Sentence Correction Process:

* Quick glance
* Read for meaning
* Look for splits and eliminate

**Grammar and Meaning**

A different version of word might offer different meaning as compared to the original version of word.

Confusing word listing:

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

Sample example:

ONLY the council votes on Thursdays.

The council votes ONLY on Thursdays.

Avoid redundancy:

Previously -> Formerly -> In past

Now -> Currently -> Presently -> At present

Yearly -> annual -> each year

**Sentence Structure**

**Middlemen :**

Words which are inserted between subject and verb to obscure the subject. examples are:

* **Prepositional phrases** - These actually modifies or describes parts of sentence, generally the prep phrases modifies the to which they are attached. Also, A noun in prep cannot be subject.

e.g. Gaurav, **along with his dog**, crosses the river.

* **Dependent clauses**.

e.g. While Ram was eating, Alexander was joking.

* **Other Modifiers** viz. adjectives, noun/adverbial phrases

Mid Chapter Takeaways

* Take care of present perfect and simple past, present perfect represents the action which has just concluded.
* Connecting to independent clauses with comma leads to comma splice
* Match the present continuous form of sentence with the present tense.
* Noun + 'to be' + VERBed - something is going to happen with the NOUN
* Parallelism is not random and superficial and it should be parallel only if the two or more ideas are parallel.Check the idea denoted by right hand parallel structure and match it with the LHS (context matters)
* The student **cheats** on exams by copying other students' asnwers and **stealing** food from the school cafeteria 🡨 Incorrect
* Most of the time the 'and' separates two independent idea

======================== Helping verbs =====================

The below sentence introduces the ambiguous meaning that's why this sentence is incorrect.

I know more about shakespeare than my brother

This is clear - I ran faster than my brother.

In parallel structure, helping verbs can precede the subject and it can also come after the subject. So, both below are correct:

* I know more about shakespeare than my brother does.
* I know more about shakespeare than does my brother.

"than knows my brother" <-- this is awkward

You can't place a verb between noun and noun-modifier.

When noun is followed by modifier you should place helping verbs before the noun+modifiers.

Although they are less obvious, termites does significantly more damage to homes than branches from trees.

...than do branches from trees --> correct

...than branches from trees do --> WRONG

\* if you have just a noun - WITHOUT modifiers - in the second half of your parallel structure, then you can place the helping verb ("do", in this case) EITHER before OR after that noun.

\* if you have a noun followed by modifier(s) in the second half of your parallel structure, then you MUST place the helping verb BEFORE the noun.

Two independent clauses are joined by any of the following conjunctions in – FANBOYS

Colon:

Colon separates an independent clause and its further explanation. What comes after the colon does not have to be able to stand alone.

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

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

In contrast, the colon always connects a sentence with examples or a further explanation

Indefinite Pronoun, a pronoun that does not refer to any person, amount, or thing in particular, e.g. *anything*, *something*, *anyone*, *everyone*, is generally singular.

List of pronouns – SANAM – Some, Any, None, All, More/Most

Every/Each also takes singular verb form.

A number of … ARE …

The number of … IS …

Treat quantity phrases in the same way as SANAM pronouns: the noun in the Of-prepositional phrase will indicate whether the verb is singular or plural.

**Subject Clauses:**

The subject phrase which solely acts as a subject always takes singular form of verb.

**Finite –**

*That-clause* : That his theory was flawed soon became obvious

*Nominal Relative clause* - What I need is a long holiday

**Non-Finite-**

*To-infinitive clause -* To become an opera singer takes years of training

*-ing clause* : Being the chairman is a huge responsibility

Possessive Nuances:

Y of X’s is wrong. Either it is Y of X or it is X’s Y

**Modifiers**

Noun modifiers:

* Relative pronouns – Which, that [can modify complete clauses] Who, Whose, Whom, Where, When
* Prepositional phrases
* Participle phrases - present ( -ing [without comma] ) and past ( -ed )
* Apposition - A noun modified by another noun.

Adverbial Modifiers:

* Adverbs
* Prepositional phrases
* Present participle with **commas**.
* Past participle with **commas**.

Notes:

🡪-Possessive Nouns are not nouns.

🡪-A noun immediately followed by 'that' modifies that noun.

