jason has decided not to attend college.

Attention about this problem:

Passive: It has been decided by Jason that he will not attend college next fall.

Active: Jason has decided next fall not to attend college.

Here the active voice example says that Jason decided next fall. This is illogical!

So the passive voice is right.

You do not have to make active or passive voice parallel throughout a sentence.

Right: The shuttle launch took place flawlessly and was seen on television.