🡪-'that' following a verb signifies the following structure : sentence + verb + that + subject + predicate

🡪- Pronoun 'whose' can modify people as well as things

🡪- 'where' must modify a place, area

🡪- Difference between present participle and past participle is that past. participle can be a verb all by itself but it cannot function as a noun.

🡪- adverbial modifiers can be placed more freely without creating meaning issues

🡪- Make sure that the which refers to the closest preceding main noun and not the whole clause.

**Quantities:**

|  |  |
| --- | --- |
| countable | uncountable |
| many | much |
| few | little |
| fewer | less |
| fewest | least |
| number | amount |
| numerous | great |

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

🡪 **between** is to be used between 2 things, for more than 2 use ‘**among’**

🡪 If you wish to make a comparison using the word numbers, use **greater than**

🡪 **"greater than"** is used for uncountable nouns (numbers as well). **"more than"** is typically used for countable nouns

🡪 If x and y are quantities, you'll see "x is greater than y".

🡪 **'Increase'** and **'Decrease'** words depicts the change in quantity over a period of time while greater/lesser are used for comparison of two like things.

🡪 **'which'** coming after the non-essential modifier modifies the noun of that modifier and not the element of modifier.

🡪When relative clauses are parallel, they should start with the same relative pronoun. - 'which...' but 'having...' <-incorrect

**Parallelism**

Sentences should be structurally and LOGICALLY similar.

**Markers:**

* And/Or
* Either...Or
* Neither...Nor
* From...To
* X Rather than Y,
* Both X and Y
* Not only X but also Y
* Not X But Y
* Between X and Y
* Distinguish X from Y
* Think of X as Y
* Consider X Y
* Estimate X to be Y
* View X as Y
* In contrast to X, Y
* Mistake X for Y
* Whether X or Y
* as .. to X as .. to Y
* X exceeds Y

**Notes:**

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

-You can also pair present and past participles

-Gerunds can be parallel to other gerunds or to action nouns, but they cannot be parallel to plain nouns,

-A comparison can also use a pronoun to stand in for the noun first mentioned; in the example above, the pronoun that refers to build.

- If there is 's' at the end of noun that 's' denotes that the noun is countable.

**Comparisons**

Comparison Markers

|  |  |
| --- | --- |
| Like | Like Cat, Dog is also aggressive. |
| Unlike | Unlike Cat, Mouse is shy. |
| As | I am good, as is Sonia. |
| Than | Your grade is better than my grade. |
| As (adjective) as | Mira is AS likely AS Sam to win the promotion. |
| Different from | This job is different from my last job. |
| In constrast to/with | In contrast to Canadian Markets, US Markets are more volatile. |

***Note***:

* Just like parallelism markers, comparison markers also follow the parallelism rules.
* Use like to compare nouns and ‘as’ to compare clauses.

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 younger.

The GMAT occasionally allows unnecessary helping verbs:

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

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

**Pronouns**

Singular : it, its

Plural : they, them, their

Note:

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. For example:

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

**Verbs**

Present sentence is used to express ‘eternal states’ or frequent events.

Past Perfect : If two action appear in past in different time frames, you can use past perfect tense for the earlier action and past tense for the later action.

|  |
| --- |
| **Past Perfect = HAD + Past Participle** |

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

**Notes:**

The present perfect indicates either continued action or continued effect of a completed action up to the present.

With since, use the present perfect to indicate an action or effect that continues to the present time

In the below sentence:

**Peering out of the window, she WATCHED her dog frolic on the lawn.**

*The modifier peering picks up the time frame of the main verb*

Example

**The country's economy is unstable, the result of a stock market crash occurring ten years ago.**

In the above sentence, the first clause is in present tense so the *‘occurring’* means occurring just now,and this is not the case as intended to be presented by the sentence. Therefore, the below sentence which represents the modifier clause in past tense correctly modifies the independent clause.

**The country's economy is unstable, the result of a stock market crash that occurred ten years ago**

**Idioms**

**Ability**

**C – Ability to -** I value my ABILITY TO SING.

**IC – Ability of** - I value my ability of singing

**IC – Ablity for -** I value my ABILITY FOR SINGING

**Allow**

**C : allows/allowed to -** The holiday ALLOWS Maria TO WATCH the movie today.

**IC : allowed of/for -** The holiday ALLOWED FOR Maria TO WATCH the movie.

**Although**

**C:** if followed by a clause

**IC:** If followed by a noun.

**As**

**C:**

As a child, I delivered newspapers.

JUST AS we did last year, we will win this year.

AS the president of the company, she works hard.

AS I had already paid, I was unconcerned.

**IC:**

WHILE BEING a child, I delivered newspapers.

AS BEING a child, I delivered newspapers

**As … As**

**C :** As great As, As many As, As much As, so …As,

**IC :** As or more, so … As, so … that, as many … than, about equivalent to, as… from,

**Because**

**C:** ‘Because of’ followed by noun and ‘Because’ followed by a clause.

**IC :** ‘Because’ followed by a noun and ‘Because of’ followed by clause/gerund.

**Believe**

**C :** Believes/Believed that/to be

**IC:** Believed by and other constructions.

**Capability of:**

**Consider**

**C:** consider <noun>

**IC:** consider as, consider <noun> should be

**Effort**

**C:** Effort to

**IC:** Effort of

**Expect**

**C:** expect that, expect .. to .. , expectation that

**IC:** expected for

**From**

**C:** From..TO.

**IC:** From…Down to, From… Up to…

**In Order to**

**C:** It is used in active voice - She drank coffee IN ORDER TO STAY awake.

**IC:** If used in passive voice - Coffee was drunk by her TO STAY awake (or IN ORDER TO

**STAY awake).**

**Indicate**

**C:** Indicates that, indicative of

**IC:** Indicates as, indicates to, indicative that

**Not…But**

**C:** A tomato is NOT a vegetable BUT RATHER a fruit.

**IC:** She DID NOT EAT mangoes BUT other kinds of fruit.

**Not Only…But Also**

**C:** Not only…but,

**IC:** Not Only…And also, Not Only…But, As well

**Rather Than**

**C:** He wrote with pencils rather than pens.

**IC:** He wrote with pencils instead of with pens.

**So..As to**

**C:** The saucer was so hot as to burn my mouth.

**IC:** So Much…As to, Such…As to, so as to do

**So That**

**C:** She gave money SO THAT the school could offer scholarships.

**IC:** She gave money SO the school could offer scholarships.

**So…That**

**C:** Check its usage

**Such As**

**IC:**

Matt trains in many ways SUCH AS BY DRIVING on racetracks.

Matt enjoys intense activities, SUCH AS TO DRIVE fast cars.

**Than**

**C:** Following usages: More Than, More…Than… , Higher…Than… , Less… Than…

**IC:** More…Rather than, More…Instead of, No less…as… ,

This newspaper cost 50 cents AS MUCH AS that one.

**Whether**

**C:** I don’t know whether I will go.

**IC:** I don’t know if I will go.

**Whether…Or**

**IC:** WHETHER trash OR ALSO treasure, the recyclables must be picked up.

WHETHER THEY BE trash OR treasure, the recyclables must go.

**Notes:**

**🡪‘for’ is preferred in placed of ‘because of’**

**🡪‘since’ is preferable to ‘because of’**

**🡪‘reach of’ is preferable to ‘reach for’**

**Forbids X to do Y**

**Parallelism & Comparisons: Extra**

* Simple Gerund is the part of speech that is created by verb + [-ing]
* Action noun represents some action, e.g. eruption, pollution, nomination etc.
* Concrete Nouns refers to name of place, thing or entity.
* Complex gerunds generally starts with article (‘a’, ‘the’)

Example of complex gerund:

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

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

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

Complex gerunds can be parallel to action nouns but not simple gerunds.

Wrong:

The rebels demanded the *withdrawal of government forces from disputed regions*, *significant reductions in overall troop levels*, *raising the rebel flag on holidays*, AND *a general pardon*.

*Withdrawal*, *reductions*, and *pardon* are all action nouns, so *raising* cannot be another parallel element in the list. Rather, the complex gerund *the raising of* is needed:

In brief, there are three categories of nouns:

1) concrete nouns,

2) action nouns and complex gerunds, and

3) simple gerunds.

When making nouns parallel, do not mix these categories.

**Adjectives and Participles**

In certain circumstances, adjectives can be parallel to present or past participles:

* A mastodon carcass, ***thawed*** only once AND still ***fresh***, is on display.

Both thawed and fresh describe carcass. Thawed is a past participle, whereas fresh is an adjective. However, they are parallel to each other, since they both function as adjectives to modify a noun.

Consider this example:

* Only a few feet ***wide*** BUT ***spanning*** a continent, the railroad changed history.

Both wide and spanning describe the railroad. Wide is an adjective, whereas spanning is a present participle. However, in this context, they are parallel to each other.

In some scenarios, an adjective can be parallel to past participle. Like in the example below:

Only a few feet ***wide*** BUT ***spanning*** a continent, the railroad changed history.

**Numbers in Comparisons**

If you want to relate the quantities by multiplication, use times and as…as together:

Right: The man is **FIVE TIMES AS OLD AS** his grandson.

Wrong: The man is **FIVE TIMES OLDER THAN** his grandson.

Use ‘times’ to indicate direct multiplication (no ambiguation).

🡪 In case of concrete quantities, use ‘older than’ / ‘more than’ / ‘less than’

Right: I am TEN years OLDER THAN you.

Wrong: I am TEN years AS OLD AS you.

The first sentence means that my age = your age + 10 years. The second sentence is nonsensical.

**Pronouns : Extra**

**There are three noun or pronoun cases in English:**

1. **Subject Pronouns**

I, you, he, she, it, we, they, who

1. **Object Pronouns**

Me, you, him, her, it, us, them, whom

1. **Possessive Pronouns**

My/Mine, Our/Ours, Your/Yours, their/theirs, his, her/hers ,whose, its

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

Example:

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

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

Another example which is acceptable: We had a party at Jane's, who is my cousin.

Do so vs Do it

Do so coming after the sentence refers back to the antecedent action while the ‘it’ in do it refers the noun.

Notes :

🡪 The pronoun coming after the complete clause is ambiguous most of the time.

GMAT likes generic synonyms

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

🡪 Do not use the present progressive for general definitions. Instead, use the simple present.

🡪In GMAT sentences, do not use the present progressive to indicate future actions. This usage is considered too colloquial. Instead, use the simple future:

Wrong: Quentin IS MEETING Harvey for lunch tomorrow.

Right: Quentin WILL MEET Harvey for lunch tomorrow.

🡪 Verbs that express general states do not normally take progressive forms. Such state verbs include know or signify:

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

Right: This inscription SIGNIFIES the emperor's birth.

English has *present subjunctive* and *past subjunctive* forms, which can be compared with the corresponding *present indicative* and *past indicative* forms (the familiar present and past tense forms of verbs). The distinction between present and past is one of [tense](https://en.wikipedia.org/wiki/Verb_tense); the distinction between indicative and subjunctive is one of [mood](https://en.wikipedia.org/wiki/Mood_%28grammar%29)

🡪 IF past perfect, THEN conditional perfect.

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

🡪 The helping verbs would and should should NEVER go in the if part of the sentence, according to the GMAT.

🡪 Bossy Verb + THAT + subject + Command Subjunctive

We PROPOSE THAT the school board DISBAND.

🡪 In fact, with some of the most common bossy verbs, such as **want**, **advise**, **allow**, **forbid**, **persuade**, want you cannot use the command subjunctive; instead, you must use an infinitive (to + the bare form):

Wrong: The vice-president WANTS THAT she GO to the retreat.

Right: The vice-president WANTS her TO GO to the retreat.

🡪 These verbs take ONLY the command subjunctive when indicating desire:

demand, dictate, insist, mandate, propose, recommend, request, stipulate, suggest

🡪 *‘require’ as as verb can take infinitive as well as ‘that’*

**Verbals**

The term verbals refers to verb forms used as adjectives, adverbs, or nouns; you've already learned about these earlier in the book:

These include :

* Infinitives – to watch, to see
* Gerunds - Watching, Throwing, Seeing
* Participles:
  + Present participles – Watching, throwing
  + Past participles – watched, thrown, seen ( used as an adjective )

**Present participles :**

There are four members of the “-ing Dynasty,” representing four key

uses of the -ing form:

|  |  |
| --- | --- |
| Verb (progressive tense) | She is FIXING the faucet. |
| Noun (gerund) | FIXING the faucet is not fun. |
| Adjective (present participle) | The person FIXING the faucet is tired. |
| Adverb (present participle) | She crouched under the sink, FIXING the faucet. |

**Past Participle**

In contrast, the past participle is typically used as part of a perfect-tense verb or as an adjective:

|  |  |
| --- | --- |
| Verb (perfect pense) | She has BROKEN the lamp. |
| Adjective (present participle) | The BROKEN lamp is on the stairs. |